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Approved by:

J. L. Ely Advisor
C. A. Gregory
Wm. A. Cook

**A STUDY OF THE SOCIAL, ECONOMIC, PROFESSIONAL, AND
LEGAL STATUS OF THE JUNIOR COLLEGE INSTRUCTOR**

A dissertation submitted to

**The Graduate Faculty of the College of Education
of the University of Cincinnati**

in partial fulfillment of the
requirements for the degree of

DOCTOR OF PHILOSOPHY IN EDUCATION

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PART ONE

CHAPTER I

THE PROBLEM AND METHOD OF INVESTIGATION

The Setting of the Problem

The editor of the best brief statement of current educational readjustments at the higher levels has said:

"The reforms which are taking place at the junior college level are doubtless more significant and certainly more spectacular than in either the senior college or the graduate school." ¹

A second authority, after extended field experience, has said:

"Altogether, the (junior college) movement seems to me to have more implications for good in the fields of both secondary and higher education than any other single proposal which is now before us for consideration." ²

The junior college is a new unit, admittedly in the experimental stage. As such it has not received the critical attention given to other units in the educational scheme. Although advocated in theory by Harper as early as 1892,³ the actual development has been of far more recent date. Harper's influence is seen in the establishment of the first public junior college in

¹ W. S. Gray, "Educational Readjustments at the Junior College Level", *School and Society* 30: 136 (August 3, 1929).

² G. F. Zook, "Is the Junior College a Menace or a Boon?" *School Review* 37: 425 (June, 1929).

³ W. R. Harper, "The Situation of the Junior College." *The Trend in Higher Education*, Chapter XXIII, p. 378-390. Chicago: University of Chicago Press, 1905.

the United States, at Joliet, Illinois.⁴ Lange was largely responsible for the movement on the Pacific Coast. The Fresno courses were established in 1907.⁵ From these beginnings the movement has become national.

In 1927 Koos reported 325 institutions in thirty-nine states; 284 of the 325 enrolling 35,630 students, an increase of 121 per cent over the enrollment in 207 institutions in 1922.⁶ Whitney, in 1928, found 382 institutions in thirty-nine states, the District of Columbia, and the Philippine Islands.⁷ The movement has been most pronounced in California. After a most careful study of the California situation Eells states: "The facts . . . point toward a probable junior college enrollment of at least 20,000 and perhaps 30,000 or more by 1934-35; of at least 35,000 and possibly 50,000 or more by 1939-40."⁸ Although the California movement likely will continue to set the pace, we may reasonably expect giant strides elsewhere, especially in the larger municipalities.⁹

In the face of such rapid expansion the major studies in the field have

⁴ F. L. Whitney, *The Junior College in America*, p. 2. Greeley: Colorado State Teachers College, 1928.

⁵ C. L. Littel, "The Junior College," *Proceedings of the Twelfth Annual Meeting of the Northwest Association of Secondary and Higher Schools*, April 9-11, 1929. Ph. Soulen, Secretary, Moscow, Idaho.

⁶ Leonard V. Koos, "Recent Growth of the Junior College," *School Review* 36: 256-266 (April, 1928).

⁷ F. L. Whitney, *op. cit.*, p. 8.

⁸ W. C. Eells, "Trends in Junior College Enrollment in California," *California Quarterly of Secondary Education* 4: 59-69 (October, 1928).

⁹ G. F. Zook, "Is the Junior College a Menace or a Boon?" *School Review* 37: 415-425 (June, 1929), and J. R. Reed and S. M. N. Marrs, *Texas Municipal Junior Colleges*, Bulletin State Department of Education, Vol. V. No. 5. (June, 1929). Austin: State Department of Education, 1929.

been concerned primarily with organization and administration. Studies of the faculty, on a national scale, have been incidental and, consequently, piece-meal in nature. McDowell found the training of junior college instructors inferior to that of the instructors in regular college or university.¹⁰ The monumental study by Koos¹¹ included a chapter which dealt with personnel, teaching load and remuneration of the staff. Elsewhere¹² he recounts at length an attempt to determine the relative efficiency of instruction in the junior college and in the freshmen and sophomore classes in the regularly constituted college and university, giving assurance "of the ultimate efficacy of instructional work in the junior college." A theoretical statement of faculty qualifications based on California data is given in the book edited by Proctor.¹³ Whitney studied standards, including statutes extant and formulated tentative standards for the State of Colorado.¹⁴

A few isolated studies of merit have been made. Marten reports a

¹⁰ F. M. McDowell, *The Junior College*. Bureau of Education Bulletin, No. 35, 1919. Washington: Bureau of Education, 1919.

¹¹ L. V. Koos, *The Junior College*, Vol. I, Chapter XIV. Minneapolis: University of Minnesota, 1924.

¹² L. V. Koos, *The Junior College Movement*, Chapter IV. Boston: Ginn and Co., 1926.

¹³ Chas. S. Morris, "The Junior College Faculty," *The Junior College: Its Organization and Administration*. Edited by W. M. Proctor. Stanford University: Stanford University Press, 1928.

¹⁴ F. L. Whitney, *The Junior College in America*. Greeley: Colorado State Teachers College, 1928, and
F. L. Whitney, "Present Standards for Junior Colleges," *School Review* 36: 593-603 (October, 1928).

questionnaire study,¹⁵ in which California public junior college teachers were asked to list (1) colleges and universities attended, with dates and length of time spent in each one; (2) degrees received, with dates and names of institutions granting each degree; and, (3) itemized statement of educational experience, including nature of work done and length of time spent in each position. Returns were made by 544 teachers in twenty six junior colleges. This has been followed by a more recent study also limited to California.¹⁶ A committee submitted a report containing similar data to the Educational Council of the Iowa State Teachers' association.¹⁷ The very recent study of municipal junior colleges in Texas devotes a section to a study of instructors, including subjects taught, teacher-load, hour-teaching load, training, and salaries.¹⁸ Haggerty made a very interesting study of standards established by various agencies affecting the junior college teacher.¹⁹

Although the junior college instructor has received limited study, there has been common understanding that the teacher is the key to the

¹⁵ Elise H. Marten, "Training and Experience of Teachers in the Junior Colleges of California," *California Quarterly of Secondary Education* 4: 51-58 (October, 1928).

¹⁶ Florence Evett, M. A. thesis: *The Status of the Junior College Teacher in California*. Los Angeles: University of Southern California, 1929. (Unavailable).

¹⁷ A Study of Junior Colleges in Iowa. *Bulletin of the Educational Council of the Iowa State Teachers' Association*, Des Moines (November, 1927).

¹⁸ J. R. Reid and S. M. N. Marrs, *Texas Municipal Junior College*. *Bulletin State Department of Education*. Vol. V. No. 5, Section III, p. 32-48. (June, 1929). Austin: State Department of Education, 1929.

¹⁹ M. E. Haggerty, "Faculty Qualifications for Junior College," *North Central Association Quarterly* 3: 305-309 (December, 1928)..

situation. From the very beginning such statements as the following have been common: "The major concern of the faculty in the junior college years should be with teaching rather than with research such as may be a legitimate object of emphasis in upper division instruction."²⁰ In fact, one of the early arguments for the junior college was that "the more seasoned high-school instructors selected for junior college work are more effective teachers than are the younger, less experienced instructors often employed in colleges and universities."²¹

As a matter of fact, information concerning the teachers actually engaged in molding the new institution has been too fragmentary and disconnected to permit satisfactory generalization.

The Problem

This study is an attempt to determine the social, economic, professional and legal status of the junior college instructor in the United States.

(a) Social status is interpreted to include such items as age, nativity, family, sex, marriage, dependents, etc.

(b) Economic status is construed to involve salary, additional earnings, private sources of income, life insurance, retirement allowance, pensions, annuities, ownership of automobiles, etc.

(c) Professional status includes preparation, major and minor studies, attendance at institutions, courses taught, teaching load, professional

²⁰ F. W. Thomas, "Fundamental Concepts Underlying Junior College Education," California Quarterly of Secondary Education 4: 14-20.

²¹ L. V. Koos, The Junior College Movement, p. 64. Boston: Ginn and Co., 1926.

plans, experience, publications, etc.

(d) Legal status is expanded to include laws enacted by legislature, certificates issued by duly commissioned boards, and standards adopted by recognized accrediting agencies.

The data accumulated are employed in an attempt to solve several attendant problems:

1. What should constitute the training and the experience of the junior college teacher?

2. What is the relative calibre of the public and the private junior college instructors?

3. What are the relative advantages of legislation, certification, and standardization with respect to the members of the junior college faculty?

4. What services making for the improvement of junior college teaching may be performed by various agencies?

5. What may be expected of the junior college movement?

Definitions

For the purpose of this study the term "junior college" is interpreted as meaning an institution administered as a separate unit, whether connected with another institution or not, if it espouses the name or as evidence of the underlying purpose seeks recognition under statutes or standards of accrediting bodies as a junior college.

Similarly, by junior college instructor is meant an individual devoting time to the actual work of teaching in such an institution. Unless administrative heads were actually teaching they were excluded from the

study.²²

Methods of Investigation

The problem and its subdivisions have been attacked from several angles:

1. An attempt has been made to give proper historical setting to the problem. This involved a study of standard books and periodical articles on the subject, including those cited in standard bibliographies²³ and all recent books and articles available. (Part One, Chapter II).

2. A preliminary study to determine what should be ascertained from documents extant was undertaken, including a detailed tabulation and analysis of the data contained in the latest triennial reports of thirty-six (36) junior colleges belonging to the North Central Association of Colleges and Secondary Schools.²⁴ (Part One, Chapter III).

3. Data on the social, economic and professional aspects, procurable in no other way, were gathered by means of an individual blank-of-inquiry.²⁵ (Part Two, Chapters II, III, and IV).

²² Those interested in the work of administrative heads are referred to: R. E. Green, "Administrative Dean of Public Junior College," *School Executives Magazine* 49: 122-124 (November, 1929).

²³ *Junior College Bibliography*. United States Bureau of Education, No. 10755, November, 1926; and, *Junior Colleges*, United States Bureau of Education, Library Division (*Bibliography of Research Studies in Education*, 1926-27, p. 71-72). Washington: Government Printing Office; and, *References on the Junior College*. Research Division of the National Education Association. Washington, D. C. September, 1929; and, *References on the Development and the Future of the Municipal Junior College*. National Education Association, Educational Research Service. Washington, D. C., January, 1929.

²⁴ Kindly forwarded by Dr. George F. Zook, secretary, Commission on Institutions of Higher Education, University of Akron, Akron, Ohio.

²⁵ Inasmuch as the questionnaire method involved is in disrepute in

4. Legal data were obtained by sending letters of inquiry to the principal state school officials, asking for statutes, standards, certification requirements, etc., and to secretaries of national and regional accrediting agencies.

(Part Two, Chapter V).

5. All data are summarized in such manner as to give composite pictures of the junior college instructors in public and private institutions. (Part Two, Chapter VI).

6. In view of these data, possible solutions are proposed for the various problems affecting the junior college teaching personnel. (Part Two, Chapter VII).

certain circles, a few quotations from outstanding authorities on scientific research in education may not be out of place:

"As we see it . . . the indiscriminate censure of the questionnaire is unjustified. Rightly used it is a proper and indeed an inevitable means of securing information." --B. R. Buckingham, "The Questionnaire," *Journal of Educational Research* 14: 54-58 (June, 1926).

"It should mean something for the legitimation of the questionnaire investigation that the proportion of educational literature taking rise in it is so large--roughly a fourth of all published studies or of space occupied by them. (Based on Trabue, M. R., "Educational Research in 1925," *Journal of Educational Research* 13: 336-344 (May, 1926)). It should be significant also that the proportions are approximately equal in educational periodicals and in research series published by higher institutions: not only do reports of questionnaire studies pass muster with the editors of periodicals, but they are approved in about the same proportions by those who render judgment on the typically more substantial investigations submitted on doctor's dissertations or otherwise published in monograph form." --L. V. Koos, *The Questionnaire in Education*, p. 144-145. New York: The Macmillan Co., 1928.

"It must be admitted that there are certain types of information and factual data which may be collected economically by the questionnaire; the collection of such information by any other method such as interviews and personal observations might be so time-consuming and expensive as to be prohibitive." --C. V. Good, *How to Do Research in Education*, p. 133. Baltimore: Warwick and York, 1928.

"Analysis of the foregoing objections indicates that they consist mainly of criticisms of the abuse rather than the right use of the questionnaire, and that there is insufficient basis either in the form of theoretical criticisms or objective evidence to justify a sweeping condemnation of this instrument of educational investigation." --*The Questionnaire. Research Bulletin of the National Education Association*, Vol. VIII, No. 1, p. 13 (January, 1930).

CHAPTER II

PERSONNEL PROBLEMS OF THE JUNIOR COLLEGE MOVEMENT

In the absence of studies which reveal the actual status of the junior college instructor over any considerable area, expectations must be in agreement with the theories advanced by the leaders of the movement and their formulation into standards by recognized accrediting agencies. Accordingly, this chapter is devoted to a brief treatment of the personnel problems of the junior college movement and the development of standards of accrediting agencies dealing with junior college instructors. A list of derived principles is followed, in turn, by a statement of reasonable expectations.

The Bearing of the Junior College Movement on Teaching Personnel

Fortunately, the leaders of the junior college movement have recognized the importance of the teaching problem from the very beginning. In fact, the initial organization was, in part, an attempt at a solution of this very knotty problem. More recent developments indicate that the new institution may have created teaching problems peculiar to itself. First and foremost, it is possible that the junior college will have a student body far more heterogeneous as to ability, aims, and present pupil needs than that enrolled in a regular four-year college or university. It evidently can not apply the same system of exclusion practiced by the state universities.¹ On the other

¹ D. E. Phillips, "Need of a New Type University," *School and Society* 30: 627-632 (November 9, 1929).

hand, it can not be expected to enroll chiefly those who could not be registered elsewhere.² It has as a primary objective the enrollment of many who would not have the opportunity to attend college if the junior college were not accessible to them at a low cost.³ Furthermore, the implied tendency toward the decentralization of the work of the lower years by the establishment of institutions in several towns complicates the teaching problem.⁴ For these and other reasons, it appears that the teacher, heretofore neglected because of the immediate concern with details of organization and administration, must receive more and more attention.

The public junior college came into existence as an extension of the secondary school program. Consequently, it has become customary to engage the services of successful high school teachers, part-time or full-time, for instruction in the higher grades, heretofore regarded as college work. These teachers are inured to certification requirements, accrediting standards, and supervision. In this manner, the public junior colleges have been freed from much of the tradition which has made it difficult for the four-year college or university to face the teaching problem. An illustration follows:

"In theory the Junior College is an extension of the high school upward to include the first two years of the college or university. The chief argument in favor of this movement has been that the character of the work done in these years of the college is of secondary type and therefore should be conducted as a part of the secondary

² G. D. Stoddard, "A Mental-Educational Survey of Iowa Junior Colleges," *School Review* 36: 346-349.

³ V. H. Kelley, "An Analysis of the High-School Records of Junior College Students," *School Review* 37: 598-601 (October, 1929).

⁴ J. T. Morris, *Considerations in Establishment of a Junior College*. Contributions to Education No. 343. New York: Bureau of Publications, Teachers College, 1929.

school system rather than at the university. Accepting this theory we began our Junior College in 1914 by making an extension of the high school curriculum and faculty For a faculty we selected the ablest of our high school teachers and assigned them such college classes as were demanded We permitted one college section to count two high school sections in making out the programs of the individual teacher New subjects were added to the curriculum and we soon found it necessary to employ teachers who could devote their whole time to this work. At this moment the Junior College took on an atmosphere of a separate institution and the real problem of the relationship of the Junior College to the High School began.

"In order that qualified instructors might be obtained for the Junior College higher salaries had to be paid than was the practice in the high school. This fact at once created a dividing line. As the interests of the teachers were widely different, college faculty meetings were held separate from those of the high school. These conditions inevitably created feelings which tended to make the separation wider and new problems of administration were in evidence which demanded the adjustment of a salary schedule and a recognition of experience, training, and ability upon the part of those selected for the college faculty.

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 "The fact that our faculty is drawn both from the heads of departments of the high school, without exception old and experienced teachers, and from the younger members of the university faculties, progressive in their ideals and ideas, has made for a balance of forces exceedingly valuable in the development of the right sort of attitude toward their work on the part of the students."⁵

On the other hand, many institutions now listed as private junior colleges antedate the junior college movement and may have assumed their present status as a compromise with a dominant trend.⁶ Certain of these schools retain much of the flavor of the old-time college, where traditions prevailed.⁷ As a result, standardization with respect to faculty is not

⁵ J. B. Davis (Principal of Central High School, Grand Rapids, Michigan). North Central Association Proceedings, 1919, p. 33-34.

⁶ J. T. Wahlquist, "The Traditional Liberal Arts College," Journal of Education 40: 433-437 (November 18, 1929).

⁷ F. S. Whitney, "The Present Status of the Junior College Movement," High School Teacher 5: 335-337 and 356 (December, 1929).

always desired or easily attained where desired.

The group of leaders who consistently regarded the junior college as secondary education to be attached to a high school⁸ have argued for this arrangement, in part, because it will bring about more favorable conditions for teaching. A quotation is to the point:

"Separation of the junior college from the upper high-school years often operates, except in the largest junior colleges, either to restrict the offering or to encourage improper assignment of courses to teachers. With only a two-year vertical range of work in many subject fields a full-time specialist in each of them can not be employed. The subject fields suffering most from this restriction are certain of the natural sciences and economics, political science, sociology, and history. In small junior colleges it is likely to apply to any field. In consequence, the work is not offered or those are assigned to it who are not adequately equipped for it. Integration of the junior college with at least the upper years of the high school, because of the representation of these fields in those years, makes it possible to assign work with much greater regard for the instructor's special preparation."⁹

Koos recommended elsewhere that accrediting agencies should not merely acquiesce in but actually encourage the assignment of instructors to work on both junior college and high school levels.¹⁰

Reference has already been made to the argument that the junior college would offer better instruction than is afforded in four-year college and university, due to the presence of the more seasoned high school teacher as compared with the inexperienced graduate student often employed in colleges and universities. A rather careful check-up indicated that class-

⁸ Judd, Koos, Proctor, et al.

⁹ L. V. Koos, "Conditions Favoring Integration of Junior College with High Schools," *School Life* 12: 161-164 (May, 1927).

¹⁰ L. V. Koos, *The Junior College Movement*, p. 64. Boston: Ginn and Co., 1925.

room procedure in junior colleges is assuredly "on at least as high a plane" as the instruction of freshmen in colleges and universities and that the level of student performance in junior colleges is no lower than in other institutions.¹¹

However, it does not appear that those responsible for administering junior colleges, public or private, are in agreement with respect to the most effective type of organization and administration.¹² Until this issue is more definitely settled, the teaching problem may not attract the attention it deserves.

Development of Standards of Accrediting Agencies
Dealing with Junior College Instructors

According to the report of a sub-committee of the North Central Association of Colleges and Secondary Schools, in 1919 there were seven accrediting agencies dealing directly with the junior college. These were: North Central Association of Colleges and Secondary Schools (first recognized in 1912¹³), the Association of Colleges and Secondary Schools of the Southern States (first noticed in 1913¹⁴), California, Illinois, Missouri, Texas, and Virginia. The North Central was the only one to establish a definition of a "junior college."¹⁵

¹¹ L. V. Koos, *Ibid*, Chapter IV. Instructors and Instruction (1925).

¹² E. Q. Brothers, "Present-day Practices and Tendencies in the Administration and Organization of Public Junior Colleges," *School and Review* 36: 666-674 (November, 1928).

¹³ W. A. Cook, "A Comparative Study of Standardizing Agencies," *North Central Association Quarterly* 4: 377-455 (December, 1929).

¹⁴ *Loc. cit.*

¹⁵ North Central Association Proceedings, 1919, p. 110-112 (Report of Junior College Sub-Committee, J. M. Wood, Chairman).

The North Central Association standard with reference to teachers follows: "The minimum scholastic requirements of all teachers in the Junior College shall be graduation from a college belonging to this association, or an equivalent, and in addition, graduate work in a university of recognized standing amounting to one year." ¹⁶

Texas, at that time, did not make this requirement specific but suggested that "the equipment of teachers shall be approximately equal to that of college teachers; the Southern Association left the question to its Executive Committee; California made no requirement regarding teachers; and all others agreed with the North Central Association." ¹⁷

A committee was appointed in 1925 "to study the proposal to require professional training for instructors teaching the first and second year's work in college and universities and to ascertain the attitude of the members of the Association regarding the requirement of educational qualifications for college and university teachers."¹⁸ This committee reported at the 1927 meeting that "the improvement of college education would be retarded rather than promoted by the enactment at this time of a rule requiring professional training" but recommended that college authorities "be requested to consider the manner in which similar efforts might find application in their own institutions and to the possibility of requiring or providing professional training for beginning instructors in the college field."

¹⁶ Ibid, p. 111-112.

¹⁷ Loc. cit.

¹⁸ Report of the Committee on the Professional Qualifications of College Teachers. North Central Association Quarterly 4: 213-215.

According to the report, "a noteworthy development within the life of this committee is the prescription of professional qualifications for instructors in public junior colleges which constitute an outstanding development in college education in the past decade."

The report then explains this development as follows:

"This development frequently comes as an extension of the public high school, which already enjoys legal recognition both as regards support and a greater or less degree of regulation. One phase of this regulation relates to the qualifications of high school teachers, and some degree of professional training is practically everywhere prescribed for such teachers. It is but a natural development of this practice that, as the high school curriculum is extended upward to the level of the junior college, the teachers in such college units should be required to meet the minimum requirements already in force for teachers on the lower level. Indeed, it is difficult to see how any administrative board, responsible both for the administration of a high-school and a junior college, can fail to prescribe professional training requirements as are already in force at the lower level."

A study is reported as of September 1, 1928 which shows "that in some form professional training requirements are now exacted in eleven states, six of which are now in the territory of the North Central Association."

After citing the action of the Association of American Colleges, hereinafter referred to, the recommendation continues, "that this Association invite the cooperation of universities having graduate schools in the Association of American Universities to the end that graduate students preparing for college teaching shall be better prepared for their future."

Whitney summarized junior college standards concerning teachers in 1928 as follows:

"The usual requirement with regard to the faculty is that there be four instructors devoting full-time to junior college teaching or five giving the major part of their time, but in one state the number of instructors required is as low as two if but one curriculum is offered. Practically all agencies insist on a Bachelor's degree, many require a Master's degree completed or actively in process, and in one state the Master's degree must be in the special field taught. The American

Council on Education and the American Association of Junior Colleges suggest that efficiency in teaching and a good background of professional training shall be a standard, but no hint is given as to how efficiency is to be measured.

"The criterion as to salaries is that they be such as to insure the employment and the retention of well-trained and experienced instructors, and in one state the aim as stated is that the annual teacher turn-over shall be less than 40 per cent. In a large proportion of cases a maximum of eighteen hours a week is given as the teaching load, but the range is from fifteen to twenty-one hours. The standard teaching load of one agency is sixteen hours unless a part of the teaching is done in the high school, when eighteen is the limit. Another agency mentions eighteen and twenty hours, if part of the teaching is done in the high school. The American Council on Education takes the position that more than sixteen hours a week endangers teaching efficiency." 19

This interest in the improvement of teaching which, no doubt, had its inception in the elevation of professionally trained and experienced high school teachers to the higher levels, has continued unabated. As cited above, after devoting an issue of the official publication to the topic "How We Teach"²⁰, the Association of American Colleges devoted its fifteenth annual meeting to "The College Teacher"²¹, at which time (January, 1929) a committee report "adopted by the Association unanimously and with hearty approval" cited the obligation "to give each graduate student intending to engage in college teaching an adequate training in methods of teaching as applied to the particular department of knowledge in which the student is working"²² and suggested "that each Graduate School offer to students intending to engage in college teaching an adequate and varied course on the American College. Such a course

¹⁹ F. L. Whitney, "Present Standards for Junior Colleges," *School Review* 36: 593-603 (October, 1928).

²⁰

The Association of American Colleges Bulletin 14: No. 5 (November, 1928).

²¹

The Association of American Colleges Bulletin 15: No. 1 (March, 1929).

²²

Ibid, p. 41-44. Report of the Commission on Enlistment and Training of College Teachers, President Ernest H. Wilkins, Chairman.

should deal in particular with progressive instructional and curricular movements and should include some account of the main types of departmental and general administrative service."

According to a very recent committee report, "probably no subject connected with problems of the liberal arts college is attracting more attention just now than is the question of good teaching."²³

Principles Regarding the Junior College Instructor Derived
from Discussions and Standards

1. The problem of effective teaching at that level has been from the very beginning and continues to be an integral part of the junior college movement.
2. The public junior college must have teachers more efficient in classroom technique than those teaching in four-year colleges and universities.
3. The public junior college is free to adjust to standards, requirements, rules, and regulations, having on its teaching staff persons inured to these devices and attendant procedures.
4. The public junior college has been freer to break from tradition with respect to instructors than the private junior college.
5. From the standpoint of teaching efficiency the junior college is probably best conceived as secondary education and attached to the high school.
6. The public junior college instructor most desired by leaders of the movement is a tested teacher, his present position being in the nature of

²³ "Faculty Training in Higher Institutions," North Central Association Quarterly 4: 226-229.

a promotion from strictly high school instruction.

7. There is widespread recognition of the desirability of having professionally trained junior college teachers.

8. An outstanding development in the last decade is the tendency to certificate college teachers, having its origin in the public junior college.

9. The present interest in effective college instruction is indirectly, if not directly, related to the junior college movement.

10. The academic requirement for junior college teachers is becoming stabilized at the level of the Master's degree.

11. It is especially important that instructors of junior college students, many of whom are completing their formal schooling, be representative of the best in American life.

12. Salaries must be such that they insure the employment and the retention of well-trained and experienced instructors.

13. The desired degree of uniformity can only be assured through further attempts at standardization.

What Reasonably May Be Expected of the Junior College Instructor

Upon the basis of the statements of leaders in the movement and the standards of accrediting agencies, we may expect the junior college teacher: (1) to be representative of the best in American life; (2) to receive sufficient compensation to live at the professional level; (3) to possess academic credits equivalent to the Master's degree, including specific professional subjects; and (4) to have statutory security in his manner of earning a livelihood. We may justly hope that the majority of persons serving in this

capacity have had previous successful teaching experience and that they are content with the opportunities at this level. A determination of actual conditions with respect to these points resolves itself into study of (a) the social, (b) the economic, (c) the professional, and (d) the statutory status of the junior college instructor.

With this in mind, a preliminary study was undertaken to determine what could be ascertained regarding the situation from documentary data made available through the most powerful of the recognized accrediting agencies. This study constitutes the next chapter. Subsequent chapters treat of these four aspects, in order, based upon 1929-30 data secured by the writer.

CHAPTER III

A PRELIMINARY STUDY OF JUNIOR COLLEGE INSTRUCTORS

At the suggestion and through the courtesy of the secretary of the Commission on Institutions of Higher Education of the North Central Association of Colleges and Secondary Schools¹, the writer made an exhaustive study of such data as appear on the triennial reports of the junior colleges, public and private, for 1927-28. Although data were not obtainable on all aspects (social, economic, professional, and legal), this study is more inclusive than any to which reference has been made.

Social data are entirely lacking. Economic data are limited to salaries. These data are presented for comparison in Table I. Salaries paid instructors by subjects in public and private schools are then listed (Tables II and III). Professional data are limited to experience (Table IV), degrees and additional attendance at graduate schools, etc. (Table V), and institutions conferring graduate degrees (Tables VI and VII). Reference has already been made to the development of the North Central Association standards (Chapter II).

An inspection of the triennial reports suggests separate treatment of data from the public and from private institutions for purposes of contrast and comparison. In fact, data from the private institutions are so variable

¹ Dr. George F. Zook, President of the University of Akron.

that any other treatment would be unfair to the junior college movement, probably best exemplified in the public junior colleges where uniformity is more marked.

A list of the institutions making the reports studied are listed elsewhere (Appendix A). A copy of the triennial report, the source of the original data, likewise appears elsewhere (Appendix B). These data were examined time and time again to extract the specific data later organized as tables.

Salaries in Public and Private Junior Colleges (North Central Association)

In seventeen public junior colleges located in seven states,-including four in Michigan; three each in Illinois, Missouri, and Minnesota; and one each in Iowa, Oklahoma, and West Virginia, the range in salaries for the male instructors was \$1400 to \$4500, the median \$2973, and the average \$3019; the range for female instructors was \$1200 to \$4000, the median \$2390, and the average \$2656.

Similar data were presented by ten private institutions, located in six states,-including three in Missouri; two each in Illinois and Mississippi, and one each in Arkansas, Michigan, and Nebraska. Many of the schools in this group did not submit usable data; many employed only part-time teachers or a large percentage of part-time teachers, many included the cost of living in the salary, others provided living accommodations not included in the salary, others were operated by religious orders where teaching services were donated or salaries were of secondary consideration. The range for the 75 male teachers was \$972 to \$5000, the median was \$2537, and the average \$2220;

the range for the 38 female teachers was \$333 to \$4000, the median \$1837, and the average \$1561.

Table I. Comparison of Salaries of Full-time Male and Female Instructors in Public and in Private Junior Colleges of the North Central Association of Colleges and Secondary Schools, 1927-28.

Institution	Sex	Number	Salary			
			Lowest	Highest	Average	Median
Public	Male	233	\$1400	\$4500	\$3019	\$2973
Private	Male	75	972	5000	2220	2537
Public	Female	169	1200	4000	2656	2390
Private	Female	88	333	4000	1561	1837

Attention is directed to the differences in salaries of members of the same sex in public and in private institutions. The average salary of male instructors in public junior colleges was \$799 more than the average salary of male instructors in the private institutions. In reality, the average salary paid the male instructor in the public junior college represents an increase of 36 per cent over the average salary paid male instructors in private junior colleges and the median salary represents an increase of 17 per cent. The average salary paid the female instructor in public junior colleges was \$1095 more than the average salary paid the female instructors in private junior colleges; the median was \$553 more than the median salary paid in the private institutions. Again, the average salary paid the female instructor in the public junior college represents an increase of 70 per cent over the average salary paid in private junior colleges; the median salary represents an increase of 30 per cent over that paid in private institutions. Especial significance should be attached to the median, inasmuch as extreme

cases do not influence the figure so much as they do when the average is used. The smaller difference present when the median is used is noticeable in all of the above computations.

Conclusions

Salaries were much higher in public junior colleges for both male and female instructors. The female instructors in public junior colleges received a higher average salary than that paid male instructors in private junior colleges.

Salaries paid in private junior colleges were surprisingly low, varying from a mere pittance to a very respectable amount. Salaries paid in the public junior colleges, largely municipal, were approximately what we expect secondary teachers to be receiving, according to published salary schedules.²

There was no uniformity in salaries paid in either public or private junior colleges, the variation being especially noticeable in the private institutions. Considerable standardization must take place with respect to salaries.

It cannot be said that junior colleges as a class paid sufficient salary to stimulate specific preparation.

Salaries Paid Instructors by Subjects in Public and Private Junior Colleges (North Central Association)

In the public junior college, a premium was placed on the male instructor in ancient (1.5) and modern languages (1.5). The other subjects follow in

² Salary Scales in City School Systems, 1928-29. Research Bulletin of the National Education Association, Vol. VII, No. 3 (May, 1929) p. 68. Washington: National Education Association, 1929.

order: business (3.5) and art (3.5); education and psychology (5); mathematics (6); social sciences (7); biological sciences (8); English (9.5) and physics and chemistry (9.5); music (11); physical education (12); and, vocational subjects (13). A premium was placed on the female instructor in vocational subjects (1). The other subjects were in order: biological sciences (2); mathematics (3); English (4); social sciences (5); music (6); education and psychology (7); business (8); physics and chemistry (9); physical education (10); modern languages (11); art (12.5) and home economics (12.5); and, ancient languages (14) (Table II).

In the private junior college a premium was placed on the male instructor in music (1). The order for the remaining subjects was: education and psychology (2); art (3); English (4); biological sciences (5); social sciences (6); mathematics (7); modern languages (8.5) and physics and chemistry (8.5); theology (10); business (11.5) and vocational subjects (11.5); and physical education (13). A premium was placed on the female instructor in theology (1). The order of the remaining subjects was: ancient languages (2); social sciences (3); mathematics (4); physics and chemistry (5); English (7) biological sciences (7) and physical education (7); modern languages (9.5) and music (9.5); art (11.5) and home economics (11.5); and, education and psychology (13). There were no male instructors in ancient languages or female instructors in business or vocations (Table III).

Table II. Salaries by Subjects Paid Instructors in Public Junior Colleges of the North Central Association of Colleges and Secondary Schools, 1927-28.

Subject	Sex	Number	Lowest	Highest	Median	Rank	
						Male	Female
English	Male	20	\$2100	\$4000	\$2950	9.5	
	Female	48	1400	4000	2837		4
Ancient Languages	Male	1	3600	3600	3600	1.5	
	Female	3	2000	2900	2200		14
Modern Languages	Male	16	1400	4000	3600	1.5	
	Female	35	1700	4000	2275		11
Social Sciences	Male	26	1800	4200	3100	7	
	Female	13	2000	4000	2825		5
Biological Sciences	Male	20	2100	4000	3050	8	
	Female	10	2000	4000	2900		2
Physics, Chemistry	Male	39	1800	4400	2950	9.5	
	Female	11	1800	4000	2350		9
Mathematics	Male	29	2000	4000	3150	6	
	Female	7	2000	4000	2850		3
Physical Education	Male	16	1400	4000	2750	12	
	Female	12	1700	3100	2300		10
Business	Male	14	2400	4000	3300	3.5	
	Female	2	2400	2600	2550		8
Music	Male	10	1800	3500	2800	11	
	Female	10	1700	3900	2700		6
Art	Male	3	1900	4000	3300	3.5	
	Female	2	1900	2600	2250		12.5
Vocational Subjects	Male	29	1900	4000	2650	13	
	Female	1	3400	3400	3400		1
Home Economics	Male	0	0000	0000	0000	0	
	Female	5	1900	3200	2250		12.5
Education, Psychology	Male	10	2000	4500	3250	5	
	Female	10	1800	3600	2633		7
Total	Male	233	\$1400	\$4500	\$2973		
	Female	169	1200	4000	2390		

Table III. Salaries by Subjects Paid Instructors in Private Junior Colleges of the North Central Association of Colleges and Secondary Schools, 1927-28.

Subject	Sex	Number	Lowest	Highest	Median	Rank	
						Male	Female
English	Male	7	\$800	\$3400	\$2750	4	
	Female	19	600	3600	1850		7
Ancient Languages	Male	0	000	0000	0000	0	
	Female	6	900	3200	2350		2
Modern Languages	Male	5	1200	2600	2050	8.5	
	Female	14	500	2400	1800		9.5
Social Sciences	Male	14	900	3200	2600	6	
	Female	5	1600	2700	1950		3
Biological Sciences	Male	4	1300	3000	2650	5	
	Female	3	1700	1900	1850		7
Physics, Chemistry	Male	10	1000	3300	2050	8.5	
	Female	4	1800	2000	1866		5
Mathematics	Male	4	1000	3200	2550	7	
	Female	2	1900	1900	1900		4
Physical Education	Male	2	900	1100	1000	13	
	Female	3	1600	1900	1850		7
Business	Male	1	1200	1200	1200	11.5	
	Female	0	0000	0000	0000		0
Music	Male	7	1200	4000	3250	1	
	Female	12	600	2300	1800		9.5
Art	Male	1	3000	3000	3000	3	
	Female	4	1300	2200	1700		11.5
Vocational Subjects	Male	4	300	1300	1200	11.5	
	Female	0	0000	0000	0000		0
Theology	Male	9	1200	5000	1280	10	
	Female	1	4000	4000	4000		1
Home Economics	Male	0	0000	0000	0000	0	
	Female	6	900	2100	1700		11.5
Education, Psychology	Male	6	900	4200	3050	2	
	Female	3	900	2500	1400		13
Total	Male	74 ¹	\$900	\$5000	\$2537		
	Female	82 ⁶	300	4000	1837		

¹ One can not be classified.

⁶ Six can not be classified.

Conclusions

Male instructors outnumbered female instructors and with one exception (physical education in private institutions) they received more for teaching the same subject-their services were apparently at a premium.

Sex was more important than subject in the determination of salary; wherever men teach (with the one exception) they received higher median salaries. The instructor teaching a subject not commonly taught by one of his or her sex received a higher salary than other members of his or her sex. For example, male teachers of ancient and modern languages in public junior colleges received the median salary of highest rank; the one female teacher of vocational subjects received the median salary of highest rank and the few female teachers of the biological sciences received the median salary of second rank, and the few female teachers of mathematics received median salaries of third rank, etc. Because of the few teachers engaged in teaching in private schools, generalizations are not so easily made.

The instructors of either sex engaging in work which especially appeals to members of the sex, as judged by numbers engaged in teaching it, likely received a low salary. This apparently is a question of "supply and demand." For example, this was especially noticeable in the case of female teachers of languages in public institutions, and in the case of men teaching mathematics, etc. Few subjects are at a premium. Low and high salaries may be paid to teachers of the same subject, depending upon sex.

The compound teaching assignment, i. e. teaching two subjects, did not pay high salaries to members of either sex. For example, physical education

and chemistry and, not to such a marked degree, the social sciences in public institutions, paid niggardly salaries. Possibly this is because expert service in the two subjects was not obtained.

Some few subjects, noticeably physical education, vocational subjects, art, and music, did not pay high average salaries. This was undoubtedly due to the type of preparation these teachers had received, which was not easily translated into academic credits and the ease with which teachers in these lines supplement the wage paid.

The only field open exclusively to female instructors, i. e. home economics, paid exceptionally low salaries in institutions of either type.

Teaching Experience of Instructors in Public and Private Junior Colleges (North Central Association)

The typical male instructor in the public junior college had spent 4.76 years in his present position; 3.20 years teaching in other colleges; 6.45 years teaching in high schools; and, 2.88 years teaching in other schools. The total teaching experience of the typical male instructor in the public institution was 14.35 years.

The typical female instructor in the public junior college had spent 3.57 years in her present position; 2.95 years teaching in other colleges; 7.83 years teaching in high schools; and 4.15 years teaching in other schools. The total teaching experience of the typical female instructor in the public institution was 13.37 years.

The typical male instructor in the private junior college had spent 4.56 years in his present position; 3.9 years in teaching in other colleges; 4.12 years in teaching in high schools; 3.12 years in teaching in other schools.

The total teaching experience of the typical male instructor in the private institution was 8.57 years.

The typical female instructor in the private junior college had spent 4.0 years in her present position; 3.71 years in teaching in other colleges; 4.94 years in teaching in high schools; and, 2.75 years in teaching in other schools. The total teaching experience of the typical female instructor in the private institution was 9.6 years.

Table IV. Comparison of Teaching Experience of Male and Female Instructors in Private and in Public Junior Colleges of the North Central Association of Colleges and Secondary Schools, 1927-28.

Institution	Sex	Number	Median Years Experiences				Total
			Present Position	Other Colleges	High Schools	Other Schools	
Public	Male	233	4.76	3.20	6.45	2.88	14.35
	Female	169	3.57	2.95	7.93	4.15	13.77
Private	Male	141	4.56	3.9	4.12	3.12	8.57
	Female	146	4.0	3.71	4.94	2.75	9.6

Conclusions

The instructors in public institutions had more extended teaching experience than those in private institutions. The instructors in private institutions had served in their present positions longer than those in public institutions. The instructors in public institutions had more extended experience in high school teaching. (In further corroboration of conclusions in the previous chapter). The instructors in private institutions had slightly more experience in other colleges than those teaching in public institutions. Female instructors in the public and male

instructors in the private junior colleges had the more extended experience in schools other than colleges or high schools.

The past teaching experience of those serving in public junior colleges is more likely to make for success in teaching at this level, viewed as secondary education.

Incidentally, extended teaching experience in the same position in private institutions at the salaries previously tabulated, might not indicate satisfactory service, taking into consideration opportunities in other education fields.

Educational Training of Instructors in Public and Private Junior Colleges (North Central Association)

The educational training in terms of degrees obtained and attendance at graduate schools of the 689 instructors in public and private junior colleges is given in Table V. Instructors for whom the baccalaureate only is listed are presumed not to have had additional training. Of those listed with the baccalaureate plus additional training many, no doubt, would be conceded to have had training "equivalent" to the master's degree. However, this cannot readily be ascertained. A summer session here and a summer session there, years apart, make such an attempt inadvisable. Accordingly, only those listing the alma mater and date of graduation are given credit for the master's degree. Similarly, there is discussion as to when a person has training "equivalent" to the doctorate. The easiest and wisest solution is possession of the degree.

Instructors without degrees, in certain instances, may prove to be exceptional teachers. An attempt to exclude all self-taught men and women,

may seem inadvisable. Some of the instructors without degrees teach vocational subjects, for which industrial training may be superior in certain respects to formal schooling. Other instructors teach art, music, or physical education representing special training received outside recognized academic circles. Each case must be decided on its own merits. For the present purpose, these teachers must be grouped together and given a questionable status.

Table V. Degrees and Additional Attendance at Graduate Schools of Instructors in Junior Colleges of the North Central Association of Colleges and Secondary Schools, 1927-28.

School	Sex	No.	Bachelor's		Bachelor's Plus		Master's		Master's Plus		Ph. D.		None	
			No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Public	Male	233	11	4.7	52	23.3	34	14.6	90	38.7	12	5.1	31	13.3
	Female	169	8	4.7	51	30.2	31	18.4	67	39.6	2	1.2	10	5.9
Private	Male	141	10	7.1	22	15.7	20	14.2	52	37.0	18	12.8	16	11.3
	Female	146	23	15.8	24	16.5	34	23.2	32	21.9	3	2.0	30	20.6
Public	Male & Female	402	19	4.7	103	25.6	65	16.2	157	39.0	14	3.5	41	10.2
Private	Male & Female	297	33	11.5	46	16.1	54	18.6	84	29.3	21	7.3	46	16.0
Public & Private	Male & Female	689	52	7.5	149	21.6	119	17.3	241	35.0	35	5.1	87	12.6

Conclusions

The majority of the junior college instructors had met the North Central Association standard regarding training (i. e. the master's degree or equivalent training). For example: 17.3 per cent had the master's degree,

35 per cent had the master's degree plus additional attendance at graduate school, and 5.1 per cent had the Ph. D. degree. In this respect, there was slight difference between public and private junior college instructors (59.4 per cent and 55.6 per cent, respectively).

If those listed with the bachelor's degree plus additional training were conceded to have had the "equivalent" of the master's degree, approximately 80 per cent of all junior college instructors met the standards. In this respect, there is considerable difference between public and private junior college instructors (85.0 per cent and 71.7 per cent, respectively).

A considerable number of junior college teachers did not possess academic degrees and were consequently considered below standard (12.6 per cent). In this respect, there was a noticeable difference between public and private junior college instructors (10.2 per cent and 16.0 per cent, respectively).

Female instructors in public junior colleges had had training noticeably superior to that of the male instructors. For example: 30.2 per cent with bachelor's degree plus additional attendance at graduate school, 18.4 per cent with master's degree, 39.6 per cent with master's degree plus additional training, 1.2 per cent with Ph. D. degree,-a total of 89.4 percent, as compared with 23.3, 14.6, 38.7, and 5.1 per cent,-a total of 81.7 per cent, respectively.

On the other hand, the male instructor in the private junior colleges had had training noticeably superior to that of the female instructor. (15.7 per cent bachelor's degree plus 14.2 per cent master's degree, 37.0 per cent master's degree plus, 2.8 per cent Ph. D.,-a total of 79.7 per cent, as compared with 16.5, 23.2, 21.9, and 2.0 per cent,-a total of 63.6 per cent,

respectively).

Male instructors without academic degrees outnumbered female instructors in public institutions (13.3 per cent and 5.9 per cent, respectively). This list includes many men teaching vocational subjects (Table V). Female instructors in private institutions (20.6 per cent and 11.3 per cent, respectively).

Institutions Conferring Graduate Degrees on Junior College
Instructors (North Central Association)

Eight (8) of the thirty-five (35) recipients of the Ph. D. degree were serving in the Central Y. M. C. A. Junior College of Chicago in addition to regular service at other educational institutions, including six (6) of the University of Chicago graduates, one (1) Yale and one (1) Columbia alumnus. The remaining twenty-seven (27) are serving full-time in regularly constituted junior colleges (5.1 per cent of the teaching force).

Table VI. Institutions Conferring Ph. D. Degrees on Junior College Instructors in the North Central Association of Colleges and Secondary Schools, 1927-28.

Institution	Number
/ Chicago	13
/ Yale	4
/ Iowa	3
/ Columbia	2
/ Michigan	2
Berne	1
/ Clark	1
/ Cornell	1
Cologne	1
/ Illinois	1
Leipzig	1
/ Missouri	1
/ Minnesota	1
Oxford	1
University of Washington	1
Washington University	1
Total	35

Table VII. Institutions Conferring Master's Degrees on Junior College Instructors in the North Central Association of Colleges and Secondary Schools, 1927-28.

Institution	Number	Institution	Number
/ Chicago	61	/ Stanford	2
/ Michigan	43	Vanderbilt	2
/ Columbia	30	Bethany	1
/ Missouri	30	Baylor	1
/ Wisconsin	18	Brown	1
/ Illinois	17	Clinton College	1
/ Minnesota	15	/ Cornell	1
/ Iowa	11	Colgate	1
/ Kansas	11	Drake	1
/ Nebraska	11	Georgia	1
St. Louis Univ.	9	Heidleberg	1
Indiana	8	Illinois Women's College	1
/ Iowa State College	8	/ Johns Hopkins	1
/ Washington Univ.	8	Kenyon	1
/ Harvard	6	Mass. Normal	1
Oklahoma	6	New Mexico	1
/ Ohio State	6	North Dakota	1
/ Northwestern	5	Oklahoma A. and M.	1
/ California	3	Olivet	1
Peabody	3	Ohio Wesleyan	1
Middlebury	3	Prague	1
/ New York	3	Pacific Union	1
/ Yale	3	Pittsburgh	1
/ Colorado	2	Southwestern	1
/ Catholic Univ. of Am.	2	South Methodist	1
De Paul	2	Trinity	1
George Washington	2	Tennessee	1
Michigan State	2	/ Western Reserve	1
Radcliffe	2		
Total			360

In Tables VI and VII the institutions which appear in the "list of universities of complex organization usually with graduate schools, and certain professional and technological schools,"³ approved by the Association

³ Robertson, David Allen, American Universities and Colleges. Chas Scribner's Sons. New York, 1928.

of American Universities are marked, (✓).

No information is given on the nature of the graduate program or its relation to subjects taught by the recipients of the degrees.

Conclusions

All Ph. D. degrees represented were conferred by standard universities, American and foreign. The great majority of the 360 master's degrees represented were conferred by "universities of complex organization, with graduate schools," approved by the Association of American Universities. American institutions of recognized worth conferring master's degrees but not particularly stressing graduate work include St. Louis, Indiana, Oklahoma, Peabody, George Washington, Michigan State, Radcliffe, Brown, Drake, Georgia, Pittsburgh, Tennessee, and possibly others.

Institutions represented are from numerous localities, many beyond the boundaries of the North Central Association, which would make for the creation of a cosmopolitan atmosphere at junior colleges served by these graduates. Assuming that instructors were teaching the subjects for which they prepared in graduate school, the widespread representation, from this standpoint, is highly desirable.

The accrediting agency neglects to go behind the degree and determine the program pursued and the program taught. Such a procedure is recommended.

Summary:

1. Salaries: Salaries were higher and more uniform in public than in private junior colleges. The salary was also dependent upon the size, location, and peculiar nature of the institution. In general, female instructors

were paid lower salaries than men, regardless of teaching assignment; the female instructors in public institutions of considerable size constitute the exception to the general rule.

2. Sex. Teaching at this level is especially attractive to members of the male sex, which constituted the majority of junior college instructors. Sex was more important than subject taught in the determination of salaries. However, a member of a given sex teaching a subject not ordinarily taught by members of the sex was more likely to be favored in the salary schedule. With the exception of vocational and special subjects taught by individuals of inferior academic training, there was no marked differences in salaries paid the teachers of the various subjects, this apparently was determined by "supply and demand" within the sex displaying the most interest in teaching the subjects.

3. Teaching Experience. The instructors in the public junior college had had more teaching experience than those in private junior colleges. In general, this difference is largely due to the extra service in high school teaching-presumably in public high schools, elevation in level being in the form of promotion. If so, their service at the new level, conceived as secondary education, is likely to be more satisfactory.

4 Training. Likewise, the instructors in the public junior colleges were better trained, in terms of degrees and attendance at graduate schools. In general, this was due to the presence of such a large body of well-trained female instructors in the public institutions as compared with the inferior female instructors in private junior colleges, as judged in terms of academic training received.

The presence of such a large body of instructors without academic degrees suggest either poor institutional finances or a recognition that academic training is not all that is to be desired, especially of teachers of vocational and special subjects. Whatever the explanation, it is a distinct challenge to the standards of accrediting agencies.

In general, the graduate degrees presented were from recognized graduate institutions. However, there is no indication that teachers were teaching subjects for which they were especially trained. The presence of so many compound teaching assignments and the existence of so many small institutions, public and private, would suggest unfavorable teaching assignments in view of academic training.

Conclusions Regarding Any Further Study of the Situation

Although a study involving, as this did, classification, tabulation, and analysis of data collected by the accrediting association which earliest recognized the institution and which has sway over the greatest territory, has great value, from the standpoint of one interested in the junior college instructor it has serious limitations:

First, the data collected reveals an interest in organization and administration rather than in individual teaching efficiency. The accrediting body in its desire to see the institution seeking recognition as a unit neglects to secure pertinent data concerning the key to the whole situation, namely, the teacher. For example, degrees are scanned but subjects of specialty are neglected. From the standpoint of organization and administration, in which faculty is just another item to be considered along with enrollment, finances, control, etc., enough could be determined regarding a given school

to give it place with respect to other institutions.

Second, many data necessary before we shall be able to judge, even to speculate, concerning the classroom work of the individual teachers are missing. Salaries, at best, are a very rough index of teaching efficiency. Nevertheless, when comparisons are made, as in this study, salary data reveal much concerning the teachers. Teaching experience is likewise a rough index of what is actually taking place in the classroom. Again, comparisons of these data are enlightening. In the absence of better data, degrees and schooling are probably the best single index of teaching efficiency, when they reveal the relation of the training to the subjects taught-which these data fail to do. After a summary of all such data, salary, experience, and training, in its best form, information is lacking which will tell us the social background of junior college instructors.

With these facts in mind, the study was carried directly to the very teachers concerned-not through the medium of an accrediting agency whose primary interest is the particular institution. Attention was focused upon the individual. After a summary of such data as appear above, extreme care was taken in the formulation of a questionnaire which could be easily and quickly checked by the individual teacher concerned, which would give much detailed information regarding the items covered in this study, i. e. salary, experience, and training, and which would give these additional data: (1) the relation of training to the subjects taught and other items which would clarify the customary data, (2) the source of the supply of teachers from the social standpoint, complementary to the above and as yet unstudied, and (3) the actual legal status in 1930. In other words, a systematic study was

made to determine (1) the social, (2) the economic, (3) the professional, and (4) the legal status of the junior college instructor in the United States. Subsequent chapters are devoted to these data, in the order named.

PART TWO

CHAPTER I

Introduction

Inasmuch as careful documentary study failed to reveal adequate data regarding the junior college teacher, plans were formulated to secure such data. The first step involved careful examinations of the triennial report required of all members of the North Central Association of Colleges and Secondary Schools,¹ of the Information Blank filled in by all members of the American Association of Junior Colleges,² and of Questionnaire 3, Individual Staff Inquiry, employed in the Land-Grant College Survey (now in progress).³

Items common to all three documents and others deemed of value were then grouped under the appropriate headings: (1) social, (2) economic, and (3) professional. The few items bearing on social background were bolstered by the addition of several suggested by Coffman's classic study⁴ of teachers and Counts' more recent study of boards of education, etc.⁵ The usual questions on the economic status were supplemented by one based on a technique

¹ Forwarded by Dr. George F. Zook.

² Forwarded by Dr. Doak S. Campbell.

³ Forwarded by Dr. Arthur J. Klein.

⁴ L. D. Coffman, *The Social Composition of the Teaching Profession*. Teachers College Contributions to Education. No. 41. New York: Bureau of Publications, 1911.

⁵ George S. Counts, *The Social Composition of Boards of Education*. University of Chicago. Supplementary Education Monographs, No. 33. Chicago: University of Chicago Press, 1927.

described by Waples.⁶ The items on professional status were expanded to include many heretofore neglected.

In general, the questions were formulated to deal with matters of fact, which the respondents could and would be likely to give. Respondents' replies were limited to check-marks or very brief completion exercises calling for figures or words. In the few instances where an opinion was thought better than nothing, an attempt was made to anticipate as far as possible the implications and qualifications which would affect the respondent.

The finished Blank of Inquiry (Appendix C) was submitted to officials of the two accrediting agencies touching the largest number of junior colleges. The officials kindly responded endorsing the study and granting permission to quote. The quotations appear in the letter of intercession (Appendix D).

In anticipation of the circulation of the letter of intercession, an attempt was made to locate all junior colleges in the United States. Whitney's list for 1927-28⁷ was checked against the list of the American Association of Junior Colleges for 1927-28.⁸ This resulted in the addition to Whitney's list of six (6) public and nine (9) private institutions. Letters to the secretaries of the recognized accrediting agencies resulted in the addition of two (2) private institutions for 1928-29.⁹

⁶ Douglas Waples, "Indexing the Qualifications of Different Social Groups for an Academic Curriculum," *School Review* 22: 538-539. (September, 1924).

⁷ F. L. Whitney, *op. cit.*, p. 220-253.

⁸ Furnished by Dr. Doak S. Campbell, Secretary.

⁹ In the Association of Colleges and Secondary Schools of the Middle States and Maryland (Professor Adam Leroy Jones, Columbia University, Secretary).

The directory of the California institutions, sent upon request, furnished names of three (3) additional public institutions.¹⁰ A recent article contained names of twelve (12) private institutions in California.¹¹ This list was then checked against that in the official government directory,¹² resulting in no further additions. In this manner, Whitney's original list was expanded to include nine (9) additional public and twenty-three (23) private junior colleges. The letter of intercession was then directed to the Administrative Heads of the four hundred fourteen (414) institutions.¹³

¹⁰ Directory of California Public Schools, as of October 1, 1928. California Department of Education Bulletin No. J-1. Sacramento: California State Printing Office, 1929.

¹¹ W. C. Eells, "Private Junior Colleges in California," California Quarterly of Secondary Education 5; 82-82 (October, 1929).

¹² Educational Directory: 1929. Bureau of Education Bulletin (1929), No. 1. Washington: Government Printing Office, 1929.

¹³ Nine of these reported changes from two to four-year institutions, namely:

1. State Teachers College, Fresno, California.
2. State Teachers College, San Jose, California.
3. Marion College, Marion, Indiana.
4. Elmhurst College, Elmhurst, Ill.
5. Xavier College, New Orleans, La.
6. Maryland College for Women, Lutherville, Minn.
7. College of St. Scholastica, Duluth, Minn.
8. Missouri Christain College, Camden Point, Missouri.
9. Knoxville College, Knoxville, Tenn.

Ten of those listed in 1927-28 had discontinued before 1929-30, namely:

1. Galt Joint Union High School, Galt, California.
2. Palo Alto Union High School, Palo Alto, California.
3. Cresco Junior College, Cresco, Iowa.
4. Tudor Hall School for Girls, Indianapolis, Indiana.
5. Homer Junior College, Homer, La.
6. Wathhill Junior College, Wathhill, Nebr.
7. Glendale College, Glendale, Ohio.
8. Meridian College, Meridian, Texas.
9. Rusk Junior College, Rusk, Texas.
10. Spokane College, Spokane, Washington.

Assuming that all other letters were received, the total number in 1929-30 is 395.

Before January 1, 1930, ninety-six (96) public and one hundred twenty-six (126) private junior colleges had signified a desire to cooperate in the study. This number is approximately 56 per cent of the 395 institutions in existence. Beginning about the first of December, 1929, a total of 3466 questionnaires were sent to the cooperating principals. Beginning on December 12, 1929, a post card soliciting fulfillment of the pledge was mailed (Appendix E). On or before February 1, 1930, replies were at hand from sixty-eight (68) public, and on or before February 15, 1930, from fifty-nine (59) private institutions. This represents a 70 per cent reply from public and a 46 per cent reply from private institutions signifying their intentions of cooperating. The number actually cooperating is approximately 32 per cent of the total.

Table VIII. Junior Colleges Pledging Support and Actually Participating in the Study.

Schools				Questionnaires			States and D. C.		
Institution	Pledging	Cooperating	Per cent	Sent	Received	Per cent	Sent	Received	Per cent
Public	96	68	70	1713	807	47	26	20	76
Private	126	59	46	1753	429	25	36	27	75
Total	222	127	57	3466	1236	32	39	32	76

Table VIII reveals the extent to which the schools pledging support to the study actually participated. The table should be read as follows: 96 public institutions pledged support and 68, or 70 per cent, of this number participated; a total of 1713 questionnaires were sent to pledged schools,

807, or 47 per cent, of these were returned properly filled out; these questionnaires went into 26 states and replies were received from 20, or 76 per cent, of these states, etc. Detailed information concerning the schools participating is given in Appendix F.

The replies on the 1236 questionnaires are made the subject of study in the next three chapters (Chapters II, III, IV). These were returned by 482 male and 325 female instructors in public junior colleges, total 807, and by 239 male and 190 female instructors in private schools, total 429.

The legal status was approached from another angle. After an examination of previous studies, a letter of inquiry (Appendix G) was sent to the principal school officials in the forty-eight (48) states and the District of Columbia. After a careful follow-up, replies were received from forty-six (46) states. A third letter secured replies from the remaining two (2) states.

Letters were also directed to the secretaries of the recognized accrediting agencies and others listed by Whitney,¹⁴ soliciting information regarding recent changes in junior college standards. These data are treated in Chapter V.

¹⁴ F. L. Whitney, *op. cit.*, p. 175.

CHAPTER II

THE SOCIAL STATUS OF JUNIOR COLLEGE INSTRUCTORS IN THE UNITED STATES

Introduction

The Pioneer Study. The first important study of the social composition of the teaching profession was that of Coffman, published in 1911.¹ He found that the teaching profession was predominantly of native-born stock, recruited from homes of meager income and from comparatively large families. The facts brought to light indicated that teaching was a road to promotion for large numbers of the sons and daughters of farmers, artisans, and industrial workers with inferior cultural backgrounds; that teaching failed to attract the sons and daughters of our professional, business, and cultural leaders; and, that the only visible means of improving the inherent quality of the teaching personnel through social selection is to increase the attractiveness of teaching as a vocation by enlarging its economic possibilities, enriching its social opportunities, and liberalizing the conditions of service.

Studies of Teachers College Students. The first study of the student personnel of the teachers colleges was made in Missouri in 1915 by Drs. W. C. Bagley and W. S. Learned. Since then, state surveys have been made in Michigan, Connecticut, Louisiana, Massachusetts, Pennsylvania, again in Missouri, Indiana, Vermont, Florida, Virginia, and New Jersey. Meanwhile, individual colleges-Greeley, Colorado; Charleston, Illinois; and Rock Hill, South

¹ L. D. Coffman, *The Social Composition of the Teaching Profession*, Teachers College Contributions to Education, No. 41. New York: Bureau of Publications, Teachers College, Columbia University, 1911.

Carolina-have surveyed themselves. A study of the findings of these surveys reveals some significant facts:

"1. The teachers college student comes almost wholly from the farming, business, and skilled-labor occupational classes.

"2. In certain states, where the foreign population is large, this element is furnishing, in proportion to its number, 50 per cent more of the recruits to the teaching profession than is the native population. In some states, 50 per cent of the students represent the first generation of native American citizens; that is, they are native-born children of foreign-born parents.

"3. If the parental income is estimated in terms of the value of the dollar, the economic level of the homes from which the students come is relatively low.

"4. A shift from the rural to urban communities in the entire population is shown in the increasing number of students who are entering the teachers colleges from the cities and towns. The greater percentage of students, however, are still recruited from the small villages and farms."²

The data revealed by such studies usually include nativity, family group, occupational status of parents, etc. These data are said to serve as indices to "social background," defined by Moffett as "experiences, contacts, and activities which have been controlled by environmental factors."³

Procedure. The first division of the Blank of Inquiry (Appendix C) sent to individual teachers is devoted to Social Status, in an attempt to secure data which will permit of generalization concerning the social background and the social composition of the junior college instructors in public and private institutions. The data on the various items are given separate treatment.

Importance of Social Background. Undoubtedly, "what the teacher is, the

² M'ledge Moffett, The Social Background and Activities of Teachers College Students. Teachers College Contributions to Education, No. 375, p. 15-18. New York: Bureau of Publications, Teachers College, Columbia University, 1929.

³ Ibid., p. 1-2.

school will become." If civilization is as dependent upon education as is commonly assumed, the quality and social insight of teachers in one generation will determine the cultural attainment of the next. In this connection, it is especially important that the instructors of junior college students, many of whom are completing their formal schooling, be representative of the best in American life.

The advancing age of the college entrant, the increasing extent of the preparation required, the downward shift of the materials of instruction, the changing organization of the college curriculum, the vocational bearing of the major, the occupational destination of the college graduate, and the accommodations in institutions of higher learning which are in the nature of concessions to the demand for earlier professionalization—described by Koos as "the irresistible forces of reorganization"⁴—would indicate that the liberal education of many more students will end in the junior college. If so, it is highly important that the faculties be properly constituted during the pioneer stages of the new institution.

The Age of Junior College Instructors

The average junior college instructor in public or private institutions is approximately thirty-five years of age. Female instructors are younger than male instructors in public and in private institutions. The instructors in public institutions are in the main slightly older than those serving in private schools. There is greater variation in the ages of instructors in private institutions, male and female. (Table IX).

⁴ L. V. Koos, *The Junior College*. Vol. II, p. 375. Minneapolis. University of Minnesota Press, 1923.

Table IX. The Age of 1174 Instructors in Public and Private Junior Colleges, 1929-30.

Age	Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
70-74	1	1	2	0	1	1	3
65-69	0	1	1	4	0	4	5
60-64	7	2	9	4	3	7	16
55-59	13	4	17	14	3	17	34
50-54	32	14	46	18	8	26	72
45-49	46	31	77	16	18	34	111
40-44	80	39	119	17	19	36	155
35-39	84	65	149	36	19	55	204
30-34	107	69	176	52	30	82	258
25-29	85	66	151	36	49	85	236
20-24	20	23	43	7	30	37	80
Total	475	315	790	204	180	384	1174
Mode	32.5	32.5	32.5	32.5	27.5	27.5	32.5
Median	36.5	35.7	35.5	35.9	31.8	34.2	35.3
Q1	30.6	29.2	31.0	30.7	26.5	28.1	29.5
Q3	43.8	41.7	43.1	46.6	41.9	44.0	43.3
Q	6.6	6.2	6.0	7.9	7.7	7.8	6.9

† This table should be read as follows: 1 male and 1 female instructor in public junior colleges and 0 male and 1 female instructor in private junior colleges are from 70 to 74 years of age, inclusive, etc. All subsequent tables, with a few exceptions, are read in a similar manner.

Places of Birth of Junior College Instructors

It will be noted in Table X that certain groupings of the states reveal much. For example, Illinois, Iowa, Kansas and either Nebraska or Indiana—the corn belt—furnish more than a third of the junior college instructors. If to these we add Missouri, Ohio, and Wisconsin, it is evident that eight Middle Western States furnish approximately half of the junior college instructors of the United States.

Table X. The Birth Place of 1209 Instructors Serving in Public and Private Junior Colleges, 1929-30.

State	Public Schools		Private Schools		Total	
	No.	Per cent	No.	Per cent	No.	Per cent
1. Alabama	3	.373	8	1.98	11	.912
2. Arizona	0		1	.249	1	.083
3. Arkansas	6	.747	1	.249	7	.58
4. California	32	3.98	3	.747	35	2.9
5. Colorado	9	1.12	4	.995	13	1.08
6. Connecticut	1	.124	5	1.244	6	.497
7. Delaware	0		0		0	
8. District Columbia	2	.259	1	.248	3	.249
9. Florida	2	.259	1	.248	3	.249
10. Georgia	4	.497	2	.498	6	.497
11. Idaho	0		2	.498	2	.166
12. Illinois	77	9.58	36	8.95	118	14.9
13. Indiana	35	4.35	11	2.74	46	3.81
14. Iowa	77	9.58	22	5.48	99	8.3
15. Kansas	63	7.84	15	3.73	78	6.47
16. Kentucky	10	1.24	10	2.49	20	1.66
17. Louisiana	3	.373	1	.249	4	.332
18. Maine	0		3	.747	3	.249
19. Maryland	2	.249	5	1.244	7	.58
20. Massachusetts	6	.747	11	2.74	17	1.41
21. Michigan	31	3.85	11	2.74	42	3.48
22. Minnesota	33	4.11	8	1.98	41	4.23
23. Mississippi	21	2.62	4	.995	25	2.07
24. Missouri	34	4.28	28	6.97	62	5.14
25. Montana	2	.259	2	.498	4	.332
26. Nebraska	25	3.11	5	1.244	30	2.49
27. Nevada			2	.498	2	.166
28. New Hampshire	2	.249	1	.249	3	.249
29. New Jersey	4	.497	2	.498	6	.497
30. New Mexico	0		0		0	
31. New York	15	1.865	10	2.49	25	2.07
32. North Carolina	3	.373	28	6.97	31	2.48
33. North Dakota	4	.497	4	.995	8	.663
34. Ohio	29	3.61	23	5.723	52	4.31
35. Oklahoma	8	.995	6	1.48	14	1.16
36. Oregon	5	.622	2	.498	7	.58
37. Pennsylvania	28	3.49	13	3.24	41	3.32
38. Rhode Island	1	.124	0		1	.083
39. South Carolina	0		8	1.98	8	.663
40. South Dakota	7	.871	5	1.244	12	.995

Table X. The Birth Place of 1209 Instructors Serving in Public and Private (Continued) Junior Colleges, 1929-30.

State	Public Schools		Private Schools		Total	
	No.	Per cent	No.	Per cent	No.	Per cent
41. Tennessee	19	2.36	9	2.219	28	2.32
42. Texas	82	10.2	10	2.49	92	7.63
43. Utah	18	2.229	30	7.47	48	3.98
44. Vermont			1	.249	1	.083
45. Virginia	3	.373	5	1.244	8	.663
46. Washington	5	.622	3	.747	8	.663
47. West Virginia	5	.622	3	.747	8	.663
48. Wisconsin	27	3.36	9	2.219	36	2.99
49. Wyoming	1	.124	2	.498	3	.249
Foreign						
1. Africa	1	.124	0		1	.083
2. Australia	1	.124	0		1	.083
3. British Guiana	0		1		1	.083
4. Canada	10	1.24	3	.747	13	1.078
5. Chile	0		1	.249	1	.083
6. China	2	2.49	0		2	.166
7. Denmark	1	.124	1	.249	2	.166
8. England	2	2.49	3	.747	5	.415
9. Finland	0		1	.249	1	.083
10. France	1	.124	1	.249	2	.166
11. Germany	6	.747	5	1.244	11	.912
12. Holland	1	.124	0		1	.083
13. India	1	.124	0		1	.083
14. Italy	1	.124	1	.249	2	.166
15. Japan	1	.124	0		1	.083
16. Mexico	1	.124	2	.498	3	.249
17. Norway	0		3	.747	3	.249
18. Porto Rico	0		2	.498	2	.166
19. Poland	1	.124	1	.249	2	.166
20. Russia	3	.373	2	.498	5	.415
21. Switzerland	1	.124	0		1	.083
22. Sweden	1	.124	0		1	.083
American-born	769	95.6	376	93.5	1164	95.0
Foreign-born	35	4.31	26	6.41	61	5.0
Total	804	100	402	100	1209	100

† In all tables where employed, percentage was calculated by use of the slide rule. This table should be read: 3 instructors in public junior colleges or .373 per cent of those so engaged were born in Alabama, etc. All subsequent tables involving percentage are read in a similar manner.

Nineteen out of every twenty junior college instructors are American-born. The number of foreign-born junior college instructors is practically negligible. Rather than being so numerous as to constitute a threat to American institutions, they are hardly numerous enough to give the desired cosmopolitan atmosphere for students, the majority of whom are completing their formal schooling.

Practically one-half of the junior college instructors were born in the Middle West, including a relatively higher percentage of instructors in public than in private institutions. These are the agricultural states.

Although there is a marked tendency in this direction, the states do not furnish their own teachers. For example, California "imports" practically all of its junior college instructors and Indiana "exports" teachers to many states. (See Appendix F). On the other hand, Texas takes such high rank because of the demand for instructors in local institutions. This might also be said of Iowa, Michigan, Minnesota, Utah, and certain other states.

There is no marked effort on the part of any foreign group to enter this field of activity.

Occupation of Parents of Junior College Instructors

If the 88 occupations be grouped roughly to correspond to the divisions used by Coffman, the order of representation is (1) agriculture, 37 per cent; (2) professions, 23 per cent; (3) business, 22 per cent; (4) artisans,

Table XI. The 88 Occupations of the Parents and Guardians of 1139
Instructors in Public and Private Junior Colleges, 1929-30.

Occupation	Public Schools				Private Schools				Total	Per cent
	Male	Fe- male	Total	Per cent	Male	Fe- male	Total	Per cent		
1. Abstractor	1	5	1	.129					1	.091
2. Accountant	1	1	2	.268	2		2	.551	4	.364
3. Actress	1		1	.129					1	.091
4. Apiarist	1	1	2	.268					2	.184
5. Architect		2	2	.268					2	.184
6. Baker	1		1	.129					1	.091
7. Banker	5	4	9	1.16					9	.819
8. Barber	1		1	.129					1	.091
9. Blacksmith	4		4	.516					4	.364
10. Boilermaker	1		1	.129					1	.091
11. Bookkeeper	4		4	.516					4	.364
12. Broker	1	3	4	.516		1	1	.282	5	.455
13. Business	6	8	14	1.801	3	9	12	3.31	26	2.37
14. Butcher	1		1	.129		1	1	.282	2	.184
15. Cabinetmaker	1	1	2	.268					2	.184
16. Carpenter	8	7	15	1.935	9	3	12	3.31	27	2.46
17. Cleaner	1		1	.129					1	.091
18. Clerk	7		7	.902		2	2	.551	9	.819
19. Conductor	1	1	2	.268					2	.184
20. Contractor	12	3	15	1.935	1	4	5	1.38	20	1.84
21. Cook					1		1	.282	1	.091
22. Cooper					1		1	.282	1	.091
23. Creameryman		1	1	.129					1	.091
24. Dentist		1	1	.129		1	1	.282	2	.184
25. Designer						1	1	.282	1	.091
26. Diplomat					1	1	2	.551	2	.184
27. Draftsman					1		1	.282	1	.091
28. Dressmaker	1	2	3	.387					3	.273
29. Druggist	3	3	6	.774		1	1	.282	7	.637
30. Editor	3	6	9	1.16					9	.819
31. Engineer	5	5	10	1.29	4	2	6	1.65	16	1.46
32. Farmer	181	64	245	31.3	85	38	123	33.9	368	33.5
33. Fireman	1	1	2	.268	2		2	.551	4	.364
34. Florist	1		1	.129					1	.091
35. Footman						1	1	.282	1	.091
36. Foreman	4	1	5	.644	6		6	1.65	11	1.001
37. Foundryman	1	1	2	.268		1	1	.282	3	.273
38. Gardener		1	1	.129					1	.091
39. Garageman	1	1	2	.268	1		1	.282	3	.273
40. Horticulturist		4	4	.516					4	.364
41. Hosteler	1		1	.129	1		1	.282	2	.184
42. Housekeeper	9	9	18	2.32	1	8	9	2.48	27	2.46
43. Inventor		1	1	.129					1	.091
44. Interior Decorator		1	1	.129	1		1	.282	2	.184

Table XI. The 88 Occupations of the Parents and Guardians of 1139
(Continued) Instructors in Public and Private Junior Colleges, 1929-30.

Occupation	Public Schools				Private Schools				Total	Per cent
	Male	Female	Total	Per cent	Male	Female	Total	Per cent		
45. Janitor	2		2	.268					2	.184
46. Jeweler	3	2	5	.644		1	1	.282	6	.546
47. Laborer	4	4	8	1.03	1	3	4	1.1	12	1.08
48. Lawyer	3	18	26	3.39	2	9	11	3.03	37	3.37
49. Lumberman	1	4	5	.644	2	3	5	1.38	10	1.84
50. Manager	5	3	8	1.03		3	3	.825	11	1.001
51. Manufacturer	2	4	6	.774	2	1	3	.825	9	.819
52. Mechanic	1	1	2	.268	4	4	8	2.2	10	1.84
53. Merchant	33	37	70	9.02	6	15	21	5.79	91	8.29
54. Miller	4		4	.516					4	.364
55. Miner					1	2	3	.825	3	.273
56. Minister	32	19	51	6.57	21	10	31	8.55	82	7.46
57. Molder	1		1	.129					1	.091
58. Motorman	1		1	.129					1	.091
59. Musician		4	4	.516					4	.364
60. Naval Officer		2	2	.268	1		1	.282	3	.273
61. Nurseryman		1	1	.129					1	.091
62. Painter	2	1	3	.387	1		1	.282	4	.364
63. Paper Miller	1		1	.129					1	.091
64. Peddler	1		1	.129					1	.091
65. Physician	10	7	17	2.19	3	8	11	3.03	28	2.65
66. Plumber					1	1	2	.551	2	.184
67. Policeman	2	1	3	.397					3	.273
68. Postal Service	14	1	15	1.935	1	2	3	.825	18	1.68
69. Printer	1		1	.129	1	2	3	.825	4	.364
70. Professor	5	6	11	1.42		5	5	1.38	16	1.46
71. Public Official	3	6	9	1.16	2	3	5	1.38	14	1.275
72. Publisher	2	3	5	.644					5	.455
73. Railroad Service	5		5	.644		3	3	.825	8	.729
74. Rancher	13	14	27	3.48	2	2	4	1.1	31	2.82
75. Retired	7	4	11	1.42	3	10	13	3.58	24	2.18
76. Salesman	16	11	27	3.48	3		3	.825	30	2.73
77. School Adm.	1	4	5	.644					5	.455
78. Shoemaker	1		1	.129	1		1	.282	2	.184
79. Social Service					1		1	.282	1	.091
80. Soldier	1		1	.129					1	.091
81. Tanner		1	1	.129					1	.091
82. Tailor					2	1	3	.825	3	.273
83. Teacher	9	9	18	2.32	11	8	19	5.24	37	3.37
84. Teamster	2	3	5	.644					5	.455
85. Telegrapher		1	1	.129					1	.091
86. Telephone Mgr.	2	1	3	.387	1		1	.282	4	.364
87. Toolmaker	1		1	.129					1	.091
88. Wheelwright	1		1	.129					1	.091
Total	471	305	776		194	169	363		1139	

10 per cent; and (5) laborers, 9 per cent.⁵

By way of comparison, Coffman found that 57.4 per cent of the elementary teachers were children of (1) farmers. The remaining groups in their order were: (2) artisans, (3) business, (4) laborer, and (5) professional men.

The agricultural group, as might be expected, furnishes the greatest number of junior college teachers. The surprising fact is the strong representation from the professions, second in order. Business takes the third place as a source of supply, as might be expected upon the basis of the findings in other studies. Skilled labor and labor follow in the order named.

The ministry is the third single occupational source for the public institutions (following the agricultural and followed by the mercantile). Lawyers and physicians furnish many teachers for either type of institution.

Junior college teachers, as a group, come from families presumably higher in the social, economic, and cultural level than the elementary teacher or teachers college students studied.

⁵ Agriculture is here interpreted to include apiarist, farmer, horticulturist, nurseryman, and rancher; professions to include actress, architect, dentist, diplomat, druggist, editor, engineer, inventor, lawyer, minister, musician, naval officer, physician, professor, public official, school administrator, social service, and teacher; business to include abstractor, accountant, banker, bookkeeper, broker, business, clerk, contractor, hotel proprietor, lumberman, manager, manufacturer, merchant, paper mill proprietor, publisher and salesman; artisan to include baker, barber, blacksmith, boiler-maker, butcher, cabinetmaker, carpenter, cleaner, cook, cooper, creameryman, designer, draftsman, dressmaker, florist, auto mechanic, interior decorator, jeweler, mechanic, miller, molder, painter, plumber, printer, shoemaker, tanner, tailor, telegrapher, telephone service, toolmaker, and wheelwright; and, laborers to include fireman, footman, foreman, foundryman, gardner, housekeeper, janitor, laborer, miner, motorman, peddler, policeman, postal service, railroad service, soldier, and teamster.

Junior college teaching is no doubt considered as a step upward in the social scale for many so engaged. Possibly some of so-called professions and many of the business enterprises are in public opinion lower in the social scale.

There is no striking difference in the occupational origin of instructors serving the two types of institutions. In public institutions 36 per cent are from agriculture and 22 per cent from professions; in private institutions 37 per cent are from agriculture and 25 per cent from professions.

Ratings of Occupations of Parents of Junior College Instructors

In his study of the occupational status of the fathers of gifted children, Terman made use of the Barr Scale of occupational intelligence,⁶ described as follows:

"In order to reduce the personal equation in rating the intelligence value of occupations, Mr. F. E. Barr drew up a list of 121 representative occupations, each definitely and concretely described, and had 20 judges rate them on a scale of 0 to 100 according to the grade of intelligence which each was believed to demand. The ratings were then distributed and P. E. values were computed for all the occupations. The P. E. values (transmuted) express in the case of each occupation the number of units of intelligence which, according to the composite opinion of these 20 judges, the occupation demands for ordinary success

"In making use of the scale it is only necessary to compare the occupation which is to be rated with the occupations whose scale values are known, and to assign it the value possessed by the scaled occupation which it more nearly matches. Intermediate values may be used in rating occupations which do not appear in the scale It can not be claimed that the Barr Scale value corresponds exactly to the facts, but they unquestionably approximate the facts more closely than would the judgments of any one individual."

Using this technique Terman found the mean for fathers of gifted children to be 12.77. The mean for the general population was found to be 7.92.

⁶ Lewis M. Terman, *Genetic Studies of Genius*, Vol. I, p. 66-72. Stanford University Press, Stanford University, 1926.

Table XII. Barr Scale Ratings for Fathers or Guardians of 1067 Instructors in Public and Private Junior Colleges, 1929-30.

Ratings	Public Junior Colleges	Private Junior Colleges	Total
18-18.9		2	2
17-17.9	5		5
16-16.9	44	16	60
15-15.9	88	55	143
14-14.9	6	1	7
13-13.9	32	25	57
12-12.9	13		13
11-11.9	141	52	193
10-10.9	65	16	81
9-9.9	27	27	54
8-8.9	253	129	382
7-7.9	19	12	31
6-6.9	6	1	7
5-5.9	11		11
4-4.9	2	3	5
3-3.9	9	7	16
Total	721	346	1067
Mode	8.5	8.5	8.5
Mean	10.8	10.8	10.8

It was not possible to find all of the 88 occupations on Barr's list or to make satisfactory assignments in some instances, hence the original number is reduced to 1067. (Table XII).

Ratings of the occupations of parents on the Barr Scale give a mean approximately midway between the mean for the general population and the mean for homes of gifted children as determined by Terman. On the assumption that the home reflects the occupational status of the heads of families, the general home culture of the junior college teacher was superior to that of the general public but short of that maintained in the homes which produce the gifted.

Nationality of Parents of Junior College Instructors

"Nationality"--defined by Webster as "state, quality, or relation of being, or belonging to a nation"--is capable of several interpretations. At any rate, the listing of "American" was probably the shortest way out of a difficulty for many of mixed bloods. The tabulator found it such in the case of a few persons reporting four or more nationalities. Such a mixture of nationalities, often from the remote quarters of Continental Europe, would suggest residence in America for at least two generations.

Table XIII. Nationality of Parents of 1086 Junior College Instructors, 1929-30.

Nationality	Public Schools		Private Schools		Total	
	No.	Per cent	No.	Per cent	No.	Per Cent
1. American	463	65.0	259	69.3	722	66.5
2. American:Canadian	9	1.265	3	.803	12	1.105
3. American:Dutch			1	.268	1	.092
4. American:Danish	1	.141	1	.268	2	.184
5. American:English	25	3.52	3	.803	28	2.67
6. American:French	3	.422			3	.277
7. American:German	15	2.11	5	1.34	20	1.845
8. American:Irish	6	.844	1	.268	7	.645
9. American:Norwegian	1	.141			1	.092
10. American:Scotch	4	.563	1	.268	5	.461
11. American:Swedish	4	.563	1	.268	5	.461
12. American:Swiss	3	.422			3	.277
13. Austrian	1	.141			1	.092
14. Austrian:French			1	.268	1	.092
15. Austrian:German	1	.141			1	.092
16. Bohemian	3	.422			3	.277
17. Bohemian:German	1	.141			1	.092
18. Canadian	6	.844	4	1.07	10	.92
19. Czech	2	.282			2	.184
20. Danish	2	.282	5	1.34	7	.645
21. Dutch	2	.282	1	.268	3	.277
22. Dutch:German	1	.141			1	.092

Table XIII. Nationality of Parents of 1086 Junior College Instructors,
(Continued) 1929-30.

Nationality	Public Schools		Private Schools		Total	
	No.	Per cent	No.	Per cent	No.	Per cent
23. English	33	4.65	14	3.74	47	4.33
24. English:Danish	2	.282			2	.184
25. English:German	6	.844	1	.268	7	.645
26. English:Irish	4	.563			4	.369
27. English:Scotch	16	2.25			16	1.475
28. French	2	.282	3	.803	5	.461
29. French:Canadian	1	.141			1	.092
30. French:English	1	.141			1	.092
31. French:German	2	.282	1	.268	3	.277
32. French:Italian			1	.268	1	.092
33. French:Irish	1	.141	1	.268	2	.184
34. French:Spanish	1	.141			1	.092
35. Finish:Finish	1	.141			1	.092
36. German	28	3.94	29	7.76	57	5.36
37. German:English	4	.563			4	.369
38. German:Irish	3	.422			3	.277
39. German:Swiss	1	.141			1	.092
40. German:Polish	1	.141			1	.092
41. Irish	6	.844	8	2.14	14	1.28
42. Irish:Danish			1	.268	1	.092
43. Irish:German	1	.141			1	.092
44. Irish:English	1	.141			1	.092
45. Irish:Scotch	2	.282	1	.268	3	.277
46. Norwegian	10	1.415	11	2.94	21	1.937
47. Norwegian:Swedish	2	.282			2	.184
48. Polish:Polish	1	.141	4	1.07	5	.461
49. Portuguese	1	.141			1	.092
50. Russian	4	.563	3	.803	7	.645
51. Spanish	1	.141	2	.535	3	.277
52. Scotch	5	.703	2	.535	7	.645
53. Scotch:German	3	.422	1	.268	4	.369
54. Scotch:Irish	4	.563			4	.369
55. Swedish	7	.985	5	1.34	12	1.105
56. Swiss	2	.282			2	.184
57. Swiss:Danish	1	.141			1	.092
58. Swiss:German	1	.141			1	.092
Total	712	100	374	100	1086	100

Table XIII indicates that 66.5 per cent of all junior college instructors reporting are of native stock and that 77.4 per cent have one or both parents of American stock. Those of native stock constitute 65 per cent of those serving in public institutions and 69.3 per cent of those in private schools. If those reporting one American parent, usually the father, be added, the group in the public institutions is increased to 75 per cent and in private schools to 73.3 per cent of the total number.

Other than the native stock, there are but two noticeable groups, namely, the English and the German. The English constitute 4.65 per cent of the public and 3.74 per cent of the private junior college instructors. The Germans constituted 3.94 per cent of the public and 7.76 per cent of the private faculties. This latter figure is due to the presence of so many Lutheran institutions.

Approximately two-thirds of the junior college instructors are of native American stock. With respect to nationalities represented, there is little difference between instructors in public and in private institutions. Rather than the threat of any serious menace from foreign races represented in junior college faculties, there is hardly sufficient representation of persons of foreign races to give the desired cosmopolitan atmosphere.

The Size of Family of Parents of Junior College Instructors

Tables XIV and XV are complementary. Thus, the male instructor in the public institution has 1.8 older and 1.8 younger brothers and sisters, or three to four older and younger brothers and sisters, constituting a family of four or five children, counting the junior college instructor; and, the

Table XIV. Number of Older Brothers and Sisters of 1197 Junior College Instructors.

Number of Older Brothers and Sisters	Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
Over 10	4	1	5		1	1	6
10	2	2	4				4
9	5	3	8	2	3	5	13
8	6	2	8	4	2	6	14
7	17	4	21	8	2	10	31
6	17	8	25	7	4	11	36
5	19	15	34	10	5	15	49
4	33	21	54	12	14	26	80
3	54	27	81	19	15	34	115
2	63	48	111	30	29	59	170
1	97	88	185	38	35	73	258
0 ⁺	159	110	269	74	78	152	421
Total	476	329	805	204	188	392	1197
Median	1.8	1.7	1.7	1.7	1.2	1.6	1.7
⁺ Only Child	32	27	59	4	21	25	84

Table XV. Number of Younger Brothers and Sisters of 1197 Junior College Instructors.

Number of Younger Brothers and Sisters	Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
Over 10							
10				2	1	3	3
9	1	1	2	5	4	9	11
8	1	2	3	10	2	12	15
7	14	5	19	16	4	20	39
6	15	4	19	6	2	8	27
5	31	15	46	19	12	31	77
4	37	16	53	21	16	37	90
3	58	30	88	28	15	43	131
2	77	48	125	38	27	65	190
1	112	114	226	38	47	85	311
0 ⁺	130	94	224	21	58	79	303
Total	476	329	805	204	188	392	1197
Median	1.8	1.6	1.7	3.1	1.7	2.5	2.4
⁺ Only Child	32	27	59	4	21	25	84

male instructor in the private institution has 1.7 older and 3.1 younger brothers and sisters, constituting a family of from five to six children. Likewise, the female instructor in a public institution has 1.7 older and 1.6 younger, or three older and younger brothers and sisters, constituting a family of four children, and, the female instructor in the private institution has 1.2 older and 1.7 younger brothers and sisters, or two to three older and younger brothers and sisters, constituting a family of three to four children. Of the 1197, 421 have no older brothers and sisters and 295 have no younger brothers or sisters. Thus, in 35 per cent of the cases the junior college instructor is the oldest child or an only child, and in 24 per cent of the cases the youngest or only child.

The size of family is further confirmatory evidence that the junior college teachers come predominantly from homes which provide limited economic advantages-based on the fact that "all sociological studies indicate greater fecundity in the poorer families." ⁷

Male instructors, in public and private institutions, come from the larger families than do those of the opposite sex. The male instructor in the private institutions come from the largest families. The other extreme is represented by the female instructors in private institutions, who come from the smallest families.

Considered as groups, there is practically no difference between the size of family (of parents) of instructors in public and private junior colleges.

⁷ W. R. Smith, Principles of Educational Sociology, p. 498. New York: Houghton, Mifflin Co., 1928.

Marital Status of Junior College Instructors

Although it does not appear in Table XVI, ten of the male instructors in public institutions and five of the male instructors and two of the female instructors in private schools have contracted a second marriage, a total of seventeen second marriages. Only four of the male instructors in public and one female instructor in private institutions have had divorces, or a total of five divorces in 655 marriages. (638 marriages plus 17 second marriages). Eight of the instructors in public schools are widowers and one in the private school. Thirteen of the instructors in public schools and five of those in private schools are widows.

Table XVI. Marital Status of 1124 Junior College Instructors, 1929-30.

Status	Instructors											Total		
	Public Schools						Private Schools							
	Male		Female		Total		Male		Female		Total		No.	%
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Married	391	81.2	43	17.2	434	59.6	172	83.1	30	16.6	202	51.2	636	56.6
Not Married	87	18.2	206	82.8	293	40.3	35	16.9	160	83.4	195	48.8	488	43.4
Total	478		249		727		207		190		397		1124	

Four out of five of the male instructors in both public and private junior colleges are married and four out of five of the female instructors are single.

The majority of all engaged in junior college instruction, public and private, are married. There is slight difference in percentage for the two institutions.

Divorce and second marriages are practically negligible. Second marriages have followed divorce in few instances, if any.

The number of widowers and widows is extremely small, probably due in large measure to age of the instructors as a group. The widows outnumber the widowers.

Children of Junior College Instructors

Table XVII. Children of 636 Married Junior College Instructors, 1929-30.

Number of Children	Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
11				1		1	1
10							0
9				1		1	1
8	1		1	2		2	3
7	2		2	4		4	6
6	1		1	2		2	3
5	7	2	9	8	2	10	19
4	13		13	18	2	20	33
3	54	2	56	24	1	25	81
2	82	6	88	41	4	45	133
1	98	8	106	36	8	44	150
0	133	25	158	35	13	48	206
Total	391	43	434	172	30	202	636
Mode	0	0	0	0	0	0	0
Median	1	0	1	2	1	2	1

Table XVIII. Married Junior College Instructors With and Without Children, 1929-30.

	Instructors												Total	
	Public Schools						Private Schools							
	Male		Female		Total		Male		Female		Total		No.	%
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
With Children	258	66	18	34	276	61	137	79	17	56	154	74	430	67
Without Children	133	34	25	66	158	49	35	21	13	44	48	26	206	33
Total	391	100	43	100	434	100	172	100	30	100	202	100	636	100

Children are more commonly present in the homes of the married instructors, male and female, serving in private junior colleges. Two out of three married male instructors in public schools are fathers, reporting one child per instructor, and four out of five in private institutions, reporting two children per instructor. One out of three married female instructors in public schools is a mother, reporting a child per instructor, and one out of two in private institutions, reporting a child per instructor.

Dependents of Junior College Instructors

Table XIX. Dependents of 640 Junior College Instructors, 1929-30.

Number of Dependents	Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
12				1		1	1
11							0
10				1		1	1
9				2		2	2
8	2		2	2		2	4
7	2		2	3		3	5
6	5		5	6		6	11
5	17	2	19	16		16	35
4	43	3	46	20	1	21	67
3	92	8	100	42	3	45	145
2	107	19	126	34	19	53	179
1	99	40	139	29	22	51	190
Total	367	72	439	156	45	201	640
Mode	2	1	1	3	1	2	1
Median	2.7	1.9	2.6	3.3	2.0	2	2.7

Four out of five male instructors in public institutions have dependents, an average of two plus, and two out of three in private institutions have dependents, an average of three plus.

One out of eight female instructors in public institutions has a dependent

and one out of every four in private institutions has one or two dependents.

Table XX. Junior College Instructors With and Without Dependents, 1929-30.

	Instructors												Total	
	Public Schools						Private Schools							
	Male		Female		Total		Male		Female		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
With Dependents	367	76	72	13	439	54	156	65	45	23	201	47	640	51
Without Dependents	115	24	253	87	368	46	83	35	145	77	228	33	596	49
Total	482		325		807		239		190		429		1236	

Summary

1. Age. The junior college instructors as a group are comparatively young,-the average age is thirty-five years. There is no great difference with respect to age in teachers serving in public and in private institutions, although teachers in the public schools are slightly older as a group and the teachers in private institutions more variable as to age.

2. Nativity. The instructors are predominantly of American-born and of native stock. A farm in the Middle West is the most likely place of birth. In this respect there is no noticeable difference between public and private institutions.

3. Parentage. One-third of the instructors are the children of farmers. A surprisingly large number, in view of previous studies of teacher personnel, are the children of professional men. Business, skilled labor, and labor are the three remaining occupational groups. There is no striking difference in the occupational origin of the instructors serving the two types of institutions.

4. Home Conditions. If occupational ratings are satisfactory indices to home culture, these teachers, as a group, may be considered to be from slightly superior homes. On the other hand, the large families from which they come would indicate that these homes provide limited cultural and economic advantages and that relatively early entrance into some occupation is forced. Junior college teaching is no doubt a step upward in the social scale for many so engaged. Considered as groups, there is practically no difference between the size of the family of origin of instructors in public and in private institutions.

5. Sex. The members of the male sex outnumber those of the opposite sex in both types of institutions. Furthermore, the men come from families of greater size. The contrast is especially striking in private institutions where male teachers come from exceptionally large families and female teachers from the smallest families reported by any group.

6. Marital Status. Four out of five male teachers and one out of five female teachers are married. The divorce rate is practically nil. The number of widowers and widows is exceptionally low. Second marriages are exceedingly rare. Possibly sufficient time has not elapsed in the lives of the members of this comparatively young group to permit inroads of divorce, sickness and death, etc.

7. Children and Dependents. The vast majority of the male instructors have children and an additional dependent or two. In approximately half the cases, the married female instructor has a child. A few of the single female instructors have dependents. The teachers in private institutions have, on the average, the greater number of dependents.

General Conclusions

Junior college teachers are representative of American life. As a group, they would probably make up to a degree in virility and ambition what they lack in maturity and cultural poise necessary to the highest inspiration. However, there is a larger representation from the homes of professional men than in any other teaching group studied. At the same time, it can not be said that as individuals they represent the best (in the cultural sense) in American life. The place of birth, the father's income, the size of the father's family, and the father's occupation have rarely been conducive to the acquirement of the highest culture. On the other hand, the fact that a number have used teaching as a means to personal elevation in the social scale is to their credit. The stability of their family life might well be held up as a model. Evidently they are persons of character.

There is slight difference in the social background of instructors in public and in private junior colleges. Teachers in the two types of institutions are approximately of the same age, from families of the same type and size, from similar places of birth, etc. If there are any striking contrasts they must be the results of formal schooling and later environmental factors.

CHAPTER III

THE ECONOMIC STATUS OF THE JUNIOR COLLEGE TEACHER IN THE UNITED STATES

Introduction

The Salary Problem. In the Inglis lectures for 1927, Abraham Flexner stated:

"Scholars are not and ought not be monks and nuns. They ought to be in a position to marry, to enjoy simple friendship, to raise at any rate small families in an atmosphere of culture and refinement, to enjoy some of the intellectual and aesthetic opportunities so freely open to the successful in other occupations. This is first and foremost a question of salary." ¹

In the foreword to the report made by the committee on academic standard of living at Yale, President Angell recognized another angle:

"The problem presented by academic salaries is, in many ways, the most urgent now confronting American education. . . . Plenty of competent men are quite ready to live themselves on extremely modest stipends in return for the intrinsic rewards which they find in a scholarly life. But they rightly hesitate to subject their wives to the prospect of hard and unremitting physical drudgery, and their children to the limitations of the underprivileged in a time of general financial prosperity." ²

Peixotto's study of the costs of living an academic life contains a similar observation:

"The facts now belie the thesis that professors live more secluded than the majority whom the business discipline chains inside an assigned task eight or ten hours daily. But even were the thesis true, even though the professor might be "shut in", his family is not. The academic

¹ Abraham Flexner, *Do Americans Really Value Education?* p. 26. Cambridge: Harvard University Press, 1927.

² Yandell Henderson and M. R. Davie, *Incomes and Living Costs of a University Faculty*, p. VII. New Haven: Yale University Press, 1928.

man's wife and children have become participating members of the community." ³

Inasmuch as four out of five male instructors in junior colleges are married and three out of four of these are the fathers of children, statements such as the above cannot be ignored. At the same time, it is admitted that the position of the junior college teacher can not be expected to be better than that of the instructor in the four-year college or university. An expert's view of the situation is as follows:

"From the point of view of financial or material reward, what are the chances for attracting superior men and women into college teaching? The answer is, briefly, not at all good." ⁴

Studies at the College and University Level

Arnett reported the average salary paid 11,361 professors, associate professors, assistant professors, and instructors in 302 colleges of arts, literature, and science and corresponding colleges or departments of universities, in 1926-27, to be \$2,958. ⁵

At New Haven, on the basis of data supplied by Yale faculty members, the mode of living of a married man at a salary of \$3,000 to \$3,500 is depicted as follows:

"The married men at this level must live with extreme economy in the cheapest obtainable apartment, borrowing to meet expenses of childbirth or sickness. The wife does all the cooking,

³ Jessica B. Peixotto, *Getting and Spending at the Professional Standard of Living*. New York: The MacMillan Co., 1927.

⁴ G. F. Zook, "Major Problems in the Improvement of Instruction in Higher Institutions." *School and Society* 30: 277-282 (August 31, 1929).

⁵ Trevor Arnett, *Teachers Salaries in Certain Endowed and State Supported Colleges and Universities in the United States, with Special Reference to Colleges of Arts, Literature and Science, 1926-27*. Publications of the General Education Board. New York: General Education Board, 1928.

housework, and laundry. As one man says: they "economize until it hurts." At about this level, if they live in the suburbs where rents are lower, they may have a car, which is practically a necessity though it also serves as a means of recreation." ⁶

On the basis of Berkeley data, Miss Peixotto states:

"The facts show plainly that, given prevailing prices, and recognizing that a simple, middle-class, professional standard of consumption is permissible and necessary for this academic group, 'no due care in spending' can make three thousand dollars pay for the needs of a professor's family. If in addition to exceedingly modest allotments for food, clothing and shelter, these families are to pay the costs of sickness and of indebtedness carried over from apprenticeship days; pay for children, for dependents away from home, for domestic service enough to relieve the housekeeper of the heavier physical strains of house management, for church and charity, for a very modest supply of the positive satisfactions that arise from such social needs as hospitality, associations and gifts, and are to save a little, the minimum sum required in 1922 seems to be five thousand rather than three thousand dollars. And only persistent care in spending could make \$5,000 suffice." ⁷

Freed's report would seem to indicate that there is a recognized discrepancy in the salaries paid college and junior college teachers in the denominational and private schools, in which salary schedules are recognized to be low. He found "the average typical salaries" reported in 55 private junior colleges and in 189 four-year denominational colleges to be as follows:

	Private Junior Colleges	Denominational 4-Year Colleges
Average typical salary of professors	\$2,140.33	\$2,805.95
Average typical salary of associate professors	1, 833.09	2,382.50
Average typical salary of assistant professors	1,611.90	2,115.07
Average typical salary of instructors	1,453.91	1,663.25
Average typical salary of assistants	751.50	781.45 ⁸

⁶ Yandell Henderson and M. R. Davie, opt. cit., p. 8.

⁷ Jessie B. Peixotto, opt. cit., p. 250-251.

⁸ W. J. Freed, A Study of the Salaries and Teaching Loads in the Denominational 4-Year Colleges and Private Junior Colleges in the United States. P. 18. Parkland (Washington): Pacific Lutheran College, 1929.

If instructors in regular public and private 4-year colleges and universities are underpaid, as the reports indicate, we may expect the junior college teachers to be underpaid. On the other hand, we must recognize the effect of low salaries upon the work of this youthful institution.

Salaries in High Schools. There is still another angle to the situation. Many junior colleges in larger cities are recognized extensions of the secondary school program. In many such instances, the average salary paid high school teachers would exceed Arnett's average salary for 302 colleges of arts, literature, and science, and Freed's "average typical salaries" in 189 4-year denominational colleges. The median salary paid senior high school teachers in 67 cities of over 100,000 population is \$2680; in 170 cities of 30,000 to 100,000 population, \$2120; in 308 cities of 10,000 to 30,000 population, \$1729.⁹ What, then, should be the relation between salaries paid in public junior colleges and public high schools?

O'Brien's opinion on this subject follows:

"It is also true that it is necessary, in spite of opinion at times expressed to the contrary, to pay more for competent teachers in a junior college than for teachers in the high school. Junior colleges set up additional standards, make new demands, and require more training and in simple fairness the community should expect to pay for the additional qualifications demanded."¹⁰

Whitney states the criterion as to salaries as follows: "that they should be such as to insure the employment and the retention of well-trained and experienced instructors."¹¹

⁹ Salary Scales in City School Systems, 1928-29. Research Bulletin of the National Education Association, Vol. VII, No. 3. (May, 1929).

¹⁰ F. P. O'Brien, "Conditions Which Justify Establishing a Junior College." School Review 36: 128-137. (February, 1927).

¹¹ F. L. Whitney, "Present Standards for Junior Colleges." School Review 36: 593-603. (October, 1928).

Obviously, this does not obtain if teachers properly prepared can receive greater rewards in what is popularly conceived as the lower levels of the educational scheme, the high school, than they can in the higher, the junior college.

There are, then, three angles to the salary problem in the junior college: first, the relation of the salary paid to the professional standard of living; second, the relation of salaries in four-year colleges and universities to those paid in junior colleges; and third, the relation of those paid in high schools to those in junior colleges.

Procedure

Salaries. The second division of the Blank of Inquiry (Appendix C) was organized to secure dependable data regarding salaries paid. If salaries are inadequate, what does the instructor do to supplement his salary and how is this likely to influence his professional standing and classroom efficiency? Studies previously cited¹² contain evidence that such is the case at the college and university level.¹³ Accordingly, a good many items were

¹² Arnett, Henderson and Davie, etc.

¹³ "The great majority of the academic profession of the richest country on earth can not live on their salaries, even when they have reached the top; they are part-timers. I can not overstress this statement: college and university teachers are part-timers. To their proper business of teaching and to the passion for research which inspires the best of them, they can devote only the time that is left after carrying on their academic routine and after earning through lectures, summer work, popular writing, translating, expert service, the sums which they may need to balance the family budget, and, worse still, to carry on their scholarly and scientific research."
--Abraham Flexner. Op. cit., p. 26.

included with the intent of completely revealing all remunerative activities.

Insurance, Pensions, and Annuities. Granting adequate salary, there remain confronting the man entering the career of teaching two great risks affecting the welfare of himself and those dependent upon him: ". . . first, the risk of premature death during his productive life; second, the risk of dependence when his income-earning power declines."¹⁴

In the opinion of the experts of the Carnegie Foundation for the Advancement of Teaching, the first risk can be met by some form of insurance and the second by some form of annuity. Accordingly, these two items as well as that of pensions are included in the questionnaire.

Ownership of Automobiles. A question in a study by Waples¹⁵ suggested the use of an inquiry regarding automobile ownership. The underlying assumption is that ownership of an automobile, especially for heads of families, indicates an economic status which permits of purchase beyond the limit of absolute necessities. The "make" of the automobile is a further index to the degree of economic freedom. The ownership of a car of less expensive type very likely indicates some economic stress at the time of purchase or considerable attention to economic welfare in the near or in the remote future.

¹⁴ H. S. Pritchett, A Comprehensive Plan of Insurance and Annuities for College Teachers. Carnegie Foundation for the Advancement of Teaching, Bulletin No. 9, 1916.

¹⁵ "Is there a telephone in your home or in the home in which you live? (It is assumed that a home with a telephone is more likely to provide the social contacts which render academic "culture" desirable than a home without a telephone)."--Douglas Waples, Indexing the Qualifications of Different Social Groups for an Academic Curriculum. School Review 32: 538-539 (September, 1924).

It is of interest to note that the question regarding automobile ownership was the only one answered by one hundred per cent (100%) of the instructors, male and female. They were far more reticent about age, salary, schooling, etc.

Occupations. Prolonged occupational experience of junior college instructors should serve as an index to earning capacity in other fields. Incidentally, where there was doubt, data given were used in checking the length of school attendance and teaching experience.

Salaries Earned in Regular Terms by Junior College Instructors

The median salary of all junior college instructors is \$2294. There is a great discrepancy in the salaries paid in public and in private junior colleges. The median salary paid in the private school (\$1892) is only seventy-five per cent (75%) of that paid in the public institution (\$2528). The median salary paid the male instructor in private schools (\$2070) is only seventy-six per cent (76%) of that paid in the public schools (\$2720), and the median salary paid the female instructor in the private institutions (\$1738) is only eighty per cent (80%) of that paid in public institutions (\$2158). (Table XXI).

The dispersion of salaries paid instructors is more marked in the public (Q=4.88) than in the private (Q=3.74) schools. Salaries are most variable among male instructors in private schools (Q=4.87), and the least variable among female instructors in private schools (Q=3.05).

Salaries paid male instructors are higher than those paid female instructors in both public and private institutions. The median salary paid the female instructor in the public school (\$2158) is seventy-nine per cent

Table XXI. Salaries Earned in Regular School Term by 1167 Instructors in Public and Private Junior Colleges, 1929-30.

Salaries	Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
\$5500-5699	1		1				1
5300-5499							0
5100-5299							0
4900-5099	5		5	1		1	6
4700-4899	1		1				1
4500-4699	2		2				2
4300-4499	1		1				1
4100-4299	2	1	3				3
3900-4099	43	12	55	5	1	6	61
3700-3899	7	3	10				10
3500-3699	12	3	15	11		11	26
3300-3499	20	3	23	8		8	31
3100-3299	21	9	30	4		4	34
2900-3099	56	23	79	3	5	8	87
2700-2899	67	28	95	16	3	19	114
2500-2699	61	25	86	6	3	9	95
2300-2499	49	30	79	12	7	19	98
2100-2299	38	36	74	25	10	35	109
1900-2099	37	43	80	27	31	58	138
1700-1899	38	63	101	30	31	61	162
1500-1699	4	26	30	11	24	35	65
1300-1499	2	9	11	5	24	29	40
1100-1299		3	3	6	19	25	28
900-1099	3	3	6	5	8	13	19
700-899	2	4	6	7	3	10	16
500-699		1	1	4	1	5	6
300-499				2		2	2
100-299				2		2	2
Total	482	325	807	190	170	360	1167
Mode	\$2400	\$1800	\$1800	\$1800	\$1900	\$1800	\$1800
Median	2720	2158	2528	2070	1738	1892	2294
Q ₁	2280	1812	2008	1730	1396	1522	1840
Q ₃	3141	2700	2984	2704	2012	2270	2862
Q	430	444	488	487	305	374	511

(79%) of that paid the male instructor (\$2720), and the median salary paid the female instructor in the private school (\$1738) is eighty-four per cent (84%) of that paid the male instructor (\$2070).

Additional Earnings of Junior College Instructors

Data presented in Tables XXII to XXXII, inclusive, bear on the activities of junior college instructors engaged in for the purpose of supplementing the regular salary. These data include: instructors engaged in summer school, evening school, and extension instruction at stated salaries; figures on employment other than teaching for the summer months and for a selected month in the regular school year; statements as to whether this additional work is undertaken from choice or necessity; statements regarding preferences for full-time or part-time school work; and, instructors reporting private incomes of given amounts.

Table XXII. Salaries Earned as Summer School Instructors by 242 Junior College Instructors, Summer of 1929.

Salaries	Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
\$1100-1199		1	1	2		2	2
1000-1099				1		1	1
900-999	1		1				1
800-899	5		5	1		1	6
700-799	1	2	3				3
600-699	23	3	26	3		3	29
500-599	15	5	20	1		1	21
400-499	20	3	23	6	2	8	31
300-399	22	19	41	6	4	10	51
200-299	23	12	35	7	9	16	51
100-199	13	12	25	7	5	12	37
0-99	2	2	4	2	2	4	8
Total	125	59	184	36	22	58	242
Mode	\$250	\$350	\$350	\$250	\$250	\$250	\$350
Median	412	318	370	333	244	281	349
Percentage	26	18	23	14	12	13	20

Table XXIII. Earnings of 138 Junior College Instructors in Evening School, 1929-30.

Salaries	Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
Over \$1100	2		2				2
\$1000-1099	4		4				4
900-999							
800-899	3		3				3
700-799	1	1	2				2
600-699	3		3	2		2	5
500-599	10		10	1		1	11
400-499	1	3	4				4
300-399	8	3	11	2		2	13
200-299	25	6	31	4	1	5	36
100-199	22	11	33	3		3	36
0-99	17	4	21		1	1	22
Total	96	28	124	12	2	14	138
Mode	\$250	\$150	\$150	\$250	\$150	\$250	\$200
Median	236	190	226	275	150	260	230
Percentage	20	8	15	5	1	3	11

Table XXIV. Salaries Earned by 39 Junior College Instructors in Extension Teachings, 1929-30.

Salaries	Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
\$1000-1099				1		1	1
900-999	1		1				1
800-899	1		1				1
700-799	2		2				2
600-699	1		1				1
500-599	2		2				2
400-499	3		3				3
300-399	1		1				1
200-299	5		5		1	1	6
100-199	7	1	8	2	1	3	11
0-99	3	5	8	1	1	2	10
Total	26	6	32	4	3	7	39
Mode	\$150	\$50	\$100	\$150	\$150	\$150	\$150
Median	260	60	200	150	150	150	186
Percentage	5	2	4	1	2	2	3

Table XXV. Earnings Reported for Summer Work Other than Teaching by 190 Junior College Instructors, Summer of 1929.

Earnings [†]	Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
\$1200-1299		1	1				1
1100-1199							0
1000-1099	4		4	4		4	8
900-999		1	1	1		1	2
800-899	1		1				1
700-799	3		3	1		1	4
600-699	4	1	5	4		4	9
500-599	7		7		1	1	8
400-499	6	1	7	3		3	10
300-399	24	3	27	6	3	9	36
200-299	20	3	23	10	7	17	40
100-199	18	7	25	13	7	20	45
0-99	9	6	15	6	5	11	26
Total	96	23	119	48	23	71	190
Mode	\$350	\$150	\$350	\$150	\$200	\$150	\$150
Median	304	171	284	250	192	225	260
Percentage	20	6	15	20	12	17	15

[†] Does not include \$3000 by male owner of bottling works or \$4000 by female owner of summer camp.

Table XXVI. Earnings of 81 Junior College Instructors for Employment Other than Teaching During October, 1929.

Earnings [†]	Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
\$200-224	1		1	1		1	2
175-199				1		1	1
150-174	2		2				2
125-149					1	1	1
100-124	5		5	2		2	7
75-99	2	1	3	3		3	6
50-74	6	4	10	4		4	14
25-49	6	7	13	10		10	23
0-24	10	7	17	6	1	7	24
Indefinite				1		1	1
Total	32	19	51	28	2	30	81
Mode	\$12.50	\$25	\$12.50	\$37.50	\$75	\$37.50	\$12.50
Median	50	43.92	41.25	45	75	45	42.75
Percentage	8	6	6	12	0.8	7	6

[†] Does not include those whose major activities are not teaching.

Table XXVII. The Nature of Summer Work Other than Teaching of 200 Junior College Instructors, Summer of 1929.

Occupation	Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
1. Abstractor	1		1		1	1	2
2. Accountant	1		1				1
3. Agent				1		1	1
4. Agriculturist	1		1				1
5. Artist	1		1				1
6. Athlete	1		1				1
7. Baker	1		1				1
8. Book Exhibitor		1	1				1
9. Boy Scout Executive				1		1	1
10. Bricklayer	1		1				1
11. Business		1	1	1		1	2
12. Bus Driver				1		1	1
13. Camp Worker	2	3	5	2	5	7	12
14. Cashier	1		1				1
15. Caretaker	2		2				2
16. Carpenter	3		3				3
17. Caterer					1	1	1
18. Chemist	2		2				2
19. Clerk	1		1	1	1	2	3
20. Coach	1		1				1
21. Constructor	2		2				2
22. Cook		1	1		1	1	2
23. Draftsman	2		2				2
24. Druggist	1		1				1
25. Electrician	2		2				2
26. Engineer	2		2	1		1	3
27. Entomologist							0
28. Farmer	8		8	2		2	10
29. Gardener	1		1				1
30. Herd Tester	1		1				1
31. Hotel Clerk	1		1	2		2	3
32. Housekeeper					2	2	2
33. Industrial Expert	1		1				1
34. Journalist	3	1	4				4
35. Judge, Expert	1		1				1
36. Laborer	1	1	2	6		6	8
37. Lathe Worker				1		1	1
38. Lawyer	1		1				1
39. Lecturer	1		1	2	1	3	4
40. Librarian				1	2	3	3

Table XXVII. The Nature of Summer Work other than Teaching of 200
(Continued) Junior College Instructors, Summer of 1929.

Occupation	Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
41. Manager, Store		1	1				1
42. Millwright	1		1				1
43. Minister	1		1	7		7	8
44. Musical Director	1	2	3				3
45. Musician				1		1	1
46. Naturalist	3		3				3
47. Official	1		1				1
48. Oil Station Attendant	1		1				1
49. Odd Jobs	1		1				1
50. Painter	2		2				2
51. Patternmaker	2		2				2
52. Playground Supervisor	3		3				3
53. Photographer				1		1	1
54. Poultry Raiser		1	1		1	1	2
55. Publisher				1		1	1
56. Rancher	1		1				1
57. Research Expert	3	2	5				5
58. R. O. T. C., C. M. T. C., and Natl. Guard.	6		6				6
59. Salesmen	12		12	4	1	5	17
60. Seamstress					1	1	1
61. Secretarial					1	1	1
62. School Representative				6	1	7	7
63. Solicitor	3		3		1	1	4
64. Statistician				2		2	2
65. Surveyor	2		2				2
66. Teacher, Special	3	1	4				4
67. Teacher's Agent				1		1	1
68. Tour Conductor		1	1				1
69. Truck Driver	1		1				1
70. Tutor		3	3	1	3	4	7
71. Vice-consul				1		1	1
72. Y. M. C. A.				1		1	1
Total	95	19	114	48	38	86	200

Table XXVIII. The Nature of Work other than Teaching of 72 Junior College Instructors, October, 1929.

Occupation	Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
1. Accountant	1		1				1
2. Artist	2		2				2
3. Athlete	1		1				1
4. Bacteriologist				1		1	1
5. Bookkeeper				1		1	1
6. Boy Scout Executive				1		1	1
7. Census Taker	1		1				1
8. Chemist	1		1				1
9. Choir Member	2	1	3	1	1	2	5
10. Church Worker	1		1				1
11. Clerk		1	1				1
12. Draftsman	1		1				1
13. Engineer	3		3				3
14. Farmer	1		1				1
15. Football Official	2		2	1		1	3
16. Judge, Expert	1		1				1
17. Lecturer	1	3	4	1		1	5
18. Minister				9		9	9
19. Music Teacher	2		2	2		2	4
20. Natl. Guard Officer	3		3				3
21. Organist		2	2	2		2	4
22. Radio Expert	1		1	3		3	4
23. Salesman	3		3				3
24. School Treasurer				1		1	1
25. School Secretary				2		2	2
26. Social Service		2	2				2
27. Solicitor	1	1	2				2
28. Surveyor	1		1				1
29. Teamster	1		1				1
30. Tutor		3	3	1	1	2	5
Indefinite				1		1	1
Total	30	13	43	27	2	29	72
Percentage			5.33			6.76	5.83

Table XXIX. Motives of 482 Junior College Instructors in Undertaking Additional Employment, Summer of 1929 and 1929-30.

	Instructors												Total	
	Public Schools						Private Schools							
	Male		Female		Total		Male		Female		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Choice	88	36	54	59	142	42	36	36	23	49	59	40	201	42
Necessity	116	48	28	30	144	44	51	50	19	40	70	47	214	44
Both	38	16	10	11	48	14	14	14	5	11	19	13	67	14
Total	242	100	92	100	334	100	101	100	47	100	148	100	482	100

Table XXX. Preferences of 781 Junior College Instructors with Respect to Devoting Full-time to School Work or Engaging in Work other than Teaching.

	Instructors												Total	
	Public Schools						Private Schools							
	Male		Female		Total		Male		Female		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Full-time	319	85	146	82	465	84	114	84	65	73	179	80	644	82
Other Work	58	15	33	18	91	16	22	16	24	27	46	20	137	18
Total	377	100	179	100	556	100	136	100	89	100	225	100	781	100

Table XXXI. Private Incomes Reported by 898 Junior College Instructors, 1929-30.

	Instructors												Total	
	Public Schools						Private Schools							
	Male		Female		Total		Male		Female		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Private Income	109	25	85	49	194	33	43	28	50	36	93	32	287	32
No Private Income	321	75	89	51	410	67	111	72	90	64	201	68	611	68
Total	430	100	174	100	604	100	154	100	140	100	294	100	898	100

Table XXXII. Private Incomes Reported by 277 Junior College Instructors, 1929-30.

Private Income ¹	Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
Over \$1600	10	1	11	1		1	12
\$1500-1599	1	2	3				3
1400-1499	1		1		1	1	2
1300-1399							0
1200-1299	9	6	15				15
1100-1199							0
1000-1099	7	4	11	1		1	12
900-999		2	2	1	1	2	4
800-899	1	4	5	4	1	5	10
700-799	3	4	7		2	2	9
600-699	6	1	7	4	3	7	14
500-599	9	10	19	2	6	8	27
400-499	6	4	10	2	4	6	16
300-399	11	9	20	3	6	9	29
200-299	18	9	27	4	1	5	32
100-199	9	10	19	6	6	12	31
0-99	3	2	5	2	3	5	10
Indefinite	15	11	26	11	14	25	51
Total	109	79	188	41	48	89	277
Mode	\$250	\$350	\$250	\$150	\$250	\$150	\$250
Median	616	500	500	400	425	416	462

¹ Does not include those devoting major time to work other than teaching.

Extra School Work. One junior college instructor in five (20 per cent) teaches in summer school; one in nine (11 per cent), in evening school; and, one in thirty-three (3 per cent), in extension (Tables XXII, XXIII, XXIV).

A relatively higher percentage of the instructors in public institutions are engaged in summer school (23 per cent), evening school (15 per cent), and extension instruction (4 per cent), as compared with the instructors in private schools (13 per cent, 3 per cent, and 2 per cent, respectively) (Tables XXII, XXIII, XXIV).

A much higher percentage of male instructors in both public and private schools engage in summer school (26 per cent and 14 per cent, respectively) and evening school instruction (20 per cent and 5 per cent, respectively), as compared with female instructors (18 per cent and 12 per cent and 8 per cent and 1 per cent, respectively). There is slight difference in the percentage of male and female instructors engaging in extension instruction in either public (5 per cent and 2 per cent, respectively) or private institutions (1 per cent and 2 per cent, respectively). (Tables XXII, XXIII, XXIV).

Amounts Received for Extra School Work. The median salary for summer school is \$349; for evening school, \$230; and for extension instruction, \$186. (Tables XXII, XXIII, XXIV).

The instructors from public institutions receive larger median salaries for summer school (\$370) and extension instruction (\$200) as compared with instructors from private schools (\$281 and \$150, respectively). The median salary of the private school instructor for summer school services is seventy-six per cent (76%), and for extension instruction seventy-five (75%) per cent, of that paid a public school instructor. On the other hand, in-

structors from private schools are paid the larger median salary (\$260) for evening school work, as compared with instructors from public schools (\$226). The latter is eighty-six per cent (86%) of the former. (Tables XXII, XXIII, and XXIV).

With one exception, the male instructors in public and private institutions receive more than the female instructors for summer school, evening school, and extension work. The few male and female instructors in private schools engaged in extension work receive identical salary (\$150). (Tables XXII, XXIII, and XXIV).

Outside Employment. One junior college instructor in each six or seven (15 per cent) engages in summer work, and one in sixteen (6 per cent) engages in remunerative activities other than teaching in October. (Tables XXV and XXVI).

There is slight difference between the percentage of instructors in public and private institutions engaging in remunerative work other than teaching in summer months (15 per cent and 17 per cent, respectively) and October (6 per cent and 7 per cent, respectively). (Tables XXV and XXVI).

For the summer months, the percentage of male instructors so engaged is identical for public and private institutions (20 per cent). In October, a greater per cent of male instructors in private institutions are so engaged (12 per cent and 8 per cent, respectively). There is a higher percentage of female instructors in private schools engaged in summer work (12 per cent) and a lower percentage in October (0.8 per cent), as compared with public schools (6 per cent and 6 per cent, respectively). (Tables XXV and XXVI).

Amounts Received for Outside Employment. The median salary for summer work is \$260 and for remunerative activities in October other than teaching, \$42.75. (Tables XXV and XXVI).

For summer and October employment other than teaching the median salary is higher for those engaged from public (\$284 and \$50) than for those from private institutions (\$225 and \$45). (Tables XXV and XXVI).

In summer employment other than teaching men earn substantially more than women (\$304 as compared with \$171 in public, and \$250 as compared with \$192 in private institutions). Except for the two women in private schools, the average of October earnings is substantially the same for both sexes, regardless of institutional connections. (Tables XXV and XXVI).

Outside Occupations. Summer work other than teaching involved 72 occupations and the October work involved 30 occupations. The more popular summer employments were: (1) salesmanship; (2) camp work; (3) farming; (4) laboring; (5) ministry; (6) representing schools; (7) tutoring; (8) R.O. T.C., C.M.T.C., and national guards; etc. Labor, ministry, and school representation made calls almost exclusively on men from private schools. Farming and military duties had especial appeal for men from public schools. The more popular October employments were: (1) the ministry; (2) singing in a choir, tutoring, and lecturing; (3) teaching music, playing an organ, radio service, selling, and social service; etc. Of these, the ministry was open only to instructors in private schools. (Tables XXVII and XXVIII).

Of the two lists of occupations, summer and October, certain ones such as camp work, the ministry, school representing, tutoring, and military work may be regarded as educational. An indefinite number such as choir singing, lecturing, camp work, and even salesmanship may be regarded as

recreational or avocational. On the other hand, such occupations as day laborer, caretaker, clerking, soliciting, census taking, driving horses, and often farming suggest an attempt "to make ends meet." (Tables XXVII and XXVIII).

Necessity for Additional Earnings. Three out of five of the 482 reporting work other than teaching in the regular school term report that they do so from "necessity" or "both necessity and choice." In this respect there is slight difference between those in public and in private institutions (58 per cent and 60 per cent, respectively). (Table XXIX).

Practically two out of three of the male instructors doing outside work do it from "necessity" or "necessity and choice" in both public and private institutions (64 per cent). In contrast, the majority of the female instructors especially those in public schools, do so from choice (59 per cent for public and 49 per cent for private schools). (Table XXIX).

Preferences. Four out of five (82 per cent) of 781 junior college teachers reporting would prefer to devote full-time to school work. There is slight difference in the opinion of teachers in the two institutions (84 per cent and 80 per cent, respectively). (Table XXX).

Private Incomes. More than two out of three (68 per cent) of the 898 reporting are without incomes from private sources, such as interest, royalties, rentals, etc. In this respect there is slight difference between those serving in public and in private institutions (67 per cent and 68 per cent, respectively). (Table XXXI).

The male instructors in both public and private institutions are extremely unfortunate in this respect (75 per cent and 72 per cent,

respectively). The female instructors in public institutions, mostly unmarried women, are especially fortunate (49 per cent having private incomes). On the other hand, 64 per cent of this sex in private schools are without private incomes. (Table XXXI).

The median private income reported by 279 junior college instructors is \$462, or \$500 for public and \$416 for private school instructors. Members of both sexes in public schools report larger incomes (\$616 and \$500) than teachers of either sex in private schools. The female teachers in private schools report slightly larger incomes than members of the other sex. (Table XXXII).

Insurance of Junior College Instructors

Insurance is probably best defined as "a method by which the risk of the individual is reduced by cooperation. . . . The employment of insurance as a means to deal with an uncertain risk is its real function, and that for which it was instituted. Insurance as a means of investment has, however, become so common as in large measure to confuse in the public mind its true function." ¹⁶

Undoubtedly, teachers regard insurance as both protection for themselves and beneficiaries as well as an investment. Be that as it may, the presence of insurance indicates financial ability to plan one's future. Assuming that junior college instructors have the mental ability so to plan, the presence of an insurance policy will indicate, to some degree, financial ability on the basis of salaries received. The amount of the annual premium will further

¹⁶ H. S. Pritchett, op. cit., p. 22.

Table XXXIII. Annual Life Insurance Premiums Paid by 939 Junior College Instructors, 1929-30.

Premium	Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
Over \$1050	2		2				2
\$1000-1049	1		1				1
950-999							0
900-949		1	1				1
850-899							0
800-849	2	5	7				7
750-799		2	2				2
700-749	2	4	6		1	1	7
650-699	3		3				3
600-649	4	2	6	3		3	9
550-599	2	1	3	1		1	4
500-549	12	4	16	1		1	17
450-499	8	4	12	2	1	3	15
400-449	15	8	23	4	1	5	28
350-399	20	5	25	4	1	5	30
300-349	40	10	50	8	3	11	61
250-299	37	18	55	6	1	7	62
200-249	61	21	82	9	6	15	97
150-199	58	23	81	17	3	20	101
100-149	67	21	88	35	10	45	133
50-99	63	46	109	33	29	62	171
0-49	34	38	72	30	27	57	129
Indefinite	21	17	38	10	11	21	59
Total	452	230	682	163	94	257	939
Mode	\$125	\$ 75	\$ 75	\$125	\$ 75	\$ 75	\$ 75
Median	194	175	182	119	75	99	157
Percentage	93	70	84	68	49	59	76
None:							
With Dependents	16	12	28	14	7	21	49
None:							
Without Dependents	11	92	103	7	68	75	178

indicate the degree of financial ability.

Number Carrying Insurance. Three out of every four junior college teachers (76 per cent) carry some life insurance. The median annual premium is \$157, or about seven per cent of the median annual salary in the regular school term. This is three per cent (3%) below the percentage for insurance and annuities suggested under the Carnegie plan¹⁷ and considerably less than the amount necessary to carry the policies held by one of a group of one hundred representative college professors under the Carnegie plan.¹⁸ Eight out of ten (84 per cent) of the instructor in public junior colleges carry insurance as compared with six out of ten (59 per cent) in private schools. A higher percentage of male instructors in both public and private institutions carry insurance (93 per cent and 70 per cent), as compared with female instructors (68 per cent and 49 per cent, respectively).

Premiums. The median annual premium paid by instructors in public schools (\$182) is approximately twice that paid by instructors in private schools (\$99). The former is seven per cent (7%) of the median annual salary and the latter is five per cent (5%) of the median annual salary.

The median annual premiums for the male instructors in public (\$194) and private (\$119) institutions is substantially higher than that paid by female instructors (\$175 and \$75, respectively). However, in terms of percentage of median annual salaries, the female instructors in public schools (8 per cent), mostly single, are slightly above the male instructors

¹⁷ Handbook of Life Insurance and Annuity Policies for Teachers. New York: Teachers Insurance and Annuity Association of America, 1928.

¹⁸ \$17,112 for married persons, \$16,667 for widowers, and \$8,680 for single persons.--What Life Insurance Do College Teachers Have? P. 6. New York: Teachers Insurance and Annuity Association of America, 1929.

(7 per cent), mostly married. The male and the female instructors in public institutions invest a higher percentage of the annual salary in insurance than do the male instructors in private schools (5 per cent). The male instructors, in turn, invest more than do the female instructors in the latter institutions.

The number having dependents who are without insurance is probably not excessive (49 out of 1164 reporting, 4 per cent). Physical disabilities, no doubt, act as barriers in many instances. There may be little reason for unmarried persons without dependents, mostly women, to carry insurance (160 out of 1164, 13 per cent).

Retirement Allowance for Junior College Teachers

Largely out of deference to the attitude "which looks askance upon the acceptance of a pension, both on account of the implied dependence and also on account of the possible effect such acceptance may have upon the opinions of the beneficiary the pensions of the Carnegie Foundation have been denominated retiring allowances. They are, of course, pensions in the true sense." ¹⁹

For this reason, "retirement ~~allowance~~" was listed in the Blank of Inquiry (Appendix C). Inasmuch as it is commonly interpreted to mean either pension or annuity, it was thought advisable to add these two expressions. In the literature of insurance, there is no clear distinction between pension and annuity. Nevertheless, "pension" may be "used to describe an annual payment made to an individual, whether secured thru his cooperation or as

¹⁹H. S. Pritchett, *op. cit.*, p. 5.

a free gift", and "annuity" may be defined as "an annual payment made to an individual from moneys contributed by himself." 20

There is no evidence that junior college teachers make clear distinctions between these terms. As a matter of fact, these items were the least satisfactory of all contained in the questionnaire. Conflicting reports were often given by members of the same faculty, which is not likely a true representation of the situation. Some obviously neglected the whole matter because of inability to make distinctions. Pensions was most frequently checked, either positively or negatively, outnumbering either retirement allowance (of which it is a type) or annuities.

Table XXXIV. Number and Percentage of Junior College Instructors Reporting Retirement Provisions, 1929-30.

Provisions	Instructors												Total	
	Public Schools						Private Schools							
	Male		Female		Total		Male		Female		Total		No.	%
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
Allowance:														
Yes	124	57.4	126	44	250	49	21	13	12	9	33	11	283	35
No	92	42.6	163	56	255	51	145	87	125	91	270	89	525	65
Total	216	100	289	100	505	100	166	100	137	100	303	100	808	100
Pension:														
Yes	152	47	99	42	251	43	29	19	4	4	33	12	284	33
No	189	53	144	58	333	57	124	81	109	96	233	88	566	67
Total	341	100	243	100	584	100	153	100	113	100	266	100	850	100
Annuity:														
Yes	23	18	4	3	27	10	17	12	0	0	17	8	44	8
No	104	82	150	97	254	90	125	88	109	100	234	92	488	92
Total	127	100	154	100	281	100	142	100	109	100	251	100	532	100

20 Loc. cit.

Approximately one third (35 per cent) may have the benefit of retirement allowance; one third (33 per cent), of a pension; and the number participating in an annuity system is practically negligible.

A higher percentage of instructors in public institutions report definite retirement allowances, pensions, and annuities (49.5 per cent, 43 per cent, and 10 per cent) as compared with instructors in private schools (11 per cent, 12 per cent, and 1 per cent, respectively).

A higher percentage of retirement allowances, pensions, and annuities are reported by male instructors in both public and private institutions. However, the differences are probably not large enough to be significant.

Ownership of Automobiles by Junior College Instructors

Table XXXV. Number and Percentage of Junior College Instructors Owning Automobiles, 1929.

Ownership	Instructors												Total	
	Public Schools						Private Schools							
	Male		Female		Total		Male		Female		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	372	77	132	40	504	63	129	54	37	20	166	38.7	670	53.9
No	110	23	193	60	303	37	110	46	153	80	263	61.3	566	46.1
Total	482	100	325	100	807	100	239	100	190	100	429	100	1236	100

Number. A majority of the junior college instructors (54 per cent) own automobiles. Practically two out of three instructors in public junior colleges (63 per cent) own automobiles as compared with one out of three instructors in private schools (39 per cent). A higher percentage of male than female instructors in both public and private institutions own cars (77 per cent and 40 per cent, and 54 per cent and 20 per cent, respectively).

Table XXXVI. Makes of Automobiles Owned by 648 Junior College Instructors, 1929.

Makes	Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
1. Auburn	3		3	1	1	2	5
2. Buick	38	9	47	7	4	11	58
3. Cadillac	2		2				2
4. Chalmers	1		1				1
5. Chevrolet	51	29	80	24	13	37	117
6. Chrysler	20	4	24	7		7	31
7. Cleveland	1		1				1
8. De Soto	1		1	1		1	2
9. Dodge	44	16	60	9	1	10	70
10. Durant	2		2	1		1	3
11. Erskine	4	1	5				5
12. Essex	17	7	24	10	2	12	36
13. Ford	66	25	91		9	9	100
14. Franklin	2		2				2
15. Graham-Paige	2	1	3	1		1	4
16. Hudson	6		6	2		2	8
17. Hupmobile	3	3	6	4		4	10
18. Jewett	3		3				3
19. Marmon	2		2		1	1	3
20. Maxwell		1	1		1	1	2
21. Nash	15	9	24	7	1	8	32
22. Oakland	5	1	6	3		3	9
23. Oldsmobile	8		8				8
24. Overland	1		1				1
25. Packard	5		5	1	1	2	7
26. Paige	1		1				1
27. Peerless	1	1	2	1	1	2	4
28. Pontiac	29	5	34	6		6	40
29. Reo	1	1	2				2
30. Stearns-Knight	1		1				1
31. Star	1		1	1		1	2
32. Studebaker	27	7	34	5		5	39
33. Whippet	10	5	15	3		3	18
34. Willys-Knight	11	2	13	5	2	7	20
35. Viking		1	1				1
Total	384	128	512	99	37	136	648

* Makes of automobiles not reported by 22 instructors.

Makes. The two makes of automobiles most frequently purchased are in the inexpensive class. Chevrolets and Fords constitute a third of those purchased. There is also a large number of Chryslers, Essexes, Pontiacs, and Whippets. In contrast, Cadillacs, Erskines, Franklins, Hudsons, Marmons, and Packards are few in number. There is a fair representation of medium-priced cars, such as the Buicks, Dodges, and Studebakers.

Occupational Experience of Junior College Instructors

Table XXXVII. Number and Percentage of Junior College Instructors Having Prolonged Occupational Experience.

Experience	<u>Instructors</u>												Total	
	Public Schools						Private Schools							
	Male		Female		Total		Male		Female		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	236	55	49	16	285	39	109	59	48	27	157	44	442	40
No	192	45	259	84	451	61	76	41	127	73	203	56	654	60
Total	428	100	308	100	736	100	185	100	175	100	360	100	1096	100

Number. Two out of five junior colleges (40 per cent) have had occupational experience other than teaching over a period of a year or more. A trifle higher percentage of teachers in private junior colleges have had occupational experience (44 per cent and 39 per cent, respectively). A higher percentage of male instructors in both public and private institutions have had occupational experience (55 per cent and 59 per cent as compared with 16 per cent and 27 per cent, respectively). (Table XXXVII).

Table XXXVIII. Occupational Experiences in Terms of Years of 589 Junior College Instructors.

Years	Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
Over 18	1		1	1		1	2
17				2		2	2
16							0
15	1		1	1	1	2	3
14					2	2	2
13	2		2		2	2	4
12		2	2				2
11	1		1	1	1	2	3
10	4	1	5		3	3	8
9	4	2	6	5	1	6	12
8	3	1	4	4	2	6	10
7	6	1	7	5	1	6	13
6	4	1	5	6	1	7	12
5	7	3	10	7		7	17
4	20	3	23	6	6	12	35
3	40	10	50	7	6	13	63
2	66	12	78	15	10	25	103
1	116	29	145	21	17	38	183
Indefinite	70	12	82	25	8	33	115
Total	345	77	422	106	61	167	589
Mode	1	1	1	1	1	1	1
Median	2.3	2.3	2.3	3.5	2.9	3.2	2.5

Period. The instructors, male and female, in private schools have had more extended occupational experience than those in public schools (3.2 years and 2.3 years, respectively). (Table XXXVIII).

Occupations. These instructors have followed in excess of one hundred occupations. If the accountants, bank clerks, business men, clerks, and secretaries were to be grouped, business, broadly construed, claimed 92 of the 472 reporting definite occupations, or practically one-fifth. The army claimed 45 and the navy 6 men. Farming claimed 42, salesmanship 29, homemaking 20, social service, including Y.M.C.A. and Y.W.C.A. 19, and ministry 17. Teaching is probably as high or higher in the social scale. (Table XXXIX).

Table XXXIX. Occupations other than Teaching pursued by 606 Junior College Instructors.

Occupations	Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
1. Abstractor					1	1	1
2. Accountant	10	1	11	3	1	4	15
3. Actor		2	2	1		1	3
4. Advertiser		1	1	1		1	2
5. Agent	1		1	2		2	3
6. Agricultural Agent	3		3				3
7. Airplane Pilot	2		2				2
8. Army	34		34	11		11	45
9. Artist		1	1		1	1	2
10. Astronomical Observer		2	2				2
11. Attendance Officer	1		1				1
12. Attendant, Oil Station	1		1				1
13. Bacteriologist					1	1	1
14. Bank Clerk	6	2	8	1	1	2	10
15. Builder	2		2				2
16. Business	4		4	1	1	2	6
17. Carpenter	2		2				2
18. Cashier	1		1				1
19. Chemist	9		9	5	1	6	15
20. Child Specialist					1	1	1
21. Clerk	23	7	30	3	9	12	42
22. Constructor	3		3				3
23. Detective	1		1				1
24. Draftsman	4		4	1		1	5
25. Druggist	2		2				2
26. Electrician	3		3	1		1	4
27. Engineer	14		14				14
28. Entomologist	1		1				1
29. Extension Worker	1		1				1
30. Farmer	31		31	11		11	42
31. Forman				2		2	2
32. Forester	2		2				2
33. Foundryman	1		1				1
34. Garageman	3		3				3
35. Geologist	2		2	2		2	4
36. Home Demonstrator		2	2		1	1	3
37. Home Maker		10	10		10	10	20
38. Horticulturist	1		1				1
39. Hotel Manager				1		1	1
40. High School Supervisor	1		1				1
41. Industrial Expert	1		1		1	1	2
42. Jeweler		3	3				3
43. Journalist	5	3	8	1	1	2	10
44. Judge	3		3	1		1	4

Table XXXIX. Occupations other than teaching pursued by 606 Junior College (Continued) Instructors.

Occupations	Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
45. Laborer	3		3	2		2	5
46. Lawyer	3		3				3
47. Lecturer				3		3	3
48. Letter Carrier	1		1				1
49. Librarian		3	3		2	2	5
50. Lyceum Performer	1	2	3		1	1	4
51. Machinist	7		7	1		1	8
52. Mechanic				1		1	1
53. Merchant	1		1	3		3	4
54. Merchant Marine	1		1				1
55. Miller				1		1	1
56. Milliner					1	1	1
57. Millworker	4		4				4
58. Miner				1		1	1
59. Minister				17		17	17
60. Missionary	2	1	3	7	1	8	11
61. Musician		1	1	1		1	2
62. Naturalization Examiner				1		1	1
63. Navy	3		3	3		3	6
64. Nurse		2	2		1	1	3
65. Nurseryman	1		1				1
66. Optometrist					1	1	1
67. Organist					1	1	1
68. Personnel Worker		1	1	1		1	2
69. Physician	2		2				2
70. Plant Pathologist		1	1				1
71. Playground Supervisor		1	1				1
72. Postmaster	2		2				2
73. Printer	3		3	1		1	4
74. Proof Reader				1		1	1
75. Psychologist					1	1	1
76. Radio Expert	2		2				2
77. Recreation Specialist		1	1	1		1	2
78. Red Cross Worker	2		2				2
79. Research Expert	4		4				4
80. Restaurant Proprietor	1		1				1
81. Railroad Employee	1		1				1
82. Salesman	22	1	23	6		6	29
83. Secretary	1	8	9	1	7	8	17
84. Silk Weaver				1		1	1
85. Social Service	3	2	5		5	5	10
86. Stenographer				1		1	1

Table XXXIX. Occupations other than Teaching Pursued by 606 Junior College
(Continued) Instructors.

Occupations	Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
87. Stock Broker	1		1				1
88. Supervisor					1	1	1
89. Surveyor				2		2	2
90. Teacher's Agent				1		1	1
91. Telegrapher				1		1	1
92. Telephone Manager	3		3				3
93. Telephone Operator					1	1	1
94. Translator		1	1				1
95. Traveler's Agent	2		2				2
96. Truck Driver	1		1				1
97. U. S. Custom's Agent				1		1	1
98. Veterinarian	1		1				1
99. Vice-Consul, U. S. A.				1		1	1
100. Vocational Counsellor	1		1				1
101. Y. M. C. A.	3	4	7				7
102. Y. W. C. A.					2	2	2
Miscellaneous	70	12	82	30	8	38	120
Total	330	75	405	138	63	201	606

Summary

1. Salaries for the Regular Term. The median salary of junior college teachers for all schools is \$2294, for public institutions \$2528, and for private schools \$1892. The median salary for male instructors in public institutions is \$2720, and in private schools \$2070; for female instructors \$2158 and \$1738, respectively. Salaries are most variable among male instructors in private schools and the least variable among female instructors in these same institutions.

2. Additional Earnings. Many junior college teachers engage in extra teaching and other remunerative activities. One in five teachers is engaged in summer school; one in nine teaches in evening school; one in thirty-three teaches in extension; one in six engages in summer work other than teaching; and one in sixteen engages in other remunerative activities during the regular school term.

Very little additional school work-summer, evening, or extension- is open to teachers in private schools. There is little difference in the percentage of those from public and from private schools engaging in work other than teaching during the summer or the regular term. Furthermore, the teachers from public institutions receive larger median salaries for summer school and extension teaching, for employment other than teaching in the summer vacation, and during the regular school term.

The median salary for summer school is \$349, for evening school \$230, for extension teaching \$186, for activities in summer \$260, and for typical month \$42.75.

More male than female teachers in both types of institutions engage in occupational activities outside the regular school term and receive higher

salaries for the performance of similar duties.

Summer work other than teaching involved 72 occupations, and the October outside work involved 30 occupations. Few of these may be considered as educational. Some few were, no doubt, recreational or avocational in nature. There were slight distinctions between occupations engaged in by teachers coming from the two types of junior colleges.

Extra work is undertaken in three cases out of five from necessity or from necessity and choice. This is especially the case with male teachers from either type of institution.

On the other hand, four out of five teachers reporting would prefer to devote full-time to school work. This preference is especially marked among the male teachers, who do most of the outside work.

More than two out of three junior college instructors are absolutely without incomes from private sources. The male teachers, heads of families, are especially unfortunate in this respect. The median private income reported by 277 junior college instructors is \$462 (\$500 for public and \$416 for private school instructors).

3. Insurance. Three out of every four junior college instructors carry life insurance. The median annual premium is \$157, or about seven per cent (7%) of the median annual salary for the regular term.

A higher percentage of the instructors in public institutions carry insurance (84 per cent) as compared with private institutions (59 per cent). The typical instructor in the public school invests a higher percentage of the annual salary in insurance. The median annual premium (\$182) is approximately twice that paid by instructors in private schools (\$99).

The percentage of male instructors carrying insurance is higher than for female instructors in both public and private institutions (93 per cent and 68 per cent, respectively). The median annual premiums (\$194 and \$119,

respectively) are higher than for female instructors (\$175 and \$75, respectively).

Relatively few instructors with dependents are without some degree of insurance (4 per cent). The vast majority of the uninsured are unmarried women, without dependents.

4. Retirement Allowances. Approximately one instructor in every two reports some form of retirement allowance; approximately one in every three reports a pension. Annuity systems are very rare. A higher percentage of instructors in public institutions report retirement allowances, pensions and annuity provisions.

5. Ownership of Automobiles. A majority of junior college instructors (54 per cent) own automobiles. Whereas, two out of three instructors in public institutions own automobiles; only one instructor in three in private institutions owns a car. A much higher percentage of male than female instructors in both types of institutions own automobiles.

Chevrolets and Fords constitute a third of all cars. There is a fair representation of the medium-priced cars such as Buicks, Dodges, and Studebakers, and a very few of the more expensive types such as Cadillacs, Franklins, Hudsons, Marmons, Packards, etc.

6. Occupational Experience. Two out of five junior college teachers have had occupational experience in upwards of one hundred vocations other than teaching, for a median period of 2.5 years. A slightly higher percentage of teachers in private schools have had this experience over a slightly longer period.

There is some evidence herein that junior college teaching is in the nature of an elevation in the economic and social scale.

General Conclusions

At present economic rewards are insufficient for the junior colleges to attract the most desirable teaching personnel. In common with all teaching positions, the salary does not permit of the standard of living prevalent in the recognized professions. Men and women of ability are willing, no doubt, to renounce the financial prizes of business and the more established professions to enter teaching provided they can be assured a reasonable level of living and the respect of their fellow men. The respect in which a calling is held is dependent somewhat upon the remuneration of those who follow it. Arnett's statement of the median college salary as \$2958, would clearly indicate that teachers in the higher institutions can not live at Peixotto's "reasoned professional standard", which would require for a "standard" family including two growing children, an annual salary of \$7,000.²¹ Such seems to be the case at Berkeley²² and at New Haven.²³ Nor can professors at these salaries have the respect of non-faculty families in good residential districts, of non-faculty members of the graduate clubs, of the other professions, or of masters in certain skilled occupations.²⁴

If such is the case for teachers in four-year colleges and universities, what of the junior college teacher at the median annual salary of \$2294? The discrepancy, especially in the case of public junior colleges, where the median annual salary is \$2528, is not so great.

²¹ Jessica B. Peixotto, op. cit., p. VIII.

²² Ibid.

²³ Yandell Henderson and M. R. Davie, op. cit.

²⁴ Ibid. Chapter XI.

Nevertheless, it does exist. Furthermore, the recent origin of the junior college has not permitted the development of a prestige comparable to that held by higher institutions. For these reasons it is unlikely that junior colleges will attract persons of equal merit, and some may be inclined to use teaching at this level as a step upward in the profession.

On the other hand, the junior college teacher will be met by daily comparisons with high school teachers, especially in the system where this level is regarded as secondary education. The median salary of \$2294 is substantially above that of the secondary teachers in 170 cities of 30,000 to 100,000 population, which is \$2120.²⁵ The comparison is more striking (\$2528 as compared with \$2120) if those in public junior colleges are compared with those in public high schools. If teaching in junior college divisions attached to high schools is in the nature of a promotion, we may expect those teachers to receive greater respect from all quarters. Obviously, these statements can not be made of instructors in private junior colleges (with a median annual salary of \$1892) until the average salary in private high schools is known; even then unfavorable comparisons must be made with high school teachers in public school systems.

In economic returns, and probably in respect of fellow men, the junior college teachers rank midway between teachers in higher institutions and the teachers in high schools. It would seem that junior college teaching should attract men and women superior to the high school instructors and slightly inferior to the professors in higher institutions.

²⁵ Salary Scales in City School Systems, 1928-29. Research Bulletin of the National Education Association, Vol. VII, No. 3 (May, 1929).

Economic rewards are insufficient to permit junior college instructors to function the most efficiently. By their own confessions many junior college teachers devote much time to financial matters concerned with the immediate and the remote future; and many dissipate energy in outside remunerative activities which should rightly be reserved for the regular classroom instruction. This, however, is true of teachers at all levels.

The economic status of the junior college instructor in a public institution is far more favorable than that of the teacher in the private institution. Not only is the salary of the teacher in the public junior college higher (\$2528 as compared with \$1892), but the chances for additional hours of school work are more favorable, and the remuneration for such services higher. Furthermore, the institution is more likely to have provisions for retirement.

CHAPTER IV

THE PROFESSIONAL STATUS OF THE JUNIOR COLLEGE INSTRUCTOR IN THE UNITED STATES

Introduction

The first official action regarding the junior college usually taken by an accrediting agency or state body is the formulation and adoption of "standards", one of which bears directly upon the junior college instructor. The usual requirement is the master's degree, or the "equivalent"; i. e., one year of work satisfactorily completed in a graduate school of recognized standing, with teaching efficiency implied.

Such a standard is unsatisfactory for several reasons. First, it will not eliminate a person without the desired professional preparation nor act as a barrier against him. There is real danger that the junior college will become a dumping ground for the possessors of master's degrees, but with no particular goal in mind. A situation similar to that described by the Carnegie committee in 1920 should be avoided:

"The average secondary teacher today is a person who has taken a college course for his own sake and as he chose. At or near the close thereof, he has concluded to 'go into teaching'-temporarily, and with no thought of the requirements of a difficult position."¹

Second, the requirement does not demand that the individual instructor teach the subjects of his specialization. One might have a master's degree in one subject and be absolutely unprepared for teaching service in another branch.

¹ W. S. Learned, et al, *The Professional Preparation of Teachers for American Public Schools*, p. 11. New York: The Carnegie Foundation for the Advancement of Teaching, 1920.

Third, standards are applied to the institution rather than exacted of the individual teacher. Teachers without the academic degrees or professional credits, whose services have been engaged for a definite period, are more likely to be tolerated than disturbed. Consequently in emergencies, and otherwise, administrators may run the risk of employing those not properly qualified.

Accordingly, the division of the Blank of Inquiry (Appendix C), devoted to Professional Status, was not limited to degrees and experience. This study is the first to make a check on professional courses pursued by instructors as undergraduate and graduate students, the relation of their subjects of specialization to the subjects taught, and their vocational plans before entering upon the present duties as well as their plans for the future.

Kemp has called attention to the desirability of establishing standards for the training of junior college teachers after the manner of the teachers college standards, which are expressed in percentages: "75 per cent with masters degrees, 10 per cent with the doctorate, and not more than 10 per cent without degrees." ²

After ascertaining the average number of school years of graduate study for California junior college teachers as being 2.3 for men and 2.0 for women, Koos states:

"These facts are enough to indicate the presence of a major problem in arriving at a proper understanding of what should constitute preparation for junior college teaching Neither the general secondary credential nor the master's degree can be regarded as adequate, as may be judged by the average periods of graduate training just reported. . . . At the same time, it is seriously to be doubted whether the goal of preparation should be the doctor of philosophy degree." ³

² W. W. Kemp, "Research Problems in Junior College Education," California Quarterly of Secondary Education 4: 25-30 (October, 1928).

³ L. V. Koos, "Secondary Education in California," California Quarterly of Secondary Education 4: 79 (October, 1928).

Marten's study led her to the conclusion that we dare not say that a sheepskin is the only criterion of professional training which should be acceptable, especially in art, music, technical studies, and languages.⁴

These statements indicate the value of information, on a national scale, concerning the actual status. Although norms may not constitute criteria, they are highly serviceable in shaping a particular institution to a dominant trend.

Degrees Held by Junior College Instructors

After some experience with blanks reporting "the equivalent" of the degree, the writer concluded that in the absence of transcripts of credits to be subjected to a careful examination, the highest degree held by the individual is the most satisfactory index to his general education. Accordingly, degrees were included in Table XLI only when the date of graduation and the institution conferring the degree were listed. Furthermore, cognizance was taken only of standard degrees or, in a few instances, what may be considered special degrees conferred by standard universities. The bachelor's degrees include A.B., B.S., Ph.B., LL.B., B.S.E., B.Lit., B.Arch., B.M., and B. Design; and the masters, M.A., M.S., Ed.M. The possessor of either two bachelor's or two master's degrees is given credit only for one. All honorary degrees were excluded from tabulation. Such degrees are held by eight male teachers and one female teacher in private junior colleges.

⁴ Elsie H. Marten, "Training and Experience of Teachers in the junior College of California," *California Quarterly of Secondary Education* 4: 53 (October, 1928).

Table XL. Highest Degrees Earned in Regular Course by 1151 Junior College Instructors, 1929-30.

Degree	Instructors												Total	
	Public Schools						Private Schools							
	Male		Female		Total		Male		Female		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Bachelors	137	28	92	29	229	29	57	29	50	27	107	28	336	29
Masters	273	59	201	64	474	62	96	50	111	61	207	55	681	59
Doctors	28	6	8	3	36	5	17	9	4	2	21	6	57	5
None	21	5	13	4	34	4	24	12	19	10	43	11	77	7
Total	459	100	314	100	773	100	194	100	184	100	378	100	1151	100

Degrees. The highest degree held by six out of every ten (59 per cent) is the master's degree. In three out of ten cases the highest degree held is the bachelor's. The remaining person in every ten is either without a degree or the possessor of the doctor's degree.

Instructors in public junior colleges possess a higher percentage of graduate degrees than do the instructors in the private schools (64 per cent with the master's as compared with 55 per cent, 5 per cent with the doctorate as compared with 6 per cent, total 69 per cent as compared with 61 per cent). Fewer are without degrees (4 per cent as compared with 11 per cent). The number possessing the bachelor's degree is approximately the same in public and private schools (29 per cent as compared with 28 per cent).

The percentage of male and female instructors in public institutions holding graduate degrees, doctor's and master's, is substantially the same (roughly 65 per cent in both instances). In the private schools, a higher percentage of females hold graduate degrees (63 per cent as compared with

59 per cent); while the percentage of male instructors having the doctorate is far higher (9 per cent as compared with 2 per cent).

Dates Degrees Were Conferred on Junior College Instructors

Table XLI. Dates the Highest Degrees Were Conferred on 1096 Junior College Instructors.

Years	Instructors						Total		
	Public Schools			Private Schools			A.B.	A.M.	Ph.D.
	A.B.	A.M.	Ph.D.	A.B.	A.M.	Ph.D.			
Mode	1922	1928	1928	1925	1929	1926	1924	1928	1924
Median	1922	1926	1922	1923	1926	1926	1922	1926	1924
Total Degrees	229	474	36	107	207	21	336	703	57

Dates. The master's degree, the degree most frequently held (Table XLI), was conferred the most recently. The doctor's and bachelor's follow in the order named. The median date for the master's is 1926; for the doctor's, 1924; and for the bachelor's, 1922.

There is slight difference in this respect between instructors in public and private junior colleges. The median date of the master's is identical (1926 for both institutions); for the bachelor's the second highest in frequency, there is slight difference in the date of origin (1922 and 1923, respectively). The greatest discrepancy is in the case of the doctor's (1922 in public and 1926 in private institutions), held by relatively few persons.

Although the dates do not appear in the tabulation, female instructors in public schools, on the average received their highest degrees at earlier dates than did those in private schools (1922 for the bachelor's, 1926 for the master's, 1922 for the doctor's degrees in public schools as compared with 1924,

1927, 1928, respectively).

In public and private schools degrees held by male instructors antedate those possessed by the female instructors. In this respect there is not such a noticeable difference in public institutions (1921, 1925, and 1922 as compared with 1922, 1926, and 1922, respectively); but there is a marked difference in private schools (1923, 1925, and 1924 as compared with 1924, 1927, and 1928, respectively). Incidentally the situation is much the same with respect to age (Table X).

Subjects Taught by Junior College Instructors Without Degrees

Table XLII. Subjects Taught by 77 Junior College Instructors Without Degrees, 1929-30.

Subject	Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
1. Art	3	5	8		1	1	9
2. Business	2	4	6	4	4	8	14
3. Chemistry				1		1	1
4. Education	1		1				1
5. English				2		2	2
6. French					2	2	2
7. French,Civics,Math.					1	1	1
8. History				3		3	3
9. Latin				1		1	1
10. Mathematics				1		1	1
11. Music	6	3	9	9	5	14	23
12. Physical Education	2		2		2	2	4
13. Spanish				1	2	3	3
14. Speech	1		1		2	2	3
15. Theology				1		1	1
16. Vocational	5		5				5
Indefinite	1	1	2	1		1	3
Total	21	13	34	24	19	43	77

Of the 77 junior college instructors without degrees out of a total of 1173 reporting, 34 are in public and 43 in private institutions. In other words, of the 6.5 per cent without degrees, 2.9 per cent are in public and 3.6 per cent in private institutions. However, of the total number engaged in these institutions, 4.2 per cent are in public and 10.3 in private institutions.

The subjects most frequently taught by persons not possessing standard college degrees are subjects for which special schools, ordinarily not conferring degrees, and private tutorage are common, viz., music, business, art, vocational subjects, and physical education. The foreign languages for which residence abroad is an excellent preparation might be added to this list. At the same time, it is somewhat of a challenge to the institutions to have such standard subjects as chemistry, English, and history taught by even a few without degrees.

Institutions Conferring Degrees on Junior College Instructors

Table XLIII shows the number and percentage of junior college instructors, by institution and sex, recipients of 1881 degrees conferred by public and private four-year colleges and universities. These tabulations include all degrees reported by 1236 junior college instructors.

Table XLIV reveals by institution and sex the number of higher institutions conferring degrees on junior college instructors. No attempt has been made to eliminate duplication in institutions conferring two or more degrees on the same individual. Furthermore, because of duplication in institutions conferring degrees on male and female instructors from public and private schools, the figures are not cumulative.

Table XLIII. Degrees (1881) Conferred by Public and Private Four-Year Colleges and Universities on Junior College Instructors.

Higher Institutions Conferring Degrees	Junior College Instructors												Total	
	Public Schools						Private Schools							
	Male		Female		Total		Male		Female		Total		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Bachelor's:														
Public	214	49	156	50	370	49	49	28	63	39	112	34	482	45
Private	223	51	156	50	379	51	123	72	97	61	220	66	599	55
Total	437	100	312	100	749	100	172	100	160	100	332	100	1081	100
Master's:														
Public	176	55	118	53	294	54	57	50	54	50	111	42	405	53
Private	144	45	105	47	249	46	58	50	55	50	113	58	362	47
Total	320	100	223	100	543	100	115	100	109	100	224	100	767	100
Doctor's:														
Public	9	35	4	44	13	35	8	47	2	50	10	48	23	41
Private	17	65	5	56	22	65	9	53	2	50	11	52	33	59
Total	26	100	9	100	35	100	17	100	4	100	21	100	56	100

Table XLIV. Public and Private Four-Year Colleges and Universities Conferring Degrees on Junior College Instructors.

Degrees	Higher Institution	Junior College Instructors			
		Public Schools		Private Schools	
		Male	Female	Male	Female
Bachelor's	Public	153	34	31	63
	Private	144	94	65	97
	Total	297	128	96	160
Master's	Public	38	19	24	22
	Private	40	17	26	24
	Total	78	36	50	46
Doctor's	Public	6	3	4	2
	Private	11	3	7	2
	Total	17	6	11	4

Bachelor's Degree. Eleven out of twenty (55 per cent) of all junior college instructors received their bachelor's degrees from private four-year colleges and universities. This was true of two out of every three (66 per cent) of all instructors in private junior colleges. Likewise, the majority (51 per cent) of the bachelor's degrees conferred on instructors in public junior colleges were conferred by private four-year colleges and universities. (Table XLIII).

Master's Degree. On the other hand, slightly more than a majority (53 per cent) of the master's degrees were conferred by public four-year colleges and universities. The percentage was practically identical for instructors in public junior colleges. Incidentally, the public institutions conferring master's degrees were universities in states, such as California, Iowa, Texas, and Michigan, where the junior college movement is pronounced and public in nature. (Table XLIII).

Doctor's Degree. The situation was reversed almost completely in the case of the doctorate. A bare majority of those serving in private junior colleges (52 per cent) held Ph.D. degrees from private institutions of higher education. On the other hand, practically two out of three Ph.D.'s serving in public junior colleges (65 per cent) received their final degrees from private schools. These high percentages are largely due to the output of two institutions; namely, the University of Chicago and Columbia University. (Table XLIII).

Institutions. A greater number of private colleges and universities conferred the baccalaureate on female instructors in public and private junior colleges and male instructors in private schools. More private than

public colleges and universities conferred the master's degree on male and female instructors in both public and private junior colleges. More private than public universities conferred the doctorate on instructors in public and private junior colleges, male and female, except in the case of female instructors in public junior colleges, where the number is identical. (Table XLIV).

Professional Preparation of Junior College Instructors

A professional course is one designed especially for those preparing to enter a given profession. Professional courses for educators are usually designated as "Education", although "Educational" may be used to describe a course in some department designed especially for educators, such as educational sociology. On the basis of arrangements in catalogues of professional schools and the outstanding study of professional preparation of teachers,⁵ a check list of the more common titles were included in the Blank of Inquiry (Appendix C). Junior College teachers were asked to check courses completed as undergraduate students and immediately below to list professional courses (e.g., education, educational psychology, educational sociology, etc) completed in graduate school. Data with reference to professional courses constitute Tables XLV to XLVIII, inclusive, and Figures 1 and 2.

Undergraduate Professional Courses. The typical junior college instructor completed as an undergraduate student approximately five professional courses. The typical instructor in the public junior college completed slightly more professional work than did instructors in private junior colleges. The female instructors in both public and private junior colleges completed more than did the male instructors (approximately one additional course).

⁵ W. S. Learned, op. cit., Chapter VII.

Table XLV. Number of Educational Courses Pursued as Undergraduates by 1165 Junior College Instructors.

Number	Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
16	1	1	2				2
15					1	1	1
14	2		2				2
13	10	4	14	2	2	4	18
12	5	2	7	2	1	3	10
11	16	7	23	3	8	11	34
10	14	9	23	9	3	12	35
9	21	17	38	9	10	19	57
8	28	32	60	10	12	22	82
7	41	41	82	17	20	37	119
6	51	45	96	15	27	42	138
5	48	45	93	23	23	46	139
4	53	38	91	27	24	51	142
3	44	25	69	20	15	35	104
2	49	19	68	12	12	24	92
1	22	9	31	10	8	18	49
0	66	29	95	29	17	46	141
Total	471	323	794	188	183	371	1165
Mode	0	6	0	0	6	3	4
Median	5.0	5.9	5.6	4.8	5.6	5.2	5.3
Average	4.7	5.5	5.0	4.4	4.6	4.5	4.8

Order of Subjects. The professional subjects completed in the order of frequency are: (1) principles of education; (2) history of education; (3) educational psychology; (4) teaching in high schools; (5) special methods; (6) practice teaching; (7) philosophy of education; (8) educational administration; (9) educational sociology; (10) educational measurements; (11) high school administration; (12) elementary education; and (13) kindergarten education. This is shown graphically in Figure 1.

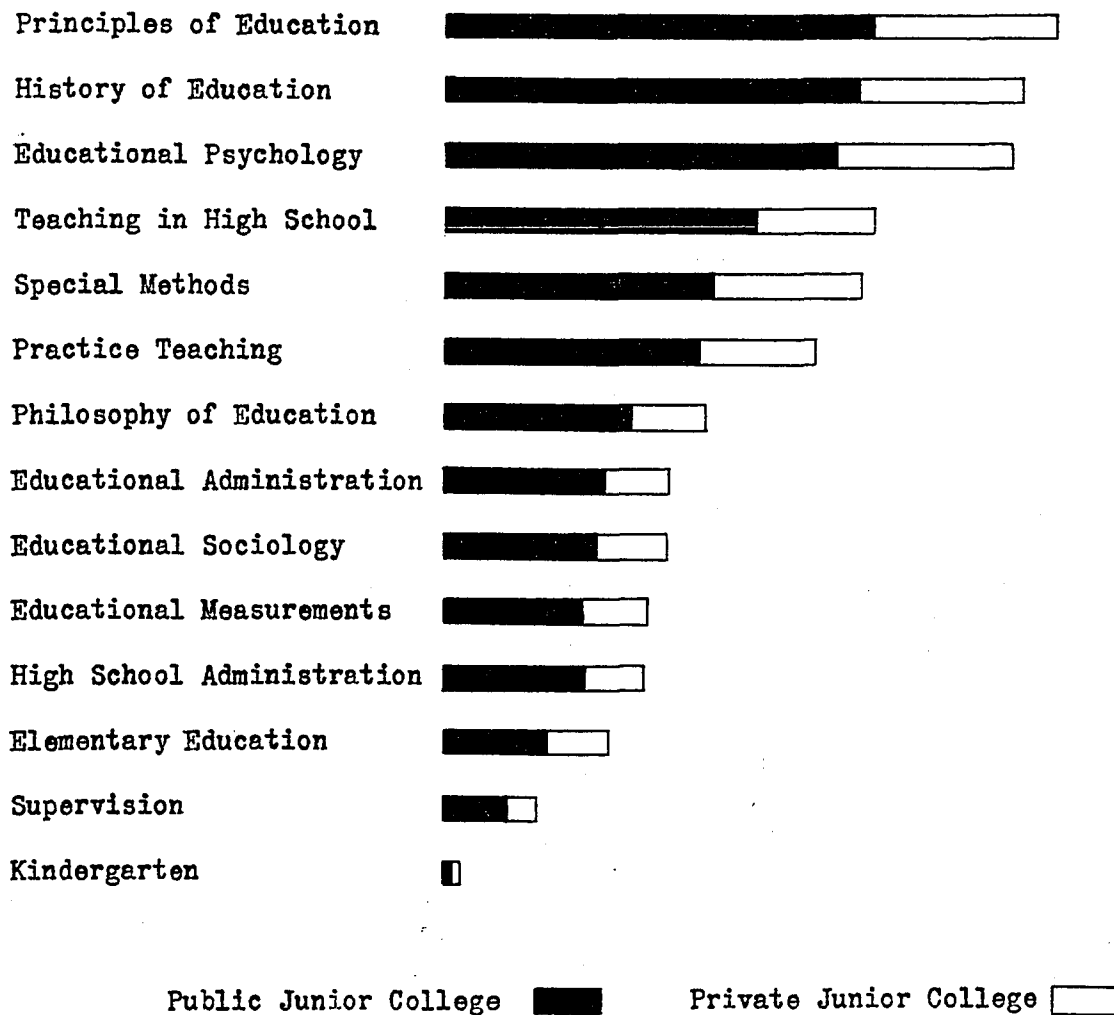


Figure 1. Professional Undergraduate Courses Reported by 1165 Junior College Instructors.

Table XLVI. Professional Courses Completed as Undergraduates by
1165 Junior College Instructors.

Course	Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
1. Principles of Education	317	246	563	123	115	238	801
2. History of Education	287	257	544	105	114	219	763
3. Teaching in High School	225	184	409	68	90	158	567
4. Ed. Measurements	113	72	185	35	49	84	269
5. Student or Practice Tchg.	166	172	338	68	84	152	490
6. Philosophy of Education	146	102	248	53	43	96	344
7. Educational Sociology	110	89	199	48	46	94	293
8. Educational Psychology	289	226	515	104	126	230	745
9. Ed. Administration	143	66	209	50	35	85	294
10. H. S. Administration	115	71	186	44	31	75	261
11. Elementary Education	72	64	136	34	47	81	217
12. Kindergarten Education	3	10	13	0	8	8	21
13. Supervision	81	34	85	22	15	37	122
14. Special Methods:							
Art	11	20	31	6	14	20	51
Music	19	20	39	15	26	41	80
Elementary Subjects	30	24	54	18	23	41	95
Secondary Subjects	109	119	228	37	56	93	321
Total	2236	1776	4012	830	842	1672	5684

It is doubtful if this order could be improved upon. From the standpoint of the teacher, courses in principles of education, history of education, and educational psychology are basic and introductory. If the junior college is secondary education, a course in the techniques of teaching at this level is necessary. Special methods logically follow the introductory course in methods, and all courses enumerated thus far should be prerequisites for practice teaching. The remaining courses are more likely to be the concern of administrators, supervisors, teachers on other levels, or graduate students.

The order listed above holds for the teachers in public junior colleges. The order is slightly changed for teachers in private schools; e.g. history of education and educational psychology change places as do teaching in high schools and special methods.

The order of subjects for male and female instructors is apparently much the same (Table XLVI), except that the female instructors pursued slightly more professional subjects as undergraduate students.

Inadequacy of Professional Courses. If the professional courses pursued in undergraduate days included the four or five of highest frequency (Figure 1) and the instructor continued the study of some few professional courses in graduate study, especially one or more related to the junior college or the junior college student, there could be little question regarding the adequacy of the professional preparation. However, this is obviously not the case. Of the 1165 instructors, 801 had pursued principles of education; 763, history of education; 745, educational psychology. Only 567 had completed a course entitled teaching in high school; only 557, special methods; and only 490, practice teaching. In other words, of the six courses, all praiseworthy, a majority of the junior college instructors had pursued only the first three. Furthermore, as indicated in Table XLVII, only 878 of the 1165 reporting continued as graduate students. These students completed few professional courses, and one of the least likely of these dealt with junior college problems.

These observations are true of public and private junior college teachers. Of the 794 instructors in public junior colleges, 563 had pursued principles of education; 544, history of education; 515, educational psychology; and 409, teaching in high school; only 352 had completed special methods and

only 338 practice teaching. That is, the majority of the instructors in public junior colleges had as undergraduates pursued but four of the six basic courses.

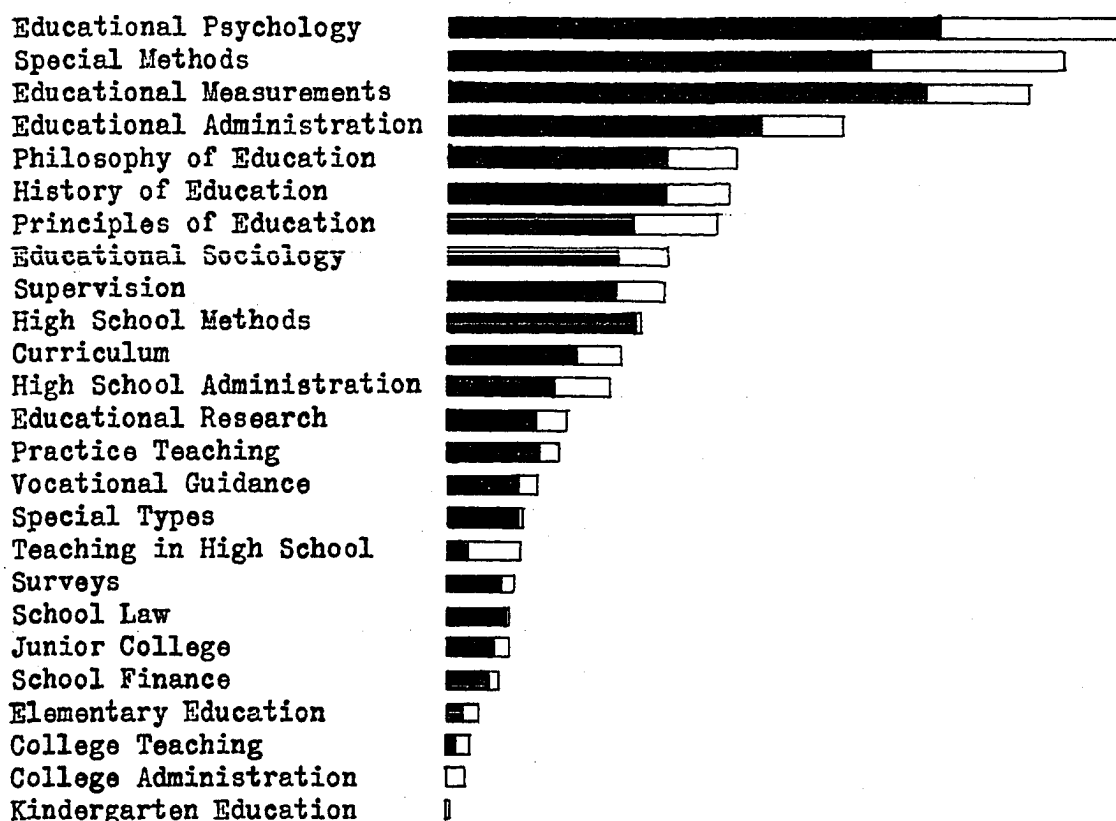
The situation is even less satisfactory in the private junior colleges. Of the 371 instructors, 238 had pursued principles of education; 230, educational psychology; 219, history of education; 195, special methods; only 158 had studied teaching in high school, and only 152, practice teaching. Four out of six basic courses is again the count. However, the introductory course to high school teaching is replaced by special methods.

A noticeable lack in both instances is practice teaching. The average junior college teacher learns to teach while regularly employed as a teacher. This is true in public and private institutions. Fortunately, the majority of the teachers in both institutions have had introductory courses in education and some few have had courses in general or special methods.

Conditions will not be satisfactory until every junior college teacher has completed at least the educational courses recognized as basic; i. e. principles of education, educational psychology, general methods, special methods, and practice teaching. The case for history of education as a professional subject is not quite so definite.⁶

Graduate Professional Courses. The actual count of professional courses pursued in graduate study is given in Table XLVII, which is similar to Table XLV above. However, the variety of titles of courses completed in graduate study made a frequency tabulation by courses inadvisable. Consequently, courses in the same general divisions of education were grouped together for tabulation (Table XLVIII). The number of instructors reporting courses in each division is shown graphically in Figure 2.

⁶ W. S. Learned, op. cit., p. 185.



Public Junior College Private Junior College

Figure 2. Professional Subject-Matter Studied by 878 Junior College Instructors in Graduate Schools.

Table XLVII. Number of Professional Graduate Courses Pursued by 878 Junior College Instructors.

Number	Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
Over 15	1		1				1
14	1	2	3				3
13	1		1				1
12	4		4	1		1	5
11	5	2	7				7
10	1		1	1		1	2
9	6		6				6
8	8	3	11	1	2	3	14
7	11	2	13	1	2	3	16
6	41	18	59	10	8	18	77
5	26	13	39	5	5	10	49
4	27	13	40	2	7	9	49
3	30	34	64	6	9	15	79
2	32	28	60	16	17	33	93
1	31	29	60	13	17	30	90
0	148	102	250	76	60	136	386
Total	373	246	619	132	127	259	878
Mode	0	0	0	0	0	0	0
Median	2.2	1.7	1.9	0.8	1.2	0.9	1.5
Percentage	77.4	76.3	76.7	55.2	66.8	60.4	71.0

Professional Subject-Matter Studied. Of the 1165 reporting undergraduate studies, 878 attended graduate schools. These 878 instructors, or 71 per cent, report a median of 1.5 professional courses completed in graduate schools. In this respect the typical instructor in the public junior college has pursued more courses than the typical teacher in the private school (1.9 as compared with 0.9). This difference is due primarily to the showing of the male instructors in public schools (2.2 as compared with 0.8 courses). However, the female instructors in public schools have had slightly more professional work (1.7 as compared with 1.2 courses). (Table XLVII).

Table XLVIII. Graduate Courses in Divisions of Professional Subject-Matter Completed by 878 Junior College Instructors.

Divisions	Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
1. Principles of Education	40	19	59	16	11	27	86
2. History of Education	41	29	70	12	8	20	90
3. Teaching in High School	0	6	6	4	13	17	23
4. Ed. Measurements	99	52	151	21	16	37	188
5. Student, Practice Tchg.	16	13	29	5	2	7	36
6. Philosophy of Education	39	31	70	13	9	22	92
7. Educational Sociology	37	17	54	6	10	16	70
8. Educational Psychology	101	55	156	29	29	58	214
9. Ed. Administration	73	26	99	17	9	26	125
10. H. S. Administration	6	28	34	15	3	18	52
11. High School Methods	42	18	60	2	0	2	62
12. Elementary Education	5	1	6	4	1	5	11
13. Kindergarten Education	0	0	0	1	0	1	1
14. Supervision	33	20	53	6	10	16	69
15. Special Methods	63	71	134	22	40	62	196
16. College Administration	0	0	0	2	4	6	6
17. College Teaching	3	0	3	3	1	4	7
18. Curriculum	22	19	41	8	7	15	56
19. Finance	13	1	14	2	1	3	17
20. Junior College	8	7	15	4	1	5	20
21. Research	19	9	28	3	7	10	38
22. Special Types	16	7	23	0	1	1	24
23. School Law	9	10	19	0	1	1	20
24. Surveys	13	4	17	2	3	5	22
25. Vocational Guidance	0	23	23	3	3	6	29

Order of Subjects. The divisions of professional subject-matter studied, in the order of frequency, are: (1) educational psychology; (2) special methods; (3) educational measurements; (4) educational administration; (5) philosophy of education; (6) history of education; (7) principles of education; (8) educational sociology; (9) supervision; (10) high school methods; (11) curriculum; (12) high school administration; (13) educational research; (14) practice teaching; (15) vocational guidance; (16) special types; (17)

teaching in high school; (18) surveys; (19) school law; (20) junior college; (21) school finance; (22) elementary education; (23) college administration; (24) college teaching; and (25) kindergarten education. If a student reported one or more courses in one of these lines he was credited under the appropriate division title. (Table XLVII contains an actual count of separate courses). The divisions studied are shown graphically in Figure 2.

The variety of titles suggests a number of things. Many students were no doubt making up deficiencies in their professional subjects due to the nature of the undergraduate program pursued-hence the popularity of educational psychology, special methods, history of education, principles of education, high school methods, and practice teaching. This interpretation is none too certain. No doubt many who had the basic courses in at least the first five of these six courses were pursuing advanced courses or repeating courses in which the content has been known to change. There can be no question that many were attempting to keep abreast of changes in professional subject-matter. This would explain the popularity of such courses as educational measurements and the curriculum. Many were, no doubt, concerned with the weightier problems of education for which the basic undergraduate courses had prepared them, and were consequently enrolled in philosophy of education, educational sociology, educational research, surveys, and the like. Many were obviously interested in the administrative aspects-hence the large enrollment in educational administration, supervision, high school administration, surveys, finance, and similar courses.

The disappointing element is the few enrollments in courses on the junior college or college teaching. However, the blame for the showing can not be placed directly on the junior college teacher until such courses are

more commonly offered by graduate institutions.

Comparisons. There is ample evidence that the instructors in public junior colleges take more kindly to professional subject-matter, or perhaps where the junior college is recognized as an extension of the high school the teachers are forced into professional courses. The junior college instructors in private schools are proportionately more numerous in courses in special methods and in college administration. One male (from a private school) reported kindergarten education.

Relation of Subjects Studied to Subjects Taught by Junior College Instructors

An attempt was made to secure objective data regarding the relation of subjects studied and subjects taught. Accordingly, the items soliciting information regarding these two factors were separated on the Blank of Inquiry (Appendix C) by an item regarding attendance since beginning teaching. Furthermore, the mechanical arrangement forced the respondent to turn the page before listing subjects taught.

Undergraduate and Graduate Majors. Incidentally, a list of the major studies may prove of more than passing interest. Figure 3 indicates the breadth of training of 1165 junior college instructors considered as a group.

Figure 3 may be slightly misleading. Of the 229 instructors reporting majors in education, 163 had pursued education as a graduate subject. Most of these had undergraduate majors in other subjects, assuring them of a reasonable competency as teachers of definite subject-matter. Many were, no doubt, pursuing professional courses as a graduate major to make up deficiencies in this respect in undergraduate programs, or to comply with requirements for certification. Especially was this true in the case of

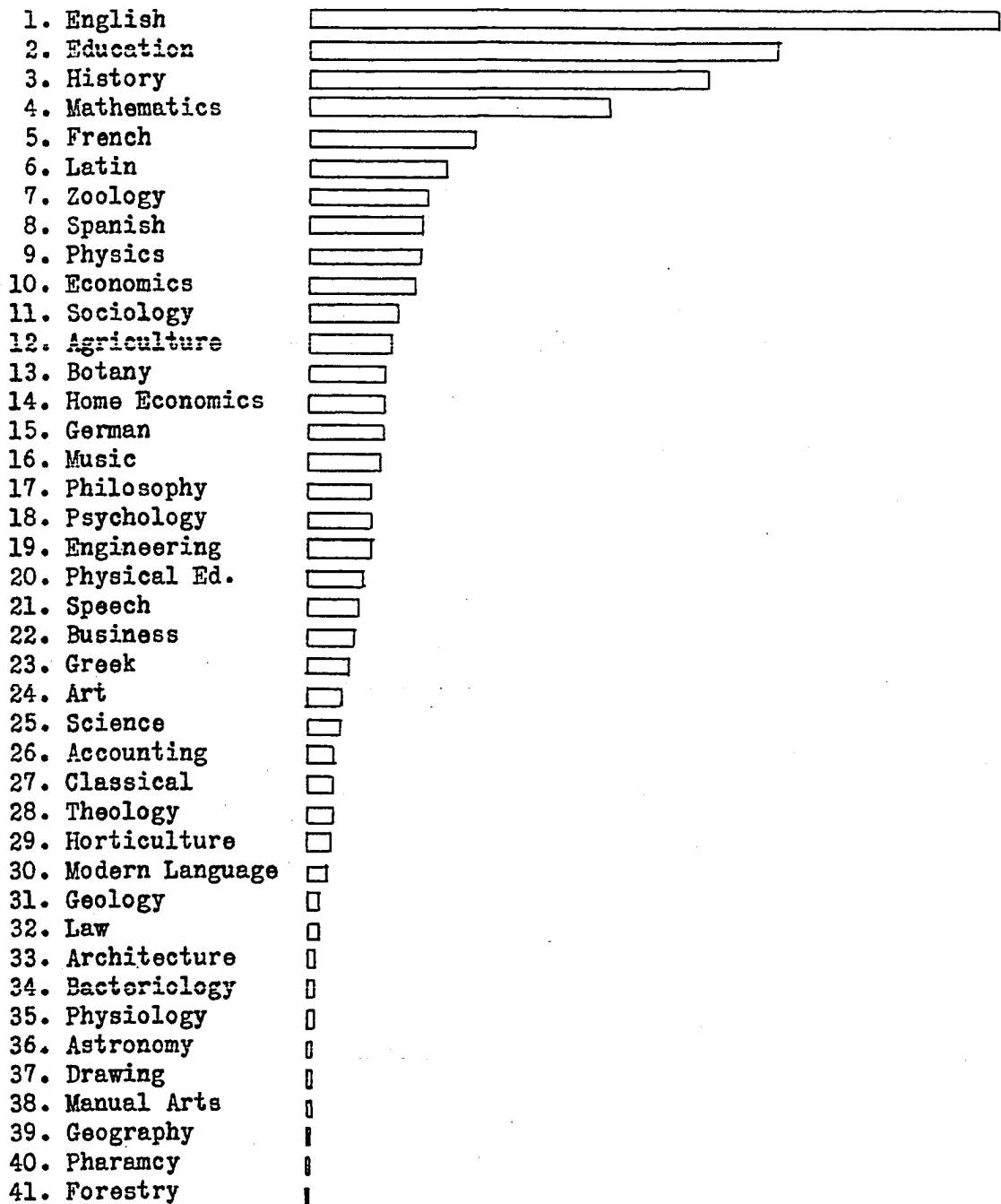


Figure 3. Percentage of Undergraduate and Graduate Majors Reported by 1165 Junior College Instructors.

instructors in public junior colleges. For the latter reason many serving in public institutions had selected education as an undergraduate major and were, consequently, later promoted from high school to junior college teaching. Of the 229 majors in education, 192 are reported by instructors in public junior colleges.

A grouping of the majors in foreign languages (classical languages-Greek and Latin, and modern languages-French, German, and Spanish) includes a total of 14.0 per cent of all majors. Thus, this group is second only to English in the number of majors.

If all majors which indicate a remote possibility that the instructors are competent to teach terminal courses of the vocational or semi-professional type, including agriculture, home economics, engineering, forestry, horticulture, manual arts, business, and law, are grouped, they constitute 7.5 per cent of the total list of major subjects. The addition of music and speech increases this list to 10.5 per cent of the total.

Junior college instructors have specialized at least to the extent of undergraduate majors in practically every subject listed in the index of the catalogue of a representative institution approved by the Association of American Universities.⁷

Considered as a group, the instructors in junior colleges have had considerable breadth in training. In fact, the distribution of interests follows closely the order of subjects listed in a typical college or university catalogue. There is no particular evidence of special preparation for the teaching of terminal courses either vocational or semi-professional, advocated by leaders in the junior college movement.

⁷ Bulletin of the University of Utah, Vol. 20, No. 1. Catalogue issue 1929-30 (August, 1929).

Subjects Studied and Subjects Taught. The teaching programs of 1165 junior college instructors were checked against the lists of undergraduate and graduate majors and minors. These data constitute Table XLIX. Undoubtedly the 872 instructors who have pursued graduate work are most competent to teach the graduate major, especially in view of the fact that it is in many instances the undergraduate major. It is not so easy to generalize regarding the respective values of graduate minors and undergraduate majors for preparation for teaching the subject. Probably the most significant things to note are, on the one hand, the percentage teaching the graduate major and, on the other hand, those teaching subjects for which they have had no special preparation.

Table XLIX. Number and Percentage of 1165 Junior College Instructors Teaching Graduate and Undergraduate Majors and Minors, 1929-30.

Percentage Teaching	Junior College Instructors												Total	
	Public Schools						Private Schools							
	Male		Female		Total		Male		Female		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Undergraduate Major	181	38	237	73	418	52	98	52	127	69	225	60	643	55
Undergraduate Minor	107	22	71	22	178	22	30	16	42	23	72	19	250	21
Graduate Major	244	51	209	64	453	57	87	46	99	54	186	50	639	54
Graduate Minor	109	23	53	16	162	20	36	19	28	15	64	17	226	19
Part-Time Outside Major or Minor	72	15	31	9	103	13	60	31	35	19	95	25	198	17
Full-Time Outside Major or Minor	25	5	9	2	34	4	10	5	3	1	13	3	47	4
Total	471	100	323	100	794	100	188	100	183	100	371	100	1165	100

There is an obvious overlapping in undergraduate and graduate subjects of specialization. An instructor teaching a subject which is both the undergraduate and the graduate major is so credited in Table XLIX. Consequently, the percentage columns show the percentage the number immediately to the left is of the total

number indicated at the bottom of the columns.

A majority of the junior college instructors are teaching the undergraduate (55 per cent) and the graduate major (54 per cent). There is a marked overlapping in the undergraduate and graduate majors. On the other hand, 17 per cent are teaching part-time subjects other than the undergraduate majors and minors. Furthermore, 4 per cent are devoting full-time to teaching subjects for which they have had no special preparation.

Comparisons. Teaching assignments are obviously more favorable in public junior colleges. Here a greater percentage of the instructors are teaching the graduate major (57 per cent as compared with 50 per cent). On the other extreme, only 13 per cent as compared with 25 per cent are teaching as part of the assignment subjects for which they have no special preparation. Approximately the same percentage of instructors are devoting full-time to classes outside of specialities, either majors or minors, undergraduate or graduate.

In either public or private institutions, as judged by school studies, a higher percentage of female instructors are teaching the graduate majors (64 per cent and 54 per cent as compared with 51 per cent and 46 per cent, respectively) and the undergraduate majors (73 per cent and 69 per cent as compared with 38 per cent and 52 per cent, respectively). In contrast, a smaller percentage are teaching subjects for which they have no special preparation either part-time (9 per cent and 19 per cent as compared with 15 per cent and 31 per cent, respectively) or full-time (2 per cent and 1 per cent as compared with 5 per cent and 5 per cent, respectively).

Number of Subjects Taught by Junior College Instructors

The number of subjects taught has a direct bearing upon the relation of subjects studied and subjects taught. If a teacher directs his efforts wholly to instruction in one field, it is in all probability the subject of specialization either in graduate or undergraduate study. On the other hand, if for any number of reasons, the most likely of which is the limited number of instructors in a given school, he teaches three or more subjects, he is likely to teach one or more subjects outside of his undergraduate major or minor; or if he has had graduate experience, he is more likely to teach outside his graduate major or minor studies. If the school is too limited in size, finances, or educational leadership, instructors may devote full-time to subjects other than major or minor studies. Occasionally, vocational experience may justify such an assignment. Ordinarily, to say the least, it is a challenge to standards.

Table L. Number of Subjects Taught by 825 Junior College Instructors, 1929-30.

Number of Subjects	Junior College Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
Five	1		1		4	4	5
Four	7	4	11	13	5	18	29
Three	41	10	51	25	22	47	98
Two	114	70	184	51	30	81	265
One	202	104	306	55	67	122	428
Total	365	188	553	144	128	272	825
Mode	1	1	1	1	1	1	1
Median	1	1	1	2.3	1	2.1	1

Although the range in subjects taught is from one to five, the most common assignment is one subject.

Comparisons. The assignment is more satisfactory in public than in private schools. Although the range is identical, the median assignment in the public junior colleges is one subject as compared with two in private schools.

The female teaching assignment is more satisfactory from this standpoint. The range is more limited for the female instructors in the public institutions. The median assignment is one subject as compared with two in private institutions.

School Attendance Since Beginning Teaching

A total of 383, or 30 per cent of all junior college instructors, report attendance in regular sessions; and 593, or 48 per cent, report attendance in summer sessions as graduate or special students since beginning teaching (Tables LI and LII). Of the 383 reporting attendance in regular sessions, 64 were special students (27 in foreign universities, 7 in art and 19 in music conservatories, 5 in vocational schools, 6 in schools of speech); and of the 593 reporting attendance in summer sessions, 66 were special students (33 in foreign universities, 9 in art and 12 in music conservatories, 5 in vocational schools, and 7 in schools of speech).

Table LI. Attendance of 383 Junior College Instructors as Graduate Students at Regular Sessions Since Beginning Teaching.

Years	Junior College Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
7	1		1				1
6	1		1	1		1	2
5	2	1	3	1	1	2	5
4	3	1	4	3	2	5	9
3	11	9	20	8	1	9	29
2	42	23	65	15	10	25	90
1	89	74	163	36	48	84	247
Total	149	108	257	64	62	126	383
Mode	1	1	1	1	1	1	1
Median	1	1	1	1	1	1	1
Percentage	30	33	31	27	32	29	30

Table LII. Attendance of 593 Junior College Instructors as Graduate Students at Summer Sessions Since Beginning Teaching.

Summer Sessions	Junior College Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
10		2	2				2
9							0
8	6	1	7		1	1	8
7	4	9	13	2	2	4	17
6	12	11	23	4		4	27
5	20	14	34	5	5	10	44
4	31	22	53	9	11	20	73
3	53	23	76	13	10	23	99
2	51	52	103	27	30	57	160
1	61	52	113	19	31	50	163
Total	238	186	424	79	90	169	593
Mode	1	2	1	2	1	2	1
Median	3.1	2.7	3.0	2.7	2.4	2.6	2.8
Percentage	49	57	52	33	47	39	48

Approximately every third junior college teacher (29 per cent) has attended a regular session (median 1 year) as a graduate student since beginning teaching, and one in every two (48 per cent) has attended two or three summer sessions (median 2.8 sessions).

Comparisons. Since beginning teaching higher percentages of instructors in public junior colleges have attended as graduate students in regular terms (31 per cent as compared with 29 per cent) and in summer sessions (52 per cent as compared with 39 per cent).

A higher percentage of female instructors has attended as graduate students since beginning teaching in both public and private institutions, regular terms (33 per cent and 32 per cent as compared with 30 per cent and 27 per cent, respectively) and summer sessions (57 per cent and 47 per cent as compared with 49 per cent and 33 per cent, respectively).

Student Load of Junior College Instructors

A total of 982, or 79 per cent of all junior college instructors included in the study, reported student load. These data constitute Table LIII). The median student load for all instructors reporting is 86.

Comparisons. The instructors in public junior colleges have the heavier median student load (95.2 as compared with 65.6). However, rather than being excessive, it is about ideal. Considering the number of hours taught per week (Table LIV), it would mean three or four classes meeting daily of thirty or twenty pupils, respectively. On the other hand, for the private junior college instructors, whose teaching hours are approximately the same (Table LIV), the teaching load (65.6) would mean three or four sessions of twenty to fifteen pupils, respectively. Undoubtedly the set-up

in the public junior college is far more economical, and there is no irrefutable evidence that the smaller classes are any more effective.⁸

Table LIII. Student Load of 981 Junior College Instructors, 1929-30.

Student Load	Junior College Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
Over 260	9	6	15	3	1	4	19
250-259	6	1	7	1		1	8
240-249	3	3	6	1		1	7
230-239	1	1	2	1		1	3
220-229	8	2	10				10
210-219		1	1		1	1	2
200-209	3	4	7	3	1	4	11
190-199	2	4	6	1		1	7
180-189	6	5	11	2	2	4	15
170-179	11	5	16	2	2	4	20
160-169	14	10	24	3		3	27
150-159	8	15	23	3	2	5	28
140-149	21	13	34	3	3	6	40
130-139	20	11	31	6	2	8	39
120-129	21	15	36	7	5	12	48
110-119	23	16	39	7	5	12	51
100-109	24	22	46	4	4	8	54
90-99	28	19	47	13	10	23	70
80-89	29	32	61	5	14	19	80
70-79	34	22	56	14	13	27	83
60-69	30	38	68	13	12	25	93
50-59	22	15	37	9	15	24	61
40-49	20	21	41	14	16	30	71
30-39	11	11	22	14	25	39	61
20-29	11	6	17	11	12	23	40
10-19	3	7	10	16	8	24	34
0-9							0
Total	368	305	673	156	152	308	981
Mode	70	60	60		30	30	60
Median	98.5	90	95.2	70.7	60	65.6	86

⁸ Earl Hudelson, *Class Size at the College Level*. Minneapolis: The University of Minnesota Press, 1928.

This is one case in which figures for male instructors excel those for female instructors (98.5 per cent for public and 70.7 per cent for private schools as compared with 90 and 60 per cent, respectively).

Time Spent in Instruction by Junior College Instructors

Almost all junior college teachers (92 per cent) reported the hours taught per week (Table LIV). In general, an "hour" is interpreted to mean fifty minutes per classroom recitation.

Table LIV. Hours of Teaching Per Week by 1142 Junior College Instructors, 1929-30.

Hours	Junior College Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
50-54	1		1				1
45-49	1		1				1
40-44	1	1	2	1	1	2	4
35-39	7	4	11	1	2	3	14
30-34	27	13	40	4	6	10	50
25-29	67	31	98	19	18	37	135
20-24	99	77	176	34	42	76	252
15-19	155	123	278	73	73	146	424
10-14	59	54	113	25	20	45	158
5-9	31	16	47	24	11	35	82
0-4	9	4	13	7	2	9	22
Total	457	323	780	188	175	363	1143
Mode	17.5	17.5	17.5	17.5	17.5	17.5	17.5
Median	19.1	18.5	18.9	17.6	18.7	18.1	18.6

A total of 562, or 49 per cent of the total number, report time spent in regular high school instruction. (See Table LV).

Table LV. Hours Taught Per Week in High School by 562 Junior College Instructors, 1929-30.

Hours	Junior College Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
35-39		1	1				1
30-34		3	3				3
25-29	11	8	19	6		6	25
20-24	19	19	38	4	4	8	46
15-19	31	25	56	11	24	35	91
10-14	50	46	96	26	22	48	144
5-9	45	42	87	34	27	61	148
0-4	14	74	88	8	8	16	104
Total	170	218	388	89	185	174	562
Mode	12.5	12.5	12.5	7.5	7.5	7.5	7.5
Median	12.6	9.1	11.0	10.4	11.7	11.0	11.0
Percentage	35	66	47	37	45	40	49

Hour Load. The median number of hours taught per week for all junior college instructors is 18.6. The median hour load is slightly higher in public junior colleges (18.9 hours per week as compared with 18.1). This may be in the interests of economy. On the other hand, it is slightly above the usual recommendation of fifteen hours. There is no marked difference in loads carried by members of the respective sexes.

High School Load. Approximately half of the junior college teachers (49 per cent) teach a part of their time in high school. The median number of hours spent in high school instruction for this group is 11.0.

A slightly higher percentage of the instructors in public junior college teach in high school (47 per cent as compared with 40 per cent).

In both types of institutions as a general rule female instructors teach more regular high school classes (66 per cent and 45 per cent as compared with 35 per cent and 37 per cent, respectively).

Teaching Experience of Junior College Instructors

A total of 1095 junior college instructors (88.6 per cent) reported on the length of teaching service at the junior college level. The report was more complete from the public schools (96.8 per cent as compared with 73.2 per cent from private schools). These data constitute Table LVI.

Table LVI. Junior College Teaching Experience of 1095 Instructors, 1929-30.

Years	Junior College Instructors						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
24-25				2		2	2
23-24							0
21-22		2	2				2
19-20	3		3	1		1	4
17-18	6	2	8	1		1	9
15-16	10	3	13	2	2	4	17
13-14	12	3	15	1	1	2	17
11-12	14	6	20	4	7	11	31
9-10	34	24	58	9	6	15	73
7-8	39	20	59	21	11	32	91
5-6	82	43	125	24	20	44	169
3-4	103	89	192	40	23	63	255
1-2	159	127	286	75	66	141	427
Total	462	319	781	178	136	314	1095
Mode	1.5	1.5	1.5	1.5	1.5	1.5	1.5
Median	4.4	3.7	4.1	3.7	3.1	3.5	3.9

The junior college instructors have had a median of 3.9 years' teaching experience in junior colleges.

Comparisons. As a group the instructors in public junior colleges have had slightly more teaching experience in schools designated as junior colleges (4.1 years as compared with 3.5 years).

As may be expected, the male instructors in both public and private institutions have had more experience (4.4 years and 3.7 years as compared with 3.7 years and 3.5 years, respectively).

Teaching Experience in Other Schools

Of the 1236 junior college instructors included in the study, 348, or 28.1 per cent, have had teaching experience in elementary schools (median of 2.9 years); 657, or 53.1 per cent, have had teaching experience in secondary schools (median of 4.8 years); and 397, or 32.1 per cent, have had teaching experience in four-year colleges and universities (median of 2.2 years). Detailed data by schools and by sexes are given in Table LVII.

At least 75 of the 193 male instructors and 38 of the 93 female instructors in public junior colleges served only as graduate assistants. This is true of 18 of the 71 male and 9 of the 40 female instructors in private junior colleges. Such figures undoubtedly indicate scholastic success in graduate study but may not indicate bona fide teaching experience.

On the other hand, there is ample evidence that at least some few junior colleges are attracting experienced teachers from four-year colleges and universities. This is especially true of a few favored public junior colleges, including: Azusa, Compton, Long Beach, Pasadena, Salinas, Santa Barbara, Santa Ana, San Mateo, California; Crane (Chicago), Cicero, and La Salle, Illinois; Flint and Port Huron, Michigan; and, Hibbing, Minnesota. Public institutions have attracted persons of rank in the faculties of public colleges and universities in twenty-two states and from the faculties of some outstanding private institutions including Antioch, Beloit, Carnegie

Institute of Technology, University of Chicago, Peabody, New York, Northwestern, Oberlin, Stanford, and others.

The list of private junior colleges attracting persons from faculties of standard four-year colleges and universities is limited to such institutions as Stephens College, the Junior College of Connecticut, and Chevy Chase.

Table LVII. Teaching Experience of Junior College Instructors in Other Schools.

Institution	Sex	Instructors								
		Elementary Schools			Secondary Schools			Colleges & Universities		
		No.	%	Median Years	No.	%	Median Years	No.	%	Median Years
Public:	Male	119	24.7	2.7	258	53.7	4.7	193	40.0	1.0
	Female	115	35.0	3.0	210	64.6	7.2	93	28.6	2.5
	Both	234	29.0	2.8	468	57.9	6.5	286	35.3	2.1
Private:	Male	56	24.7	2.6	87	36.3	4.2	71	29.9	2.5
	Female	58	30.5	3.5	102	53.7	4.0	40	21.0	2.3
	Both	114	26.5	3.0	189	44.0	4.0	111	25.9	2.4
Total		348	28.1	2.9	657	53.1	4.8	397	32.1	2.2

Elementary School Experience. Approximately one junior college teacher in four (28.1 per cent) has had three years of teaching experience (2.9 years) in elementary schools.

A slightly higher percentage of those serving in public junior colleges have had teaching experience in elementary schools (29.0 per cent as compared with 26.5 per cent) for a slightly shorter period (2.8 years as compared with 3.0 years).

A slightly higher percentage of the female instructors in both public and private institutions have had teaching experience in elementary schools (35.0

per cent and 30.5 per cent as compared with 24.7 per cent and 24.7 per cent, respectively) over a slightly longer period (3.0 years and 3.5 years as compared with 2.7 years and 2.6 years, respectively).

Secondary School Experience. Approximately one out of two junior college instructors (53.1 per cent) has had five years teaching experience (4.8 years) in high schools.

A much higher percentage of those serving in public junior colleges have had teaching experience at this level (57.9 per cent as compared with 44.0 per cent) over a considerably longer period (6.5 years as compared with 4.0 years).

A much higher percentage of the female instructors in both public and private institutions have had such teaching experience (64.6 per cent and 53.7 per cent as compared with 53.7 per cent and 36.3 per cent, respectively). The female instructors in public schools have had a much longer experience (7.2 years as compared with 4.7 years). There is no significant difference in the length of experience of female and male instructors in private schools (4.0 years as compared with 4.2 years).

College and University Experience. Approximately one junior college instructor in three (32.1 per cent) has had two years (2.2 years) in college or university teaching. However, a goodly number served only as graduate assistants; the majority were instructors, and relatively few had professorial rank.

A much higher percentage of those serving in public junior colleges have had experience at this level (35.3 per cent as compared with 25.9 per cent) for a slightly shorter period (2.1 years as compared with 2.4 years).

A higher percentage of male instructors in both public and private schools have had positions at this level (40.0 per cent and 29.9 per cent as compared with 28.6 per cent and 21.0 per cent). The period of service has been shorter

for male instructors in public junior colleges (1.0 as compared with 2.3 years) and practically the same for male and female instructors in private schools (2.5 years and 2.3 years, respectively).

Plans of Junior College Instructors

Plans Upon Entrance. Very few junior college instructors in either public or private schools definitely planned to become junior college instructors (Table LVIII). The usual response to the question regarding formulation of definite plans indicated considerable vagueness. There are two possible explanations: first, many public junior colleges originated, and many are regarded today, as extensions of the high school. The junior college instructor in many such instances is the high school instructor of former years. Some typical responses to the question regarding plans from instructors in public junior colleges were: "never", "fell into it", "came in connection with high school position", "inherited system", "grew into it", "automatic", "happened", "as soon as junior colleges began", "accident", "found myself transferred to junior college", etc.

In the case of both public and private junior colleges there is ample evidence that many junior college appointments are really incidental to the possession of a master's degree. Typical responses capable of this interpretation are: "never", "didn't plan", "the year I began", "it just happened", "no", "accidental", "when offered the position", etc.

Only one instructor in eight (12.4 per cent) definitely planned to become a junior college teacher. (See Table LVIII).

In this respect, possibly because junior colleges were in many instances natural evolutions within high school, more instructors in public junior

colleges (14.8 per cent) planned definitely to assume positions in the new institution (as compared with 7.9 per cent).

More female than male instructors in public institutions definitely planned (19.0 per cent as compared with 12.0 per cent). The differences between sexes in private institutions are not thought significant.

Table LVIII. Definite Plans of 154 Individuals to Become Junior College Instructors.

Years Planned Before Entrance	Individuals						Total
	Public Schools			Private Schools			
	Male	Female	Total	Male	Female	Total	
Over 11				1		1	1
10		2	2	3		3	5
9		1	1				1
8				1	1	2	2
7	2	2	4	1		1	5
6	2	2	4		1	1	5
5	2		2	2		2	4
4	6	4	10	2	5	7	17
3	6	13	19	3	1	4	23
2	16	20	36	3	2	5	41
1	24	18	42	4	4	8	50
Total	58	62	120	20	14	34	154
Mode	1	2	1	1	1	1	1
Median	2.3	2.6	2.5	4	4	4	2.6
Percentage	12.0	19.0	14.8	8.3	7.3	7.9	12.4

Plans to Continue. There was a hearty response to the questions regarding future plans. (Table LIX).

Two out of every three (65.9 per cent) of the instructors are satisfied with their positions as junior college instructors. In this respect there is slight difference between instructors in public and private schools (65.4 per cent and 66.7 per cent, respectively). Furthermore, slightly fewer female instructors in both public and private colleges are satisfied

(61 per cent and 63.8 per cent as compared with 67.8 per cent and 69.3 per cent, respectively). This may be due to the fact that matrimony beckons.

Table LIX. Future Plans of 965 Junior College Instructors.

Decision	Junior College Instructors												Total	
	Public Schools						Private Schools							
	Male		Female		Total		Male		Female		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Remain	286	68	131	61	417	65	122	69	97	65	219	67	636	66
Other Plans	110	26	55	25	165	26	30	17	38	24	68	21	233	24
No Plans	26	6	29	14	55	9	24	14	17	11	41	12	96	10
Total	422	100	215	100	637	100	176	100	152	100	328	100	965	100

Table LX. Future Plans of 231 Instructors Intending to Leave the Junior College, 1929-30.

Decision	Junior College Instructors												Total	
	Public Schools						Private Schools							
	Male		Female		Total		Male		Female		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Other Institutions	86	78	38	69	124	75	20	66	15	42	35	53	159	69
Other Occupations	24	22	7	13	31	19	3	10	4	11	7	11	38	16
Indefinite			10	18	10	6	7	24	17	47	24	36	34	15
Total	110	100	55	100	165	100	30	100	36	100	66	100	231	100

Of the 231 (24.1 per cent of the total) junior college instructors responding as to other plans, more than two in every three (68.8 per cent) are planning for teaching positions in other institutions, presumably four-year colleges and universities. Another group (16.4 per cent) is definitely planning for service in occupations other than teaching. A third group (14.7 per

cent), overwhelmingly female instructors, report "indefinite" plans. One may infer matrimonial prospects. The group also includes many of the male instructors in private colleges where salaries and professional standards are low.

Publications of Junior College Instructors

A tabulation was made of all magazine articles, manuals, bulletins, surveys, plays, thesis abstracts, and musical scores, as well as all books published by junior college instructors. (Table LXI).

Table LXI. Publications of 268 Junior College Instructors.

Publications	No.	Junior College Instructors						Total
		Public Schools			Private Schools			
		Male	Female	Total	Male	Female	Total	
Articles:								
	5	5		5	2		2	2
	4	1		1				1
	3	13	5	18	2	1	3	21
	2	14	10	24	8	5	13	37
	1	55	21	76	21	6	27	103
	Many	32	12	44	24	5	29	73
	Total	120	48	168	57	17	74	242
Books:								
	5				1		1	1
	4							0
	3	2		2	1		1	3
	2				4	1	5	5
	1	16	7	23	6	4	10	33
	Total	18	7	25	12	5	17	42
	Duplication	8	1	9	6	1	7	16
Books & Articles:								
	Total	130	54	184	63	21	84	268
	Percent of Total	26.9	16.6	22.6	26.3	11.0	19.5	21.6

There is wide variation in the published works. The magazine articles submitted by male instructors in public junior colleges include essays in the *Atlantic and Century* and, on the other extreme, articles in professional magazines of limited circulation, including such topics as "Questions of Technique of Work in Junior College", "Junior College Grades", "State Systems of Financing Junior Colleges", "Present Tendencies in Organization and Administration of Junior Colleges", "Junior College Curriculum", etc. A representative sampling of books published by this group follows: "History of Arkansas", "Problems in English", "Horticulture for Schools", "Special Problems of Christian Schools", "Acting and Play Production", "The American Federal State", "Chemistry in Everyday Life", "Life and Thought in a Democracy", etc.

Articles by female instructors in public junior colleges are as varied although not so numerous. The books include: two volumes of fiction, a music text, an edition of Arnold's "Sohrab", a play, a Latin prose composition, and "Study of Literature" (text).

The works of the male instructors in private colleges included articles in the *Lutheran School Journal* (Concordia Publishing House, St. Louis, Mo.) as well as six textbooks designed for use in Lutheran Colleges, including "Church Thru the Ages", "Intelligence Tests", "Extra-Curricular Activities", "Treatise on Church and State", and "Luther and the Constitution of the United States." The last four are by the same author. The one promising book claimed by this group is the *History of Russian Literature* (University of Chicago Press). The remaining titles not previously enumerated include such works as "The Challenge of the Country Church", "Rural Church Development", and "Historical Background of the Old Testament." These books are no doubt written by ministers.

The works of female instructors in private junior colleges are very limited. However, there are a few productions of unquestioned merit, including twenty-eight (28) articles in the Journal of Bacteriology, Proceedings of the National Association of Science, the American Journal of Public Health, the Stain Technology Journal, the Journal of Laboratory and Clinical Medicine, etc., written by one person. The outstanding book is the "Report on the Experiment in Four-Year Colleges of Courses in Vocation for Women" (University of Chicago Press, 1929).

Number of Publications. Approximately one out of every five (21.6 per cent) of the junior college instructors has had material published. A higher percentage of instructors in public institutions have this honor (22.7 per cent as compared with 19.5 per cent). A higher percentage of male instructors in both public and private institutions have publications (26.9 per cent and 26.3 per cent as compared with 16.6 per cent and 11.0 per cent, respectively).

Quality of Publications. The publications of the male instructors in public junior colleges are probably more scholarly than those published by male instructors in private schools. It is impossible to make a comparison between the work of the female instructors in public and private institutions.

Summary

1. Degrees. Six out of every ten junior college instructors hold the master's degree; three out of ten possess the bachelor's degree-highest held; and the remaining person in every ten is either without a degree, or he is the possessor of the doctorate. Instructors in public junior colleges possess a higher percentage of graduate degrees, and fewer are without degrees. The percentage of male and female instructors in public institutions holding

graduate degrees is substantially the same. A higher percentage of female instructors in private schools hold graduate degrees. However, the percentage of male instructors in these schools holding the doctorate is far higher.

2. Dates of Degrees. The degree most commonly held, namely, the master's degree, was conferred the most recently. The doctor's and bachelor's degrees follow in the order named. There is slight difference in this respect between instructors in public and private junior colleges. On the other hand, degrees held by male instructors in both public and private junior colleges antedate those held by female instructors; this is especially marked in private junior colleges. Female instructors in public schools received their higher degrees at earlier dates.

3. Instructors without Degrees. There were 34 persons in public and 43 in private institutions without recognized degrees. Of the total number engaged in the two institutions, a much higher percentage of these instructors are serving in private junior colleges. The subjects most frequently taught are music, business, art, vocational arts, physical education, and foreign languages. Special schools, private tutors, and travel may more than compensate for academic deficiencies. At the same time, the presence of such groups is a distinct challenge to the commonly accepted standards.

4. Institutions Conferring Degrees. The majority of the bachelor's degrees held by instructors in both public and private junior colleges were conferred by private four-year colleges and universities. The percentage was higher for the private than for the public junior college instructors.

In contrast, a majority of all master's degrees were conferred by public

colleges and universities. Nevertheless, a bare majority of the instructors in private schools held master's degrees conferred by private colleges and universities.

There was almost a complete reversal in the type of institution conferring the doctor's degree, four out of five being conferred by private universities. The reversal was most marked in the public junior college, where seven out of eight Ph.D.'s were conferred by private institutions, usually the University of Chicago or Columbia University.

The number of private institutions conferring the baccalaureate, the master's and the doctorate is greater than the number conferred by public institutions of higher learning.

5. Professional Courses Pursued as Undergraduates. The typical junior college instructor completed approximately five professional courses in undergraduate study. The instructor in the public junior college completed slightly more professional work than did the instructor in the private school. Female instructors in both types of institutions completed more professional courses than did the male instructors.

The order of the six courses of highest frequency-namely, principles of education, history of education, educational psychology, teaching in high school, special methods, practice teaching- is that advocated by leaders and outlined in catalogues.

However, it was the exceptional teacher who had pursued all six. Of the six, the majority of all instructors had pursued but three courses. There is a slight difference in this respect in favor of the instructors in public junior colleges. A noticeable lack in both instances is practice teaching.

6. Professional Courses Pursued as Graduate Students. A total of 878 of the 1165 reporting on this item had pursued graduate courses (only 760 of the 1173 reported master's or doctor's degrees). The typical teacher had pursued 1.5 professional courses in graduate study. The instructors in public junior colleges had pursued on the average one more course than those serving in private schools. This was largely due to the showing of male instructors in public schools.

The divisions of professional subject-matter most frequently sampled are as follows: educational psychology, special methods, educational measurements, educational administration, philosophy of education, history of education, principles of education. Many instructors as graduate students, no doubt, were making up deficiencies in undergraduate training; others were trying to keep abreast of professional developments; others were obviously preparing for administrative positions. However, few were pursuing courses dealing with the junior college and its problems.

Even in the case of those pursuing graduate study there is little evidence that the desired professional training, including practice teaching, has been secured by instructors in either public or private schools. Nevertheless, the professional standing of instructors in public schools is far more satisfactory.

7. Subjects Studied and Subjects Taught. Junior college instructors have specialized, at least to the extent of the undergraduate major, in practically every subject listed in the index of representative university catalogues. However, there is no evidence of special preparation for teaching of vocational and semi-professional terminal courses advocated by leaders in the junior college movement.

A majority of the junior college instructors are teaching both undergraduate and graduate majors; there is an overlapping in the subject of specialization. Unfortunately, 17 per cent are teaching, along with lines of specialization, subjects for which they have no special preparation. What is worse, 4 per cent are devoting full-time to instruction in subjects in which they have no special preparation. In these respects, teaching assignments are far more favorable in public junior colleges. Teaching assignments, from this standpoint, are more favorable for female instructors in both public and private institutions.

8. Number of Subjects Taught. Although there is a considerable range, the usual teaching assignment is limited to one subject. However, the assignment is more favorable in public junior colleges. Female instructors in both public and private institutions have more satisfactory assignments.

9. School Attendance Since Beginning Teaching. Approximately every third junior college teacher has attended a regular session, and one in every two has attended two or three summer sessions as a graduate student since beginning teaching. In this respect, public junior colleges lead. Likewise, female instructors rank above male instructors in both public and private institutions.

10. Student Load. The median student load is 86. Instructors in public junior colleges have the heavier median student load. However, considering the number of hours taught, the pupil assignment is not heavy. Male instructors in both public and private schools have heavier student loads.

11. Hours of Teaching per Week. The median number of hours taught per week for all junior college instructors is 18.6. The median hour load is

slightly higher in public junior colleges. There is no marked difference in hour loads carried by members of the sexes.

12. High School Teaching Load. Approximately one-half of the junior college instructors teach an average of 11.0 hours in high school. Proportionately more instructors in public junior colleges are teaching in high schools. As a rule female instructors teach more hours in the high school in either public or private schools.

13. Teaching Experience in Junior Colleges. The median service in junior college teaching of all instructors is 3.9 years. The instructors in public junior colleges have had slightly more teaching experience of this type. The male instructors in both public and private junior colleges have had more teaching experience at this level.

14. Teaching Experience in Other Schools. Approximately one junior college instructor in four (28.1 per cent) has had three years teaching experience in elementary schools (2.9 years); one in two (53.1 per cent) has had five years teaching experience (4.8 years) in high schools; and one in three (32.1 per cent) has had two years teaching experience (2.2 years) in college or university instruction. A slightly higher percentage of those serving in public schools has had teaching experience in elementary schools for a shorter period; a much higher percentage has had experience in high schools for a slightly longer period; and a much higher percentage have had experience in four-year colleges and universities for a much shorter period, usually assistantship for the year of graduate study. Female teachers excel in experience in elementary schools and high schools from the standpoints of percentage and period of service.

15. Plans of Instructors. Junior college teaching is rather incidental to the possession of the master's degree in the case of instructors both in public and in private junior colleges. Only one instructor in eight (12.4 per cent) definitely planned to become a junior college teacher, including a much higher percentage of those in public junior colleges (14.8 per cent compared with 7.9 per cent in private junior colleges) and a much higher percentage of female instructors (19.0 per cent as compared with 12.0 per cent of the male instructors).

Two out of every three (65.9 per cent) of the instructors are satisfied. More than two out of every three (68.8 per cent) dissatisfied teachers plan to become instructors in four-year colleges and universities. In this respect there is slight difference between instructors in public and private junior colleges. Male instructors are more satisfied than female instructors, many of whom report "indefinite plans."

16. Publications. Approximately one out of every five (21.6 per cent) of the junior college instructors has had material published. A slightly higher percentage of those in public institutions have this honor. Male instructors exceed female instructors in the percentage having had material accepted for publication. Furthermore, the number of publications of the former group exceeds those of the latter group.

General Conclusions

The preparation of junior college teachers is inadequate. Approximately one-third of all junior college teachers are without master's degrees, generally recognized as a prerequisite for service at this level. The undergraduate programs and the graduate programs of the seventy per cent continuing attendance do not contain the desired professional courses. Furthermore, approximately a fifth of all junior college instructors are teaching one or more subjects or devoting full-time to instruction in subject-matter in which they have had no special training. Very few definitely planned to teach at this level. Plans were incidental to the possession of the master's degree. Furthermore, one-third of those teaching in junior colleges are dissatisfied. Two-thirds of this latter group apparently do not think the junior college has sufficient prestige and, consequently, are preparing for service in four-year colleges and universities.

Public junior colleges are from a professional standpoint superior to private schools. Proportionately more instructors in public junior colleges have graduate degrees; fewer are without degrees; more have had professional courses in both undergraduate and graduate studies. Teaching assignments are more favorable with respect to undergraduate and graduate subjects of specialization and number of subjects taught. Attendance at graduate schools, winter and summer sessions, since beginning teaching, is more common. More have had teaching experience at elementary, secondary, and college levels. More definitely planned to become junior college teachers, and more have had material accepted for publication.

The professional status of female instructors is superior to that of the male instructors in both public and private junior colleges. Although

in terms of degrees their position is much the same as that of the male instructors, the female instructors have had more professional courses; they have more favorable teaching assignments with respect to number and preparation in subjects taught; and they have more commonly attended graduate schools, winter and summer, since beginning teaching. On the other hand, they have had fewer publications and are more dissatisfied with the teaching position now held.

CHAPTER V

- THE LEGAL STATUS OF THE JUNIOR COLLEGE INSTRUCTOR IN THE UNITED STATES

Junior College Standards, Specific Statutes, and Certification Requirements in the Various States

Definitions. There are at least three distinct methods of legally controlling the junior college teaching personnel. First, the state, through a duly commissioned body, may issue certificates directly to the individuals desirous of entering the teaching profession at this level. The underlying idea behind certification is to see to it that only those who are qualified to do the teaching that they undertake are permitted to teach.¹ The written declaration legally authenticated constitutes an acceptable passport during the term for which it is issued.

Second, the state may designate certain bodies to formulate standards. A standard may be defined as that which is established by authority as a rule for measuring. A standardizing agency deals directly with the institution as a unit, the individual teacher receiving secondary consideration. Standards may operate indirectly in the selection as well as the retention of individual teachers. However, cases of nonobservance are not revealed until institutional reports are studied or until the institution is inspected. Consequently, there has been a tendency for accrediting agencies to exercise extreme forbearance.

¹ W. S. Learned, et al., op. cit., p.346.

Although certificates and standards depend upon statutes for authority, a state may see fit to legislate specifically concerning the junior college teacher. A specific statute may be thought of as one enacted directly by the legislature and not as one enacted through an agency or board by the authority of a legislature, such as is a standard. Under ordinary circumstances the political scientist does not favor the idea of writing specific professional requirements into the law. He usually favors the creation of a commission of some sort, the primary function of which is the creation and enforcement of professional standards, these varying from time to time.

As a matter of fact, combinations of two or more methods are very common. For instance, the state may certificate the individual teacher and establish and maintain standards concerning the institution employing him.

Procedure. With the intention of discovering the methods employed in regulating the junior college teaching personnel, a letter (Appendix G) was addressed to the principal school officials in the forty-eight states and the District of Columbia. Forty-nine answers were received from the persons immediately concerned with the problem. These individuals forwarded considerable documentary material which the writer studied in some detail.

Results. Table LXIII indicates the extent to which the states recognize the junior college teacher and the nature of the methods employed. States which issue certificates are listed in the column labeled "certificate"; states which have legislation dealing directly with the requirements of junior college teachers are labeled "specific statutes"; and states relying on standards are so indicated.

Table LXIII. Manner of Recognition of the Junior College Instructor by State Agencies, 1930.

State	Certificates	Specific Statutes	Standards
1. Alabama			
2. Arizona	X		
3. Arkansas			
4. California	X		
5. Colorado			
6. Connecticut			
7. Delaware			
8. Florida			
9. Georgia	X		
10. Idaho			
11. Illinois			
12. Indiana			
13. Iowa	X		X
14. Kansas	X	X	X
15. Kentucky			
16. Louisiana	X		
17. Maine	X		
18. Maryland			X
19. Massachusetts			
20. Michigan	X	X	X
21. Minnesota	X	X	
22. Mississippi	X	X	X
23. Missouri	X		
24. Montana			
25. Nebraska	X		
26. Nevada			
27. New Hampshire			X
28. New Jersey			
29. New Mexico			X
30. New York			
31. North Carolina			X
32. North Dakota			
33. Ohio			
34. Oklahoma	X		
35. Oregon			
36. Pennsylvania			
37. Rhode Island			
38. South Carolina	X		
39. South Dakota			
40. Tennessee			
41. Texas			X
42. Utah			X
43. Vermont			
44. Virginia			X
45. Washington			
46. West Virginia			
47. Wisconsin			
48. Wyoming			
Total	14	4	11

The following thirty-four (34) states neither certificate junior college teachers nor do they have statutes bearing directly on the junior college teaching personnel: Alabama, Arkansas, Colorado, Connecticut, Delaware, Florida, Idaho, Illinois, Indiana, Kentucky, Maryland, Massachusetts, Montana, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, and Wyoming.

Seven of these states (Maryland, New Hampshire, New Mexico, North Carolina, Texas, Utah and Virginia) maintain standards through the medium of state boards of education. Wyoming is in the process of adapting standards.²

Four (4) of the thirty-four (34) states do not have junior colleges (Nevada, Rhode Island, Vermont, and Wyoming).

Four states (4) (Kansas, Michigan, Minnesota, and Mississippi) both certificate and legislate directly concerning the junior college teachers. Three (3) of these (Kansas, Michigan, and Mississippi) maintain standards through state agencies.

The remaining ten (10) states certificate junior college teachers. Two (2) of these (Iowa and Oklahoma) have standards on the subject.

A total of fourteen (14) states certificate junior college teachers; a total of four (4) have statutes directly affecting junior college teachers; and a total of twenty-seven (27) have no provisions on the subject.

The states are grouped as above for further discussion.

² "On Establishing State Supported Junior Colleges in Wyoming." The Nations Schools 5:24 (January, 1930).

Standards of States without Certificates or Specific Statutes

The standards of the seven (7) states which neither certificate nor legislate are summarized below:

Maryland, through its State Board of Education has adopted a set of standards concerning the junior college, one of which specifies:

"3. Members of the teaching staff in regular charge of classes should have a baccalaureate degree and should have had not less than one year of graduate work in a recognized graduate school; in all cases the efficiency in teaching, as well as the amount of graduate work, should be taken into account." ³

New Hampshire maintains standards, one of which specifies:

"Each member of the staff of instruction shall have a baccalaureate degree and not less than one year of organized graduate work in the field of the subject which he teaches. He should also give evidence of successful experience or efficiency in teaching." ⁴

New Mexico, through its State Board of Education, has adopted similar standards. The one pertaining to the faculty follows:

"4. Faculty. It is recommended that the minimum scholastic requirement of all teachers of classes in the junior college shall be graduated from a college belonging to the North Central Association, or an equivalent, plus graduate work in a University of recognized standing amounting to one year. The teaching schedule of instructors shall not exceed eighteen hours per week; fifteen hours is recommended as the maximum." ⁵

North Carolina, with the State Department of Public Instruction as the administrative agency, through the North Carolina College Conferences,

³ Principles and Standards for Accrediting Junior Colleges, p. 1. Baltimore: State Superintendent of Schools, 1929.

⁴ Standards for Accrediting Junior Colleges. Concord: State Board of Education, 1929.

⁵ High School Regulations. Monograph No. 1. Santa Fe: New Mexico State Board of Education, 1924.

establishes similar standards.⁶

Whereas, Texas does not certificate junior college teachers, she does "rate them."⁷ However, "there is a State-wide sympathy for the publicly controlled junior college movement which has found its climax in the legislature in 1929."⁸ Meanwhile, the official standards specify:

"4. Faculty. It shall maintain at least five departments with a professor giving his full time to each. Teachers other than heads of departments may teach in more than one department. As speedily as possible such schools should go from five to six and seven, and even more, full professors. The minimum scholastic requirement of all teachers of classes in the junior college shall be graduation from standard college, and in addition, graduate work amounting to one year in a university of recognized standing. All the teachers shall be graduates of standard colleges. The head of each of at least three departments shall hold an M.A. degree from a standard college, and the heads of the other departments shall have the work for their M.A. degree actively in progress. The courses taught by any teacher must be in the field of specialization represented by his graduate work. The teaching schedule of instructors shall not exceed eighteen hours a week; fifteen hours is recommended as the maximum."⁹

Utah, which now has a fact-finding committee at work, has established standards through the State Board of Education, three of which pertain to the junior college instructor:

"5. The faculty of a Junior College shall be made up of teachers of recognized ability, holding at least the master's degree from an accredited institution, or the equivalent of such degree.

⁶ Personal Letter from James E. Hillman, Director of Teacher Training and Certification. Raleigh, N. C. November 25, 1929.

⁷ Personal Letter from J. R. Reid, Chairman of Board of Examiners. Austin, Texas. November 25, 1929.

⁸ J. R. Reid and S. M. N. Marrs, Texas Municipal Junior Colleges. Bulletin State Department of Education. Vol. V. No. 5. Austin: State Department of Education (June, 1929).

⁹ Ibid, p. 12.

"6. No instructor in a Junior College shall carry more than twenty teaching hours a week. If part of the instructor's teaching is in the high school, five hours of high school teaching may be counted as four hours of junior college teaching.

"7. The nature and quality of the instruction in all subjects taught in a Junior College shall be approved by the State Board of Education as a prerequisite of accreditation." ¹⁰

Virginia, likewise, has adopted standards, two of which pertain to the junior college teacher:

"Standard No. 6. Training of the Faculty--The minimum preparation of teachers shall be not less than one year of work satisfactorily completed in a graduate school of recognized standing, it being assumed that teachers already hold the baccalaureate degree. Efficiency of teaching, as well as of training, shall be also taken into account.

"Standard No. 7. Number of Classroom Hours for Teachers--The average number of class hours per week for each instructor shall not exceed eighteen. Where some time is given to teaching below the college level, as many as twenty class hours per week may be allowed." ¹¹

In the recent session of the Legislature of the State of Washington, a bill authorizing junior colleges in the state and seeking to recognize the three now in existence (all conducted in connection with school districts but regarded as private institutions, being supported by student fees) failed to pass. "Undoubtedly, this bill will come up again at the next session, with good chances of passage." ¹²

¹⁰ Standards of Accreditation of Junior Colleges. Salt Lake City: Utah State Board of Education, 1929.

¹¹ Supplement No. 2. Annual Report of the Superintendent of Public Instruction of the Commonwealth of Virginia. Bulletin State Board of Education. Vol. XI, No. 2, p. 126. Richmond: Division of Purchasing and Printing, 1928.

¹² Personal Letter from W. F. Martin, Deputy Superintendent, Olympia, Washington. November 25, 1929.

Meanwhile, teachers are employed with nationally accepted standards in mind.

The report of the committee appointed by the Wyoming State Board of Education was recently presented to the Wyoming State Teachers Association. Five standards are proposed, three of which deal with the junior college teacher, viz:

"No. 3. The number of teachers shall not be less than seven.

"No. 4. The minimum scholastic requirement of all teachers shall be not less than that set by the North Central Association

"No. 5. The state board of education shall be the accrediting body."¹³

It may then be said, that of the thirty-four (34) states failing officially to recognize the junior college teacher by certification or specific statutes, five (5) have no junior colleges within their boundaries and nine (9) (Maryland, New Hampshire, New Mexico, North Carolina, Texas, Utah, Virginia, Washington, and Wyoming) are indirectly influencing the junior college teaching personnel. In fact, only twenty states fail to take some action regarding the junior college teacher.

States with Certificates and Specific Statutes

Four states (4) (Kansas, Michigan, Minnesota, and Mississippi), as stated, both certificate and legislate concerning the junior college teacher. Three (3) of these (Kansas, Michigan, and Mississippi) also have standards.

In Kansas the public junior college is by law a part of the public school system. "While this law does not give a specific statement requiring junior college teachers to hold teachers' certificates, the Attorney

¹³ "On Establishing State Supported Junior Colleges in Wyoming." The Nations Schools 5: 24 (January, 1930).

General has stated that as the public junior college is a part of the public school system, the law implies that such teachers must hold valid state certificates." ¹⁴

In Section 543, the law states that the instructors are to be approved by the State Board of Education:

"543, Course of Study. The state board of education shall prescribe the course of study for the high school extension provided for in Section I of this act, which shall be approximately equivalent to the course of study in the first and second years of accredited colleges; and if the buildings, equipment, instructors and instruction shall be approved by the state board of education, any person who shall have completed the two-year course of study herein provided for, and who shall have complied with the requirements made by the state board of education, shall be entitled to all privileges granted by the state board of education to persons who complete a two-year course in an accredited college." ¹⁵

Under authority given in Section 544 the State Board of Education makes the same requirements of the private junior college as are made of the public junior college.

Under the present rulings of the State Board of Education the same form of certificate is issued to the junior college teacher as are issued to the high school teachers. The certificate requirements are:

"B.A., B.S., B.Ped., or B.Ph. degree from an accredited four-year college. The college credit must include:
 3 semester hours General Psychology.
 3 semester hours Educational Psychology.
 2 semester hours School Administration.
 10 semester hours elective in Education." ¹⁶

In addition to the certificate and the statutory recognition, through

¹⁴ Personal Letter from Louis Lesslie, Secretary State Board of Education. Topeka, Kansas. November 23, 1929.

¹⁵ Section 3, Chapter 283, Laws of 1929.

¹⁶ Slip accompanying letter from Louis Lesslie, Secretary State Board of Education. Topeka, Kansas. November 23, 1929.

its State Board of Education, Kansas issues Standards for Accrediting Junior Colleges, which require junior college teachers to hold the master's degree or its equivalent.

Michigan's statute relating to the employment of teachers in the public junior colleges reads in part as follows:

"The Board of Education (in any school district of this state having a population of more than eighteen thousand people) shall provide suitable instructors therefor (for the public junior college) and shall adopt regulations with reference to fees, admission, and conduct of pupils, etc., etc." 17

Qualifications for teachers in private junior colleges are not controlled by either the Department of Public Instruction or the State Board of Education.

"The Michigan law permits the establishment of public junior colleges as a department of the public school system, and teachers in public junior colleges so organized must hold legal certificates. There are several certificating agencies in this state and anyone holding a license granted either by the Regents of the University of Michigan, the State Board of Education, the State Superintendent of Public Instruction, or one of our county normal boards would be legally qualified for teaching in a public junior college. However, it goes without saying that no one would be employed as an instructor in a public junior college who did not hold at least a bachelor's degree and a teacher's certificate granted on the basis of that degree." 18

Minnesota's earlier statute on this subject reads as follows:

"The state department of education shall have the same supervision, control and power over a junior college when established hereunder as it now has over other departments of the public school system." 19

17 Quoted in personal letter from Gerald F. Bush, Director of Certification. Lansing, Michigan. November 23, 1929.

18 Loc cit.

19 Section 3, Chapter 103, Laws of 1925.

A later statute deals specifically with the requirements for the certificate:

"(c) Any person who has the preparation and training, herein prescribed, entitling him to receive a High School Standard Special Certificate, and who, in addition, has completed one year of graduate work of a kind and character accepted by the state board of education may be given a High School Advanced Certificate, either general or special, as may be appropriate to his training. Such High School Advanced Certificates shall qualify the holder thereof to teach the same subjects and in the same institutions which and in which the holder of a corresponding standard certificate is authorized to teach and in junior colleges." ²⁰

The Mississippi public junior colleges are probably best understood by a direct quotation from law:

"Section 308. That junior colleges consisting of the work of the freshmen and sophomore years shall be organized for the purpose of providing such courses as will make the studies of the agricultural high schools and the junior colleges a connected and correlated whole or complete unit of educational work. These courses shall consist of agriculture, including horticulture, dairying, animal husbandry and commercial gardening; domestic science and the household arts; commercial branches, including banking, accounting and transportation; and the mechanical arts, such as carpentry, masonry, painting, shop work in iron and wood, and repairing and constructing of motor vehicles. Whenever it is practicable, instruction shall also be given in teacher training, music, and public speaking. Insofar as possible the junior colleges shall offer a complete course of instruction so that their graduates may immediately there after enter professional schools if they so elect, etc." ²¹

The very next section (Section 309) deals specifically with the junior college teacher:

"Section 309. (1) The minimum scholastic requirements of all teachers or instructors in the junior college shall be graduation, either from the University of Mississippi, the Agricultural and

²⁰ Section 6, Chapter 388, General Laws of 1929. Certification of Teachers, Administrators and Supervisors. St. Paul: State Department of Education, 1929.

²¹ State of Mississippi Department of Education, No. 58. Public Junior College Bulletin, p. 13. Jackson: State Department of Education, 1929.

Mechanical College, the Mississippi State College for Women or any college of equal grade, provided the teachers giving instruction in subjects for which sophomore credit is given shall have had in addition to said graduation, post graduate work in a university or college of recognized standing amounting to at least one year.

"Provided, however, that in junior colleges now established the above requirements shall apply to at least one third of the teachers and instructors in the scholastic year of 1928-29, two thirds in 1929-30, and to all such teachers and instructors for the scholastic year of 1930-31." ²²

An additional section of the same act (Section 311) places all junior colleges seeking to qualify under this act under the control of the Commission on Junior Colleges:

"Which shall consist of the state superintendent of public education, chairman, the heads of the University of Mississippi, the Agricultural and Mechanical College, the Mississippi State College for Women and the heads of three junior colleges, to be selected by the heads of the junior colleges of the State." ²³

Mississippi also has established standards, those dealing with the faculty specifying:

"Four full-time or five part-time instructors; minimum scholastic requirement of graduation from an "A grade" college and one year of graduate work for instructors teaching subjects for which sophomore credit is given; the average salary to be two to three hundred dollars more than that paid in high school; eighteen hours of instruction; and, teaching confined to field of specialization." ²⁴

Except in Minnesota and Mississippi, the requirements exacted of junior college teachers, even in public institutions, do not appear in the general statutes. Only indirectly do the statutes of Kansas and Michigan affect the individual teacher. Chief reliance, except in Minnesota, is placed upon the use of standards.

²² Ibid, p. 14.

²³ Ibid, p. 15-16.

²⁴ Ibid, p. 19.

States with Certificates

In addition to the above four (4) states there are eleven (11) states which are reported as certificating junior college teachers. Three (3) of these also maintain standards. The requirements for the remaining states are here presented (in the alphabetical order of the states).

Arizona, through the State Board of Education grants certificates to the junior college teacher upon the basis of college graduation and the M.A. degree.²⁵

California, through the State Department of Education, issues the Junior College Credential and the General Secondary Credential to junior college teachers. The requirements for the Junior College Credential follow:

"An applicant for a Junior College Credential must submit from a college or university approved for graduate work by the California State Board of Education:

- I. A certificate that he is physically and mentally fit to teach.
- II. A recommendation by the school of education of the institution that the shows promise of success as a teacher with verification of:
 - A. A master's or doctor's degree granted by an institution approved for graduate work by the State Board of Education.
 - B. Ten semester hours of professional courses given or approved by the school of education of the recommending institution, including:
 1. A course dealing with the aims, scope, and desirable outcomes of the secondary school or junior college.
 2. Directed teaching, a minimum of four semester hours. (If the candidate offers evidence of not less than eight months of satisfactory teaching experience, the school of education may at its discretion accept such evidence as satisfying a part or all of this requirement).
 - C. A course in the Principles and Provisions of the Constitution of the United States of not less than two semester hours completed in a California teacher training institution. (This requirement may be postponed for one year and completed for renewal; or it may be satisfied by passing an examination prescribed by the Superintendent of Public Instruction).

²⁵ Statement by C. O. Case, State Superintendent of Public Instruction.

D. Two teaching majors, or a teaching major and two teaching minors.

Authorization for Service

This credential authorizes the holder to teach any or all subjects in all grades of any junior college.

Term

This credential will be issued for two years and may be renewed thereafter for periods of five years upon verification of at least five months of successful teaching experience in the public schools of California."²⁶

Illinois is reported by Haggerty²⁷ as maintaining "standards set by the Illinois State Examination Board." Although public junior colleges are supported in Joliet, Cicero, La Salle, and Chicago, there is no statute in Illinois dealing with junior colleges. These communities simply carry the junior college course as a continuation of their high school course so far as legal authority is concerned. There is no specific certificate issued in Illinois for junior college teachers. They are supposed to hold a legal high school certificate.²⁸

Georgia, through the State Department of Education, issues the Junior College Certificate authorizing holders to teach in elementary and high schools.²⁹ However, a standard junior college is defined as "a school offering two years of college work above the high school taught by instructors of college grade."³⁰ College Certificates are issued on the

²⁶ Bulletin H-2 California Department of Education, Division of Teacher Training and Certification. Sacramento: California State Printing Office, 1928.

²⁷ M. E. Haggerty, "Faculty Qualifications for Junior Colleges", North Central Quarterly 3: 307 (December, 1928).

²⁸ Personal letter from A. L. Whittenberg, Secretary, Illinois State Examining Board. Springfield, Illinois. (January 21, 1930).

²⁹ Certification, Bulletin of the State Department of Education of the State of Georgia. Atlantic: State Superintendent of Schools. 1929.

³⁰ Ibid, p. 16.

basis of the bachelor's degree, six semester hours of professional studies selected from specified required or elective courses, and teaching experience. Apparently, the status of the junior college teacher is unsettled.

Iowa, through the Board of Educational Examiners, certifies graduates of Junior College Teacher Training Courses.³¹ However, the junior colleges employ graduates of the four-year courses at the State University of Iowa, the Iowa State Teachers College, the Iowa State College of Agricultural and Mechanic Arts, and colleges in Iowa accredited by the board of educational examiners, these graduates, provided the college record includes a minimum amount of professional work, receive the First Grade State Certificate.³²

Apparently, chief reliance is placed upon "Tentative Standards for Communities Seeking Approval for Public Junior Colleges," one of which specifies:

"(a) The Faculty. Instructors in junior colleges are required to hold a legal certificate registered in the office of the county superintendent the same as the other teachers in the public school system.

"The minimum training standards for instructors in public junior colleges shall consist of a master's degree from a college or university of recognized standing. A teacher who has had one year of graduate training and is actively at work completing the requirements for the advanced degree will be tentatively approved; two years of graduate work are acceptable training qualifications.

"The work of each instructor should be limited to the fields of his graduate major and minor.

"The safeguarding of the college credits made by students in the public junior colleges requires that these training standards be rigidly met by school boards in seeking junior college faculty.

³¹ Certification of Teachers. Des Moines: Board of Educational Examiners, 1928.

³² Ibid, p. 4.

"In addition to these technical requirements successful public school experience, as well as recent courses in the technique of teaching the special subjects, is an extremely important and desirable qualification.

"Intellectual capacity is not enough; character and personality are also outstanding characteristics to be sought in organizing the faculty of any public school. Since the public junior college should emphasize instruction rather than research, the instructor should, by all means, take personal interest in the students, especially those who have difficulty in orienting themselves in the new situation." 33

Louisiana, through the State Director of Certification, issues several grades of teacher certificates, the highest of which is High School Certificate.³⁴ The fact that the official checked "yes" to the question "does the State certificate junior college teachers?"³⁵ leads the writer to believe that junior college teachers are regarded as high school teachers. Haggerty reports no requirements.³⁶

Maine, through the State Department of Education, issues a Secondary Certificate, sufficient at present for teachers in junior colleges, for which state financial aid was made available in 1920.³⁷

Missouri, through the Department of Education, issues certificates to junior college teachers possessing the A.B. degree and presenting credit

³³ Public Junior Colleges Preliminary Bulletin. Des Moines: Superintendent of Public Instruction, 1928.

³⁴ Louisiana Public School Laws, Act No. 100 of 1922, Section 9.

³⁵ Personal letter of J. E. Lombard, Director of Certification. Baton Rouge, December 16, 1929.

³⁶ M. E. Haggerty, op. cit., p. 307.

³⁷ Legislation Relating to Public Schools, 84th Legislature, 1929, Chapter 318, Section 11. Augusta: Department of Education, 1929.

in certain prescribed professional courses, including educational psychology, technique of teaching in elementary school, elementary organization and management, observation and practice teaching, English, social studies, etc.³⁸

Nebraska issues certificates to teachers in junior colleges just as they are issued to high school teachers but there is no law in the state requiring that any particular type of certificate be held by junior college instructors. The legal certificates may be issued by the university, normal school, authorized private and denominational colleges, and the State Department of Public Instruction. A junior college bill was introduced at the last session of the legislature, but received scant consideration. There is some doubt as to the exact legal status of the two public junior colleges now operating.³⁹

Oklahoma. Although the State Legislature has made specific regulations concerning junior colleges, the State Board of Education has the authority to supervise such institutions.⁴⁰ In this spirit, Oklahoma may be said to certificate junior college teachers, especially if a secondary department is maintained. However, chief reliance is placed upon standards, one of which specifies:

"4. Faculty. The minimum scholastic requirement of all teachers of classes in the junior college shall be graduation from a standard college, and, in addition, graduate work in a university of recognized standing amounting to one year, presumably including the master's degree. . . . Members of the faculty should be assigned work in

³⁸ Information furnished by Charles A. Lee, State Superintendent of Public Schools, Jefferson City.

³⁹ Personal letter from Herbert L. Cushing, Director of Certification. Lincoln, November 22, 1929.

⁴⁰ Personal letter from Geo. C. Wells, Secretary, State Board of Education. Oklahoma City, November 26, 1929.

keeping with their majors and minors in collegiate training. Instructors in junior colleges offering secondary work shall hold Oklahoma State High School Certificates." ⁴¹

South Carolina, through the State Bureau of Certification, certifies junior college teachers upon the basis of "four years of standard college work of B.S. or A.B." ⁴²

The certification requirements in nine (9) of these states (Georgia, Illinois, Iowa, Louisiana, Maine, Missouri, Nebraska, Oklahoma, and South Carolina) are not especially applicable to the junior college teacher; rather they are designed for secondary teachers and only tentatively applied to the junior college teacher. California, especially, and Arizona may be said to deal directly with the situation.

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District of Columbia. According to the superintendent, "while there has been some interest in this city in the junior college movement none so far have been established in Washington, D. C. Just now the matter is a topic for discussion with the school officers and interested persons." ⁴³ However, there are several private junior colleges now operating in Washington, D. C. (Appendix F).

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Haggerty in 1928⁴⁴ reported no requirements in five (5) states reported

⁴¹ Standards for Oklahoma Junior Colleges. Oklahoma City: State Board of Education, 1928.

⁴² Statement by James H. Hope, State Superintendent of Education, Columbia.

⁴³ Personal letter from Frank W. Ballou, Washington, D. C., November 22, 1929. See also: Report of the Board of Education of the District of Columbia, 1927-28. Washington: Government Printing Office, 1928.

⁴⁴ M. E. Haggerty, loc cit.

in 1929 as having requirements, namely, Michigan, Nebraska, New Hampshire, New Mexico, and South Carolina. However, there is considerable justification of his placement of the two former states. He was interested in standards set by specific agencies. At present, legally, several institutions in either state certificate junior college teachers. Since his report, New Hampshire and New Mexico and South Carolina have established standards.

Of the states Haggerty lists with standards established by state boards of education, two (2) make no claim to such standards in 1929, namely, Arkansas and Idaho. The questionnaire used in this study asked the question and asked for documents. The answers and the absence of documentary material indicate the absence of such standards.

A few changes and corrections, other than the ones mentioned, are noticeable. Haggerty lists the Maine requirements as master's degree and fifteen semester hours of professional subject-matter but fails to give the agency establishing the standard. In 1929 Maine issued "Secondary Certificates" sufficient at present for teachers in junior colleges. No mention was made of the high requirements listed by Haggerty.

Maryland adhering in 1928 to the American Council of Education standards has adopted (1929) State Board of Education standards. Minnesota has new statutes (1929) which state specifically the requirements of junior college teachers. Mississippi, likewise, has specific statutes (1929) and new standards enforced by the Commission on Junior Colleges (1929).

Missouri issues, through the State Board of Education, certificates to junior college teachers on the basis of the A.B. degree, including certain prescribed professional courses, rather than the M.A. degree as reported by Haggerty. There are no official standards in Washington, as implied by Haggerty.

The Standards of Interstate Accrediting Agencies

A supplementary study was undertaken to ascertain the standards influencing the selection and retention of individual junior college teachers established and maintained by the recognized accrediting agencies, namely, American Council on Education, American Association of Junior Colleges, Association of Colleges and Secondary Schools of Middle States and Maryland, Association of Colleges and Secondary Schools of the Southern States, New England Association of Colleges and Secondary Schools, North Central Association of Colleges and Secondary Schools, and Northwest Association of Secondary and Higher Schools. Letters were directed to secretaries to determine recent changes.

In general these standards stand as published in the recent official summary⁴⁵ and in the comparative study sponsored by the North Central Association.⁴⁶

No change is indicated in the standards of the American Council on Education,⁴⁷ accepted by the Association of Colleges and Secondary Schools of the Middle States and Maryland and the Northwest Association of Secondary and Higher Schools, which continue to be: the baccalaureate degree and one year of recognized work and efficiency in teaching. This organization is not an accrediting agency.

⁴⁵ United States Bureau of Education, Bulletin, 1929, No. 7. Washington: Government Printing Office, 1929.

⁴⁶ W. A. Cook, "A Comparative Study of Standardizing Agencies", North Central Association Quarterly 4: 371-455 (December, 1929).

⁴⁷ Personal letter from David A. Robertson, Assistant Director. Washington, D. C., November 21, 1929.

The American Association of Junior Colleges, with a membership composed of junior colleges recognized by some reputable accrediting agency, modified the published standards in their meeting at Atlantic City on November 20, 1929. These standards, brought in by a committee of which H. G. Noffsinger was chairman, represent some advancement over these hitherto in force, except the standard pertaining to teachers. The old standard read as follows:

"Equivalent of one year of work satisfactorily completed in a graduate school of recognized standing, it being assumed that teachers already hold the baccalaureate degree. Efficiency of teaching, as well as training, both general and specific in the subject being taught, shall be taken in account." 48

The second sentence, really a safeguard on two counts, efficiency in teaching and in specific preparation, was dropped and the provision reworded to read:

"7. Training of the Faculty. The minimum preparation of teachers shall be not less than the equivalent of one year of work satisfactorily completed in a graduate school of recognized standing, it being assumed that teachers already hold the baccalaureate degree."

No recent changes have been made in the standards of the Association of Colleges and Secondary Schools of Middle State and Maryland, although a committee is now at work and certain changes are expected. The standard remains:

"Members of the teaching staff in regular charge of classes should have a baccalaureate degree and should have had not less than one year of graduate work in a recognized graduate school; in all cases efficiency in teaching as well as the amount of graduate work shall be taken into account." 49

48 Personal letter from H. G. Noffsinger, President, American Association of Junior Colleges. Bristol, Virginia, November 29, 1929.

49 Personal letter from Adam Le Roy Jones, Chairman, Commission on Higher Institutions. New York, November 22, 1929.

There has been no recent change in the standards for junior colleges of the Association of Colleges and Secondary Schools of the Southern States.

The standards on faculty reads:

"Members of the teaching staff in regular charge of classes must have at least a baccalaureate degree or the equivalent of this degree in special training and should not have less than one year of graduate work in a recognized graduate school in all cases efficiency in teaching as well as of the amount of graduate work shall be taken into account." 50

The New England Association of Colleges and Secondary Schools does not accredit junior colleges.

Two or three changes were made in the junior college standards at the last annual meeting of the North Central Association of Colleges and Secondary Schools but not in the standard pertaining to teachers, which remains:

"4. Faculty. The minimum scholastic requirement of all teachers of classes in the junior college shall be graduation from a college belonging to this association, or an equivalent, and, in addition, graduate work in a university of recognized standing amounting to one year, etc." 51

The Northwest Association of Secondary and Higher Schools made no change in standards at its recent meeting. The standards pertaining to teachers remains as follows:

"Members of the teaching staff in regular charge of classes must have at least a baccalaureate degree or the equivalent of this degree in special training and should have not less than one year of graduate work in a recognized graduate school, in all cases efficiency in teaching as well as the amount of graduate work should be taken into account." 52

50 Personal letter from George E. Snavely, Secretary. Birmingham, Alabama, November, 1929.

51 Personal letter from George F. Zook, Secretary, Commission on Institutions of Higher Education. Akron, Ohio, November 25, 1929.

52 Proceedings of Twelfth Annual Meeting of the Northwest Association. April 9-11, 1930.

Application of these standards to the teachers accredits the institution rather than the individual teacher. Most of the studies of standards reflect this spirit. Whitney, for example, lists four tentative standards for Colorado regarding the "faculty", rather than the teacher. Of the three but one can be interpreted as applying to the teacher, as such; namely:

"IV. (b) Teachers must have had an adequate background of successful teaching experience and must have engaged in recent graduate work resulting in the Master's degree." ⁵³

Obviously, there is something wrong with the wording of this sentence. If a teacher with the graduate degree does recent graduate work it cannot result in the master's degree. If the master's degree must be of recent date, there is no place for the old experienced teacher.

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At the present time, some have gone so far as to say that the accrediting agencies are having a deadening effect on the institutions which they standardize.⁵⁴ It is a fact that many of the standards, possibly too many, deal with the externals of education. Being arbitrary, they are unfair in many situations. Nevertheless, they are born of experience and in the absence of scientific investigations are the best we have. Until under controlled conditions it can be demonstrated that the teachers actually employed can do as well as those meeting the standards which express the judgments of men most conversant with the actual situations, there should

⁵³ F. L. Whitney. Junior College in America. Greeley: Colorado State Teachers College, 1928.

⁵⁴ Uses and Abuses of Standardization. Association of American Colleges Bulletin 15: 230-259 (May, 1929).

be an earnest attempt to enforce these standards.

Nevertheless, the M.A., may not be superior to the "equivalent", usually conceived as a year's residence in a recognized graduate institution. However, if this year represents attendance at short summer sessions, the equivalence may rightly be questioned.

Summary

1. Certification. A total of fourteen (14) states issue certificates, thus enabling teachers legally to assume positions at the junior college level. However, Arizona and California are the only states having junior college credentials worthy of the name. In three of these states (Kansas, Michigan, and Mississippi) the junior college teaching position is safeguarded by other provisions, such as specific statutes or standards. In the remaining nine states (Georgia, Illinois, Iowa, Louisiana, Maine, Missouri, Nebraska, Oklahoma, and South Carolina) the bachelor's degree, and certain professional courses such as are required of all high school teachers, would legally qualify an individual to teach in public junior colleges. Iowa, however, maintains standards.

2. Specific Statutes. Four (4) states (Kansas, Michigan, Minnesota, and Mississippi) have specific statutes, or specific rulings of statutes, dealing with the junior college teacher. However, in Kansas chief reliance is placed on standards. The Michigan statute is so elastic that the whole matter is unsettled. The Minnesota and Mississippi statutes are very direct and definite, but only the former exacts the high requirements commonly found in standards.

3. Standards. A total of eleven (11) states (Iowa, Kansas, Maryland, Michigan, Mississippi, New Hampshire, New Mexico, North Carolina, Texas, Utah, and Vermont) maintain standards. In addition, six interstate agencies maintain standards (American Council on Education, American Association of Junior Colleges, Association of Colleges and Secondary Schools of the Middle States and Maryland, Association of the Colleges and Secondary Schools of the Southern States, North Central Association of Colleges and Secondary Schools, and

Northwest Association of Secondary and High Schools). State standards are largely copied after the standards of the interstate agencies. The standards of the accrediting agencies (last four named above) are far more influential.

The usual standards call for a year of graduate work or equivalent, with efficiency in instruction expressed or implied.

General Conclusions

Certification of the individual junior college instructor is highly desirable and, with respect to public institutions, inevitable. A junior college can not operate efficiently with instructors unable to meet either the scholastic or professional requirements exacted of regular high school teachers. However, data revealed elsewhere (Chapter IV) would indicate that such an attempt is under way. Especially is this true with respect to the professional demands. If these requirements are good for the high school, they must be good for the public junior college, which is rightly viewed as an extension of the secondary school program. Advantage should be taken of the fact that tradition favors certification of the individual high school teacher.

Special junior college teachers certificates in accord with the commonly accepted standards should be required. Even though the junior college is recognized as a secondary school, there are reasons why additional scholastic requirements should be made of junior college instructors. The majority of the junior college students will never attend universities. For them, the junior college teacher must say the final word. Furthermore, terminal courses in vocational work demand better trained teachers than are usually found in high schools under present conditions. The California junior college credential is satisfactory on all counts and may justly serve as a model for other states.

Certification by a duly constituted commission has several advantages. The first is elasticity-enabling requirements to be progressive. Second, the individual teacher, or the person preparing for a teaching position at this level, may learn in ample time the detailed requirements and adjust the student

program accordingly. Third, much of the actual work of evaluating credits can be delegated to competent clerks. From an administrative standpoint, certification is far simpler than the study of detailed records and the institutional inspections involved in standardization. If standardization is desired, certification of the individual teacher is of great assistance in simplifying the process.

The chief objection to certification of junior college teachers as now practiced is the fact that no distinction is made between regular secondary school and junior college teachers certificates. However, the rapid changes noticeable indicate that the states are alive to the situation, and that secondary school certificates are issued only as temporary measures.

In general, there are few states having statutes specifically mentioning the junior college teacher. Furthermore, there is little necessity for such action.

Legislative action which accords the private and the public institutions the same treatment, such as in Kansas, may be desirable under certain conditions. In the absence of such a rule, the instructors in the private junior colleges must remain the exclusive concern of the inter-state accrediting agencies. Inasmuch as membership in the various associations is voluntary, only the more select institutions are directly affected by established standards. Nevertheless, it is extremely dangerous to include in statutes either specific requirements dealing with members of an advancing profession or specific standards dealing with an evolving institution. Statutory revision is far more difficult than action by a commission or an administrative board. Only under exceptional circumstances would specific legislation seem desirable. Possibly, where minorities are alert but members of duly commissioned bodies are inert specific statutes would be more serviceable during the beginning stages.

Standards are not as efficacious as could be desired. Although chief reliance for regulation of the junior college teaching personnel has been placed upon standards of state and inter-state accrediting agencies, facts revealed elsewhere (Chapter IV) indicate that the standards are not rigidly enforced.

There are several explanations for this situation. First and foremost, standards generally pertain to the externals of education-admission, size of class, libraries and laboratories, finances, organization, etc. The faculty, considered as a unit, is but one of many headings. The individual teacher receives secondary attention.

Second, although standards operate powerfully in the selection as well as the retention of individual teachers, cases of non-observance are not revealed until institutional reports are studied, or until institutions are inspected. Consequently, forbearance is common.

Third, standards are not so inclusive as could be desired. The usual standard pertaining to the faculty stresses the year of attendance at a graduate school or the equivalent and neglects the relation of subjects studied to subjects taught.

Standards must always be employed. The inter-state accrediting agencies must operate through the medium of standards. Apparently state boards are empowered by state constitutions to establish standards for any unit of the public school system, but there seems to be some hesitancy about establishing certificates for junior college teachers. Until such time as certificates are common, chief reliance must be placed on standards. Even when teachers are issued credentials, standards on external items must continue. Consequently, it would be wise to retain one or more dealing with the teaching personnel.

Up-to-date standards have had greater influence than other measures in the selection and retention of junior college teachers. Nevertheless, it is probable that as far as public institutions are concerned, certification is the superior procedure.

CHAPTER VI

SUMMARY OF FINDINGS⁷

An attempt is here made to summarize some of the more pertinent of the findings contained in the earlier chapters, and to present comparisons and contrasts in the data for various groups. In the final table (Table LXIV), data regarding all junior college instructors included in the study appear in the first column; data regarding instructors in public and in private junior college, respectively, are placed side-by-side for comparison; and data for male instructors in public and in private schools, respectively, and data for female instructors in public and private schools, respectively, appear in neighboring columns. These data are then employed in descriptions of instructors typical of those constituting the various groups. Statements may be checked by reference to this table and detailed data presented elsewhere. This table is also the basis for several conclusions in the final chapter (Chapter VII).

⁷ Chapters II, III, IV, and V contain a mass of detail interesting rather to the specialist than to the general reader. The specialist will thus find this chapter a resume—the general reader will perhaps prefer to read this chapter first and go further if he becomes interested in the supporting data.

Table LXIII. Summary of Selected Data Regarding Junior College Instructors, 1929-30.

Data	Junior College Instructors						
	All Schools	Public Schools	Private Schools	Male		Female	
				Public Schools	Private Schools	Public Schools	Private Schools
A. Social:							
1. Number of Instructors	1236	807	429	482	239	325	190
2. Male Sex	58.3%	59.7%	55.7%				
3. Median Age in Years	35.3	35.5	34.2	36.5	35.9	35.7	31.8
4. American Born	95%	95.6%	93.5%				
5. Occupations of Parents							
(a) Agriculture	37%	36%	37%				
(b) Professions	23%	22%	26%				
6. Barr Ratings of Parental Occupations	10.8	10.8	10.8				
7. Native American Stock	66.5%	65.0%	69.3%				
8. Size of Family							
(a) Older Brothers & Sisters	1.7	1.7	1.6	1.8	1.7	1.7	1.2
(b) Younger Brothers & Sisters	2.4	1.7	2.5	1.8	3.1	1.6	1.7
9. Married	56.6%	59.6%	51.2%	81.2%	83.1%	17.2%	16.6%
10. Married, with Children	67%	61%	74%	66%	79%	34%	56%
11. Median Number of Children for all Married	1	1	2	1	2	0	1
12. With Dependents	51%	54%	47%	76%	65%	13%	23%
13. Median Number Dependents	2.7	2.6	2.0	2.7	3.3	1.9	2.0
B. Economic:							
1. Median Salary	\$2294	\$2528	\$1892	\$2720	\$2070	\$2158	\$1738
2. Additional School Work							
(a) Teaching							
1. Summer School	20%	23%	13%	26%	14%	18%	12%
2. Evening School	11%	15%	3%	20%	5%	8%	1%
3. In Extension	3%	4%	2%	5%	1%	2%	2%
(b) Median Salary							
1. Summer School	\$349	\$370	\$281	\$412	\$333	\$318	\$244
2. Evening School	\$230	\$226	\$260	\$236	\$275	\$190	\$150
3. In Extension	\$186	\$200	\$150	\$260	\$150	\$ 60	\$150
3. Outside Work							
(a) During							
1. Summer	15%	15%	17%	20%	20%	6%	12%
2. October	6%	6%	7%	8%	12%	6%	1%
(b) Median Salary							
1. Summer	\$260	\$284	\$225	\$304	\$250	\$171	\$192
2. October	\$ 42	\$ 50	\$ 45	\$ 50	\$ 45	\$ 44	\$ 75
(c)							
1. No. Summer Occupations	200	114	86	95	48	19	38
2. No. October Occupations	72	43	29	30	27	13	2

Table LXIII. Summary of Selected Data Regarding Junior College Instructors,
(Continued) 1929-30.

Data	Junior College Instructors						
	All Schools	Public Schools	Private Schools	Male		Female	
				Public Schools	Private Schools	Public Schools	Private Schools
4. Outside Work from Necessity	44%	44%	47%	48%	50%	30%	40%
5. Prefer Regular School Work	82%	84%	80%	85%	84%	82%	73%
6.							
(a) Private Income	32%	33%	32%	25%	28%	49%	36%
(b) Median Private Income	\$462	\$500	\$416	\$616	\$400	\$500	\$425
7.							
(a) Life Insurance	76%	84%	59%	93%	68%	70%	49%
(b) Median Premium	\$157	\$182	\$99	\$194	\$119	\$175	\$75
8. Retirement							
(a) Allowance	35%	49%	11%	57%	13%	44%	9%
(b) Pensions	33%	43%	12%	47%	19%	42%	4%
(c) Annuity	8%	10%	8%	18%	12%	3%	0%
9. Automobile Ownership	54%	63%	39%	77%	54%	40%	20%
10.							
(a) Occupational Experience	40%	39%	44%	55%	59%	16%	27%
(b) Median Years	2.5	2.3	3.2	2.3	3.5	2.3	2.9
C. Professional:							
1. Highest Degree							
(a) Bachelor's	29%	29%	28%	28%	29%	29%	27%
(b) Master's	59%	62%	55%	59%	50%	64%	61%
(c) Doctor's	5%	5%	6%	6%	9%	3%	2%
(d) None	7%	4%	11%	5%	12%	4%	10%
2. Date of Highest Degree							
(a) Bachelor's	1922	1922	1923	1921	1923	1922	1924
(b) Master's	1926	1926	1926	1925	1925	1926	1927
(c) Doctor's	1924	1922	1926	1922	1924	1922	1928
3. Professional Courses							
(a) Undergraduate, Median	5.3	5.6	5.2	5.0	4.8	5.9	5.6
(b) Graduate, Median	1.5	1.9	0.9	2.2	0.8	1.7	1.2
4. Subjects Taught							
(a) Undergraduate Major	55%	52%	60%	38%	52%	73%	69%
(b) Undergraduate Minors	21%	22%	19%	22%	16%	22%	23%
(c) Graduate Major	54%	57%	50%	51%	46%	64%	54%
(d) Graduate Minors	19%	20%	17%	23%	19%	16%	15%
(e) Outside Majors or Minors	17%	13%	25%	15%	31%	9%	19%
(f) Neither Majors nor Minors	4%	4%	3%	5%	5%	2%	1%
5. Number Subjects Taught							
(a) Range	1-5	1-5	1-5	1-5	1-4	1-4	1-5
(b) Median Number	1	1	2.1	1	2.3	1	1

Table LXIII. Summary of Selected Data Regarding Junior College Instructors,
(Continued) 1929-30

Data	Junior College Instructors						
	All Schools	Public Schools	Private Schools	Male		Female	
				Public Schools	Private Schools	Public Schools	Private Schools
6. Graduate Attendance							
(a) Regular Term	30%	31%	29%	30%	27	33%	32%
1. Median Years	1	1	1	1	1	1	1
(b) Summer Sessions	48%	52%	39%	49%	33%	57%	47%
1. Median Sessions	2.8	2.7	2.6	3.1	2.7	2.7	2.4
7.							
(a) Student Load	86	95.2	65.6	98.5	70.7	90	60
(b) Hour Load	18.6	18.9	18.1	19.1	17.6	18.5	18.7
8.							
(a) High School Teaching	40%	47%	40%	35%	37%	66%	45%
1. Hour Load	11.0	11.0	11.0	12.6	10.4	9.1	18.7
9. Experience							
(a) Junior College							
1. Median Years	3.9	3.7	3.5	4.4	3.7	3.7	3.1
(b) Elementary School	28.1%	29%	26.5%	24.7%	24.7%	35.0%	30.5%
1. Median Years	2.9	2.8	3.0	2.7	2.6	3.0	3.5
(c) Secondary School	53.1%	57.9%	44.0%	53.1%	36.3%	64.6%	53.7%
1. Median Years	4.8	6.5	4.0	4.7	4.2	7.2	4.0
(d) Colleges and Universities	32.1%	35.3%	25.9%	40.0%	29.9%	28.6%	21.0%
1. Median Years	2.2	2.1	2.4	1.0	2.5	2.5	2.3
10. Plans, Junior College Teaching							
(a) Definite Plans to Enter	12.4%	14.8%	7.9%	12.0%	8.3%	19.0%	7.3%
(b) Definite Plans to Remain	65.9%	65.4%	66.7%	67.8%	69.3%	61.0%	63.8%
(c) Plans of those leaving							
1. For other Schools	68.8%	75.2%	53.0%	78.2%	66.0%	69.1%	41.7%
2. For other Occupations	16.4%	18.8%	10.6%	21.8%	10.0%	12.7%	11.1%
3. Indefinite	14.8%	6.0%	36.4%	0.0%	24.0%	18.2%	47.2%
11. Publications	21.6%	22.7%	19.5%	26.9%	26.3%	16.6%	11.0%

The Typical Junior College Instructor

Social Status. The typical junior college instructor is a man thirty-five years of age, of American birth and native American stock, the son of a farmer or a professional man. The home in which he was reared was slightly superior from a cultural standpoint. He was a member of a large family; he had one or two older and two or three younger brothers and sisters. He is now married, the father of one child. Including the child, he has two or three dependents.

Economic Status. His salary is \$2294. By preference, and possibly for lack of opportunities, he devotes his entire efforts to the work of the regular school term. He has no private income and, although he has some life insurance, the system in which he is employed makes no retirement allowance of any form. He owns an automobile of a less-expensive make. He has had no occupational experience other than teaching.

Professional Status. He is the possessor of a master's degree conferred in 1926. His undergraduate work included five and his graduate work one or two professional courses. He teaches the one subject which was both his undergraduate and his graduate major. He has not attended graduate school in either regular terms or summer sessions since his first teaching appointment. He teaches 18.6 hours per week of regular junior college work, meeting 86 students. He is teaching his fourth year in a junior college; previous to this, he taught five years in a high school. He did not plan to enter the teaching field at this level but definitely plans to continue in the service. He has had no writings accepted for publication.

The Typical Instructor in the Public Junior College

Social Status. The typical instructor in the public junior college is a man thirty-five years of age, of American birth and native American stock, the son of a farmer or a professional man. The home of origin was of a slightly superior type. He had one or two older and one or two younger brothers and sisters. He is now married, the father of one child and has two or three dependents.

Economic Status. His salary is \$2528, which is not supplemented through other work, professional or otherwise. He prefers to devote his full-time to the school work of the regular term. He is without income from private sources. He carries some insurance. There is an even chance that the institution in which he is employed has some form of retirement allowance. He owns an automobile of less-expensive make. He has had no occupational experience other than teaching.

Professional Status. He holds the master's degree, conferred in 1926. His undergraduate work included five, and his graduate work included two professional courses. He teaches the one subject of major specialization as undergraduate and graduate student. He has attended two or three summer sessions as a graduate student since he started teaching. He teaches 18 hours a week. He has 95 students enrolled in his classes. He is serving his fourth year as a junior college instructor. He has had six or seven years' teaching experience in high schools. He did not plan to teach in the junior college but does plan to continue there. He has had no writings published.

The Typical Instructor in Private Junior Colleges

Social Status. The typical instructor in the private junior college is a man thirty-four years of age, American born and of native American stock, the son of a farmer or a professional man. The home of origin was of a slightly superior type. He was one of several children, and had one or two older and two younger brothers and sisters. He is married, the father of two children. He has two dependents.

Economic Status. His salary is \$1892, which is not supplemented through either professional or other work. He prefers to devote his full-time to the school work of the regular term. He is without income from private sources. He has some life insurance. The institution in which he teaches makes no retirement allowances of any sort. He gets along without the pleasures of automobile ownership. He has had no occupational experience other than teaching.

Professional Status. He has a master's degree, received in 1926. His undergraduate program included four or five professional courses and his graduate program one such course. He teaches two subjects, most likely the undergraduate and the graduate majors, with an occasional class outside undergraduate or graduate majors or minors. He has not attended a graduate school since his first teaching appointment. He has 65.6 students enrolled in his courses, which consume 18.1 hours per week. He is serving his fourth year as a junior college teacher, not having had teaching experience at any other school level. He did not plan definitely to enter service at this level but is contented and will remain. He has had no writings published.

The Typical Male Instructor in the Public Junior College

Social Status. The typical male instructor in the public college is thirty-six or thirty-seven years of age. He has two older and two younger brothers and sisters. He is now married, the father of one child. He has two or three dependents.

Economic Status. His salary is \$2720. which is not by preference supplemented by professional or other work. Although he has some life insurance, he is without income from private sources. However, the institution has some form of retirement allowance. He owns an automobile of popular price. He has had two or three years' experience in occupations other than teaching.

Professional Status. He holds the master's degree, conferred in 1925. As an undergraduate student he pursued four or five, and as a graduate student two or three professional courses. He is teaching the graduate major. He has likely attended three sessions of summer school as a graduate student since beginning teaching. The student load (98.5) and the hour load (19.1) are exceptionally heavy. He is in his fifth year of service in junior colleges and has taught four or five years in secondary schools. He came into his present position without a mature plan and now is planning definitely on remaining. He has had no writings accepted for publication.

The Typical Male Instructor in the Private Junior College

Social Status. The typical male instructor in the private junior college is thirty-six years of age. He was a member of a large family, one or two older and four or five younger brothers and sisters. He is married and the father of two children. He has three or four dependents.

Economic Status. His salary is \$2070, which is not supplemented from any source whatsoever. He prefers to devote full-time to the regular school work. He has a small amount of life insurance, but the institution has no plan for retirement. He owns an automobile of the lower-priced variety. He has had three or four years of occupational experience other than teaching.

Professional Status. He is likely to hold a master's degree conferred in 1925. As an undergraduate he had four or five professional courses and he had one in graduate school. He teaches two or three subjects, most likely the undergraduate major, possibly the graduate major, and one subject outside either undergraduate or graduate majors or minors. He has not attended graduate school since he began teaching. He has 70.7 students enrolled in his classes and teaches 17.6 hours per week. He is serving his fourth year in a junior college and has had no teaching experience at any other level. He did not plan to teach at this level but now plans to remain in the junior college. He has not had anything accepted for publication.

The Typical Female Instructor in the Private Junior College

Social Status. The typical female instructor is thirty-one to thirty-two years of age, single, and without dependents. She had one or two older and one or two younger brothers and sisters.

Economic Status. Her salary is \$1738, which is not supplemented. She prefers to devote full-time to the school work of the regular term. She has neither private income nor insurance, nor does the institution have retirement provisions. She does not have an automobile. She has had no occupational experiences, other than teaching.

Professional Status. She possesses the master's degree, received in 1927. She has pursued as an undergraduate student four or five, and as a graduate student one or two graduate courses. She teaches the one subject of undergraduate and graduate specialization. She has not attended school as a graduate since she began teaching. Her student load is extremely low (60) though the hour load is 18.7. She is serving her third year as a junior college teacher and has taught four years in a secondary school. She did not plan to teach at this level but does plan to remain here. She has not had any writings accepted for publication.

The Typical Female Instructor in the Public Junior College

Social Status. The typical female instructor in the public junior college is thirty-five or thirty-six years of age, single, and without dependents. She had two older and one or two younger brothers and sisters.

Economic Status. Her salary is \$2158, which is not supplemented by extra teaching or remunerative activities. She prefers to devote full-time to the work of the regular term. She has a private income of \$500. She has considerable life insurance for one without dependents. However, the institution makes no provisions for an allowance on retirement. She does not own an automobile, (although she could probably afford one). She has not had other occupational experiences.

Professional Status. She has the master's degree, conferred in 1926. As an undergraduate student she pursued five or six, and as a graduate student one or two professional courses. She teaches the one subject in which she specialized as an undergraduate and as a graduate student. She has attended two or three summer sessions as a graduate student since she began teaching. The student load is comparatively heavy (90) and she teaches 18.5 hours per week, 9.1 hours are being devoted to high school instruction. She has had seven or eight years teaching experience in the high school. Although she did not definitely plan to enter junior college teaching, she plans to continue. She has not had any writings accepted for publication.

CHAPTER VII

CONCLUSION

The Superiority of the Instructors in the Public Junior Colleges

The most significant conclusion drawn from this study is the marked economic and professional superiority of the instructors in the public junior colleges. There are but slight differences in the social composition and social backgrounds of the teachers in public and in private schools. They are of approximately the same age, from families nearly equal in size and cultural opportunities; and the place of birth for members of either group was most likely a farm in the Middle West. The inequalities are in terms of environmental factors incident to the disparity in the remuneration and in the amounts of formal schooling, professional training, and teaching experience.

The salary of the teachers in the public institutions is much higher (\$2528 as compared with \$1892), and the chances for additional earnings for professional services are far more favorable, and the monetary returns noticeably higher. Even in occupations other than teaching in which instructors engage in summer vocations and after-school hours, the teachers in the public schools earn more money. However, regular salaries in both institutions are such that many must of necessity engage in extra-school work or other occupations. Under such circumstances, the instructors are not free to devote their energies to the work of the school. Fortunately, instructors in the public junior colleges may have retirement allowances.

There can be no question regarding the professional superiority of the instructors in the public junior colleges. Proportionately more have graduate degrees; fewer are without degrees of some sort; more have had professional courses in both undergraduate and graduate studies; teaching assignments are more favorable as to number of subjects and lines of specialization; attendance at graduate schools, winter and summer, since beginning teaching, is more common; more have had teaching experience at elementary, secondary, and college levels; more definitely planned to become junior college teachers; and more have had material accepted for publication.

The Professional Superiority of the Female Instructor

Aside from the social and economic differences anticipated, there is a noticeable contrast in the professional data supplied by the members of the two sexes. In comparison with male teachers, the female instructors in public junior colleges have slightly more undergraduate professional courses, and better teaching assignments with respect to subjects taught and number of subjects taught. A slightly higher percentage have attended both regular and summer sessions of graduate schools since they began teaching, and a much higher percentage has had teaching experience in elementary and high schools.

The female instructors in private schools are far superior in professional preparation and experience. In comparison with male instructors, they hold higher degrees and have had more professional preparation at undergraduate and graduate levels. They have far more satisfactory teaching assignments. A much higher percentage are teaching the one subject of specialization in undergraduate and graduate studies, and fewer are teaching subjects outside

the majors and minors. A higher percentage have attended graduate schools in both regular terms and summer sessions since beginning teaching. Furthermore, a much higher percentage have had teaching experience in elementary and secondary schools.

The Insufficiency of Training of Junior College Instructors

Considered as a group, junior college instructors have had far less training than is stipulated in the standards of state and interstate accrediting agencies. Approximately one-third are without the master's degree and more than one out of twenty are without any recognized degree. The limited experience at this level is due, no doubt, to the recency of the junior college movement. Nevertheless, only half of the group have had high school teaching experience. The inadequacy of credit in the desired professional subjects, especially practice teaching, would cause some doubt in respect to efficiency of instructors as commonly stated in standards; especially is this true for those beginning the teaching career at this level.

An aspect neglected in standards, but of very serious nature, is the relation of subjects of specialization to subjects taught. Approximately one-fifth of all junior college instructors are teaching one or more subjects or devoting full-time to instruction in subjects in which they have had no special training. Such assignments are especially common in private junior colleges.

A further indication of lack of specific training is the fact that seven out of eight junior college instructors did not plan to teach at this level. The recency of the movement is no doubt in part responsible for the low figure. Nevertheless, far too many admit that the teaching position was incidental to possession of the master's degree; and many in public high schools

were assigned to the higher level without making any special preparation. Unfortunately, one-third of those now engaged plan to discontinue. Furthermore, two-thirds of those intending to discontinue teaching services at this level are planning for service in higher educational institutions.

Instructors in both public and private junior colleges are under indictment on all three counts. Nevertheless, as stated above, conditions are far less satisfactory in the private junior colleges (Table LXIV).

The Inadequacy of Methods of Regulatory Agencies

Chief reliance for the regulation of the junior college teaching personnel has been placed upon standards of state and interstate accrediting agencies. Actual conditions as revealed in both public and private institutions indicate that the standards have not been rigidly enforced. A good share of these irregularities is due, no doubt, to the youthfulness of the junior college movement. On the other hand, schools affiliated with the outstanding agency over a period of years do not adhere to the standards for faculty regulation. The obvious weakness is the inability of the agency to detect cases of non-observance except by laborious study of reports or visitations, both of which are costly and time consuming. The late discovery of violations makes for forbearance. Furthermore, infractions of rules by institutions call for probation rather than dismissal.

The standards are not inclusive enough. They reflect in spirit the college and university standards, which presume that knowledge of subject-matter is the royal path to successful teaching. But they fail to stipulate

regarding the specific preparation and subjects actually taught; they rely mainly on degrees held.

Up until the present there have been very few attempts to certificate junior college teachers as such. The notable examples are California and Arizona. Elsewhere, when reliance is placed upon certification, the certificate commonly accepted is such as that granted to the teacher in the regular high school. A recognized weakness in certification is the fact that it can apply only to teachers in public institutions. The relative higher position of the instructors in public junior colleges is no doubt due to the fact that the majority were regularly employed high school teachers duly certificated.

Specific state statutes, naming the qualifications of the junior college teachers, are difficult to change. It is also inadvisable to have laymen specifying professional requirements; at best they can touch only the public junior colleges.

Means of Improvement of the Junior College Teaching Personnel

Chief reliance must always be placed in the standards of interstate agencies as far as private junior colleges are concerned. And, until such time as the states certificate junior college teachers, standards must be relied upon for the regulation of the faculties of the public junior colleges. Accordingly, the standards should be so shaped that they insure the proficiency of the instructor in every subject taught. The standards must go beyond the master's degree or equivalent, with inferred teaching success, and specify the relation of subject-matter studied to

subject-matter taught, and should require professional courses, including practice teaching. The administrative difficulties involved in checking the individual teacher's reports may prohibit this procedure. Nevertheless, it should be attempted. Meanwhile, we might turn elsewhere to an agency which can deal directly with the individual instructor.

Certification of the instructor in the public junior college is highly desirable. The majority of the teachers have taught in public high schools and are inured to certification. Furthermore, the administrative boards or commissions are at hand in the state school office, where certification may become mere routine. This procedure also affords the only sure check on the preparation in the specific subject-matter taught and on the professional work completed. The individual teacher must plan to meet these requirements. In this manner the junior colleges is protected from becoming a dumping ground for possessors of the master's degree with no professional goal. The prospective teacher and the teacher in service deficient in certain subjects may be informed correctly regarding requirements to be met. Finally, the requirements may change with the times at the discretion of the experts constituting the board or its advisers.

In a few instances, where strong minorities sense keenly the need for expertly trained junior college teachers, statutes specifically enumerating the qualifications of the junior college teacher may be passed by the state legislature. However, the procedure is fraught with obvious dangers. Statutory revision is very difficult, and laws sponsored by minorities are not usually enforced.

Reasonable Standards for Junior College Instructors

Standards based on the practice in vogue in the junior colleges throughout the country may have temporary value for the individual school on the lower end of the scale. Once the junior college movement is realized and the institution crystallized, it may be desirable to establish standards after the manner of the teacher's colleges. At present, in the attempt to attain an ideal, practices are so much at variance and changing so rapidly that standards based on averages would fall short of the mark. For example, on the basis of the present study, we might purpose the following as a faculty standard: 30 per cent of the instructors shall have the bachelor's degree only, 60 per cent shall have the master's degree, 5 per cent the doctor's degree, and not more than 5 per cent shall be without degrees. Valuable as such a standard may be as a goal for the admittedly weak institutions, it is not true to the underlying principles of the junior college as elaborated by experts and formulated in the standards of accrediting agencies.

On the other hand, the standards of recognized state and interstate accrediting agencies are not so far reaching as could be desired. They reflect the older college standards—considering degrees, ignoring professional courses, and neglecting teaching assignment.

At the present moment it would seem the height of wisdom to retain the usual standard specifying master's degree or equivalent, and modify it in such manner as to prescribe professional courses, especially practice teaching, and to insure teaching service in only the subjects of specialization in

graduate study.

At the same time, it would be well to deal with the instructor as an individual. There is nothing contradictory in standardizing institutions and certificating teachers.

Relation to the Future of the Junior College Movement

The teaching personnel is the most important determinant of the success of the junior college movement. The calibre of the teachers, in turn, is dependent upon economic factors and the professional foresight of administrators. Hence, administrators and boards of control occupy key-positions.

Those in control of the situation should be forced to give due attention to a matter heretofore neglected because of the immediacy of administrative problems. If the junior college instructor is just "a glorified high school teacher", the institution will be seriously limited in the attempt to fulfill its obligations, which are more extensive than are those of the usual high school years.

The typical instructor depicted in the preceding chapter, is not the best guarantee that the junior college has been accepted as a stable institution. Probably improvement in teaching personnel awaits the stabilization of administrative factors. Nevertheless, the type of teachers engaged at any stage in the evolution of an institution may act as an actual barrier to progress and may establish a precedent for later stages. Inexperienced teachers without academic degrees or professional preparation are teaching far too many subjects for which they have had no special preparation. The salaries received are far below those necessary for the maintenance of a professional standard of living.

The first and most important step leaders in the movement could possibly take is to shift the emphasis from the administrative externals to the qualifications of the teachers actually engaged in shaping the institution and in determining the value and quality of its services.

The public junior college has a much brighter future. It now has a superior faculty. Furthermore, there is at hand the machinery to govern entrance into this teaching field and to obtain sufficient economic rewards for those engaged.

The private junior colleges, as a class, are far below the standards with respect to teaching personnel. Although interstate accrediting agencies are effective, membership is more or less voluntary. Unfortunately, the struggling institution is most likely to clutch at a new name in an attempt at survival.

Accrediting agencies, no doubt, could render greater service were they to focus attention on the teaching personnel of those institutions obviously in the pioneer stages. On the other hand, those with established reputations may be left free to experiment.

After all, the success of the junior college movement is dependent upon the efficiency of the individual teacher in the daily classroom routine. The teaching personnel is the primary criterion. If the goal is to be attained, those in control must shift their attention to deficiencies revealed in this study.

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APPENDIX

APPENDIX A

JUNIOR COLLEGES OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND
SECONDARY SCHOOLS REPRESENTED IN THE PRELIMINARY REPORT

1. Bay City Junior College
2. Broadview College
3. Central College
4. Central Y.M.C.A. College
5. Christian College
6. Crane Junior College
7. Elmhurst College
8. Emmanuel Missionary
9. Flat River
10. Flint Junior College
11. Frances Shimer Junior College
12. Graceland College
13. Grand Rapids
14. Hibbing Junior College
15. Highland Park
16. Joliet Junior College
17. Kansas City
18. Kemper Military School
19. Mason City Junior College
20. Monticello Seminary
21. Morton Junior College
22. Mount St. Charles
23. North Park College
24. Northeastern Oklahoma
25. Panhandle A. and M.
26. Potomac State School
27. Principia
28. Regis College
29. Rochester Junior College
30. St. Joseph, Junior College of the School District of Stephens College
31. Union College
32. Virginia Junior College
33. William Woods College

North Central Association of Colleges and Secondary Schools

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

GEORGE F. ZOOK, SECRETARY
President, University of Akron
AKRON, OHIO

GENERAL REPORT—JUNIOR COLLEGES

Please note the following carefully:

1. All reports from accredited institutions should be received by the Secretary of the Commission not later than January 1st. Failure to submit triennial or annual report will be considered sufficient grounds for dropping an institution from the accredited list.
2. Only one copy of the blank need be returned; the duplicate is for the files of the institution.
3. Applications for accrediting new institutions must be in the hands of the Secretary by January 1st to receive consideration by the Commission. However, it is requested that they be submitted earlier if possible.
4. Institutions applying for inspection or to be reinspected will please include check for fee of \$50.00; those applying for survey will please include check for fee of \$400.00. If the application is accepted, the annual dues of \$25.00 will be payable immediately after the annual meeting in March. All checks should be made payable to W. I. Early, Treasurer, North Central Association
5. In all cases of inspection or survey, a special blank is inclosed for statement of productive endowment. This blank may be made out in terms of either the college year or the calendar year. Information furnished should follow the provisions of Standard No. 8, and figures should agree with information furnished in the application blank under VIII.
6. Institutions applying for accrediting will please include with the reports a copy of the latest general catalogue and any other publications which may be of value to the Commission.
7. It will be observed that the questions on the following pages are arranged in the order of the Standards as printed on page 2 and in the June issue of the Quarterly. The information requested is intended to answer questions pertaining to those Standards.

Name of Institution

Location

Chief Administrative Officer Title.....

Chief Recording Officer Title.....

Chief Financial Officer Title.....

STANDARDS OF ACCREDITING JUNIOR COLLEGES 1927-1928

1. *Definition.* A standard junior college is an institution of higher education with a curriculum covering two years of collegiate work (at least sixty semester hours, or the equivalent in year, term, or quarter credits), which is based upon and continues or supplements the work of secondary instruction as given in any accredited four-year high school. A semester hour is defined as one period of class-room work in lecture or recitation extending through not less than fifty minutes net or their equivalent per week for a period of eighteen weeks, two periods of laboratory work being counted as the equivalent of one hour of lecture or recitation.

2. *Admission.* The junior college shall require for admission at least fifteen units of secondary work as defined by this Association, or the equivalent. These units must represent work done in a secondary school approved by a recognized accrediting agency or by the result of examinations. The major portion of the units accepted for admission must be definitely correlated with the curriculum to which the student is admitted.

3. *Organization.* The work of the junior college shall be organized on a college, as distinguished from high school, basis, so as to secure equivalency in prerequisites, scope and thoroughness to the work done in the first two years of a standard college as defined by this Association.

4. *Faculty.* The minimum scholastic requirement of all teachers of classes in the junior college shall be graduation from a college belonging to this Association, or an equivalent, and, in addition, graduate work in a university of recognized standing amounting to one year. The teaching schedule of instructors shall not exceed eighteen hours a week; fifteen hours is recommended as the maximum.

5. *Size of Classes.* Classes, exclusive of lectures, of more than thirty students shall be interpreted as endangering educational efficiency. Junior colleges having classes of larger size shall report the facts annually to the Commission.

6. *Registration.* No junior college shall be accredited unless it has at least sixty students regularly registered in accordance with these standards. Of those enrolled at least one-third should be in the second year.

7. *Libraries and Laboratories.* The junior college shall have a live, well-distributed and efficiently administered library of at least 3,000 volumes, exclusive of public documents, selected with special reference to college work and with a definite annual appropriation for the purchase of current books and periodicals. It is urged that such an appropriation be at least \$800. The junior college shall be provided with laboratories fully equipped to illustrate each course announced.

8. *Finances.* The minimum annual operation income for the educational program of the junior college should be at least \$20,000, of which not less than \$10,000 should be derived from stable sources other than students' fees, such as public support, permanent endowments, or income from permanent and officially authorized educational appropriations of churches and church boards or duly recognized corporations or associations. Such latter income shall be credited to the extent actually received, but to an amount not exceeding the average income from such appropriations for the preceding five years.

9. *Inspection.* No junior college shall be accredited until it has been inspected and reported upon by an agent or agents appointed by this Association. Such inspection will not be authorized until the second year of the junior college shall have been in full operation for at least one full year.

The following supplementary regulations or Standing Rules have been adopted by the Commission and approved by the Association during the past few years:

ATHLETICS

Any form of financial aid to athletes, or a free training table for athletes, renders an institution ineligible for accrediting. (1927.)

FINANCES

1. Individual church congregations shall be included with church boards as satisfactory sources of regular income. (1925.)

2. The following assets are not acceptable as endowment:

(a) Dormitories, and all other buildings used for college purposes. (1926.)

(b) Estate Notes. (1926.)

(c) Endowment pledge notes of all kinds. (1926.)

(d) Unsecured personal notes of all kinds. (1927.)

(e) All funds subject to annuities. (1927.)

NOTE: The accrediting of any institution not meeting fully the standards of the Association is contingent upon a complete and competent survey at the expense of the institution. The officers of the Commission are authorized to order and direct such surveys, the results of which shall be submitted to the Board of Review.

I. DEFINITION

1. Number of weeks in the present semester, term, or quarter (indicate which)
2. Actual length of the current academic year in days, including registration days but excluding summer session, Freshman Week, holidays, and half-days (e. g. Saturdays) not devoted to regular session.....
3. Net length of the recitation period in minutes
4. What are the quantitative requirements for graduation in the two-year course?
5. List any additional quantitative requirements for which no credit is given toward meeting the above requirement
6. If qualitative scholastic requirements are also enforced, explain briefly
7. May students graduate with less than the full equivalent of 60 semester hours because of high grades?
8. State the maximum number of hours which may be offered in the two-year course in special subjects: Mechanic Arts Home Economics Other special subjects (Name them)
9. List the various first degrees and diplomas now offered, or which have been conferred within the past three years
10. Number of students who graduated or received certificates in the past school year with 15 units of high school credit plus the following collegiate work, counting 30 semester hours or 45 quarter hours as the minimum per year: less than one year; one year; two years.....; three years; four years
11. Number of such students who are continuing their work during the present year in other colleges or in professional schools

II. ADMISSION

1. Number of new students admitted during the current academic year with secondary work as follows:

a. 15 or more acceptable units	e. Special or unclassified students
b. 14 acceptable units	f.
c. 13 acceptable units	Total.....
d. Less than 13 acceptable units	
 2. Number of students listed under "a" above who have 15 acceptable units but are deficient in required subjects
 3. Maximum number of such subject deficiencies allowed
 4. Within what time must such subject deficiencies be made up?
 5. Maximum number of units of condition (less than 15) allowed
 6. Within what time must conditions be made up?
 7. Maximum number of non-academic units allowed for admission (Academic subjects will be considered as English, Foreign Languages, Mathematics, Natural Science, and Social Science.)
 8. Number of students listed under No. 1 above who are not secondary school graduates
 9. Number of students listed under No. 1 above who were admitted from the secondary school conducted in connection with your institution
 10. Explain briefly the method followed in admitting students from secondary schools which are not approved by a recognized accrediting agency
-
-
-
-

III. ORGANIZATION

1. Is an academy, high school, sub-freshman class, or secondary department of any kind maintained in connection with the institution?
2. Is such secondary division administered as part of the college organization?
3. Is such secondary division accredited by this Association? By the State University? By the State Department of Education?
4. Number of classes composed entirely of junior college students admitted with at least 15 units
5. Number of students who are registered as junior college students and who carry high school subjects
6. List other classes in which high school and junior college students meet together and in which they receive high school and college credit respectively. Give the number of college and high school students respectively in each such class
7. Are courses in education being offered for training teachers in elementary schools? High Schools?
8. How many teachers are devoting their time exclusively to courses in education during the current academic year?
9. What provision is made in the college library for technical books and periodicals on education?
10. How many students are doing practice teaching this year?
11. State your requirement in practice teaching:
 - a. Hours required per week
 - b. Weeks teaching required
12. Explain arrangements for practice teaching

IV. FACULTY (See Page 9)

V. SIZE OF CLASSES

1. Number of classes (present semester or term), exclusive of lectures, which contain:

a. 1-5 students	e. 31-40 students
b. 6-10 students	f. 41-50 students
c. 11-20 students	g. 51-60 students
d. 21-30 students	h. Over 60 students
2. Please append a list of all departments or courses in which there are classes of more than 30 students, with the number of such classes in each department or course.
This statement is appended on page

VI. STUDENT ENROLLMENT

1. Divisions included in the institution, giving registration in each at the date of this report in the regular day session, and not counting divisions listed under 3, 4, and 5 below:

a. Arts and Sciences	Men.....	Women.....	Total.....
b. Teacher-Training Division	Men.....	Women.....	Total.....
c. Music (full-time students)	Men.....	Women.....	Total.....
d. Art (full-time students)	Men.....	Women.....	Total.....
e.	Men.....	Women.....	Total.....
f.	Men.....	Women.....	Total.....
Total, excluding duplicates	Men.....	Women.....	Total.....
2. Number of the above commonly described as unclassified or special students
3. Give opening and closing dates of the last summer session, and enrollment:
..... to Enrollment
4. Give present registration in:
 - a. Evening Session, including late afternoon and Saturday classes for part-time students
 - b. Extension classes (off the campus)
 - c. Correspondence courses
 - d. Other part-time students (including part-time students in Music and Art)
 Total of a, b, c, and d
5. Give present registration in:
 - a. Academy, or High School
 - b. Training School (Teachers)
 - c. Sub-freshman class
 - d. Other elementary or secondary school students
6. Grand total of all registrations reported under 1, 3, 4, and 5, excluding duplicates

7. Explain arrangements for financing the divisions listed under No. 4 and No. 5

.....

.....

.....

8. Give enrollment by classes for the current academic year and the four preceding years, including only those divisions of the institution listed under No. 1 of this section :

Year	19..... -	19..... -	19..... -	19..... -	19..... -
Freshmen	.....	.....	.....	.....	.....
Sophomores	.....	.....	.....	.....	.....
.....
Total	.....	.....	.....	.....	.....

9. Total number of new students registered for the current academic year

10. Number of new students classified as first year college students

VII. LIBRARIES AND LABORATORIES

1. Number of volumes in the library, exclusive of public documents

2. Number of current periodicals received regularly, exclusive of public documents

3. Amount appropriated for the purchase of books and magazines for the current academic (or calendar) year \$.....

4. Amount actually spent for the purchase of books and magazines for each of the two preceding years:
 Year, \$..... Year, \$.....

5. Is a separate library maintained for the secondary school students reported under VI, 5?

6. If not, approximately what proportion of the books listed under No. 1 are primarily for the use of secondary school pupils?

7. Is the library in charge of a full-time, professionally trained librarian?

8. If not, explain arrangements for library administration

.....

.....

9. What other library facilities are easily accessible?.....

.....

10. Estimated replacement value of laboratory apparatus and equipment in each science for which separate laboratories are maintained: Chemistry \$..... Physics \$..... Biology \$.....

.....

11. Are any of these laboratories used also by secondary students reported under VI, 5?

12. Total budgeted this year for equipment and supplies for laboratories listed under No. 10 \$.....

VIII. FINANCES

NOTE—A supplementary financial report in the following general form may be filed with the Secretary of the Commission at any time before March 1st if such action seems desirable. Either the academic year or the calendar year may be used for first report, depending on the practice followed at the institution.

1. This financial report is for year ending
2. Income from tuition, student fees, etc. (exclusive of revenues from dormitories and dining halls) - - - - - \$.....
3. Income from endowment - - - - - \$.....
4. Income from city, state, or United States (indicate which) - - - - - \$.....
5. Income from permanent sources listed in Standard No. 8 which may be included in stable income, for year of report and four preceding years. Indicate clearly the nature of the source of income.

.....	}	Year..... \$.....
.....	}	Year..... \$.....
.....	}	Year..... \$.....
.....	}	Year..... \$.....
.....	}	Year..... \$.....
.....	}	Total - - - - - \$.....
.....	}	Average - - - - - \$.....
6. Income from other sources (list each separately):

.....	\$.....
.....	\$.....
7. Total operating income, minus expenditures for dormitories and dining rooms, and exclusive of receipts for endowment, new buildings, and expansion of plant - - - - - \$.....
8. Total interest paid on indebtedness during year of report - - - - - \$.....
9. State the exact amount of productive endowment, after eliminating all amounts against which stand annuities, liens, or obligations of any type whatever; and also eliminating dormitories or other buildings used for college purposes, estate notes, endowment pledge notes of all kinds, and unsecured personal notes of all kinds - - - - - \$.....
10. Total indebtedness - - - - - \$.....
11. What proportion of the total operating income reported under No. 7 above is used for the educational program of the junior college (or first two years if a four-year institution)?
 For secondary or elementary divisions listed in VI, 5? For part-time work listed in VI, 4?

IV. FACULTY

Please list the members of the faculty individually as follows:

NAME	Department, or Subject Taught	Highest Degree Held (not honorary)	Institution Conferring Degree	Years of Graduate Work, and Where Taken	Years of Teaching Experience				Hours of Teaching per week, counting two hours of laboratory instruction as equivalent to one hour of lecture or recitation			Annual Salary (9 or 10 Months Basis)
					In Present Position	Other Collegiate	High School	Other	In College Classes	In High School Classes	In Mixed Classes	

SUPPLEMENTARY INFORMATION
(Additional pages may be added if desired.)

Date

.....

Signature and title of officer responsible for report.

JUNIOR COLLEGE TEACHER SURVEYBlank of Inquiry

Return to Mr. John T. Wahlquist, Acting Instructor in Education,
College of Education, University of Cincinnati.

Returns will be treated as confidential and impersonal. In published reports identification of institutions and individuals will be avoided. Publication of the nation-wide survey should work to the advantage of the profession and the individual. The study has the endorsement of officials of the American Association of Junior Colleges and the North Central Association of Colleges and Secondary Schools.

Your initials _____

I. SOCIAL STATUS:

Place check-mark on the proper line, or supply figures or words:

1. Age (nearest birthday) _____
2. Birthplace; specify state _____; Country, if foreign _____
3. Occupation of father, widowed mother, or guardian during your high school period _____; nationality of father _____; nationality of mother _____
4. Number of older brothers _____ Number now living _____
Number of younger brothers _____ Number now living _____
Number of older sisters _____ Number now living _____
Number of younger sisters _____ Number now living _____
5. Sex: Male _____ 6. Race: White _____ 7. Married: Yes _____
Female _____ Negro _____ No _____
Number of times _____
8. Total number dependents, children, and adults _____
If never married, omit #9, 10, 11, and 12
9. Divorced: Yes _____ 10. Widow: Yes _____ 12. Children: Yes _____
No _____ No _____ Number _____
Number of times _____ 11. Widower: Yes _____ No _____
No _____ Number of dependent _____

II. ECONOMIC STATUS:

Place check-marks, supply figures, words, etc.

1. Salary for school year 1929-30 (in regular term) _____
2. Additional institutional earnings:
In evening school, 1929-30 (according to present plans) _____
In extension courses, 1929-30 (according to present plans) _____
In summer school, 1929 _____
3. Outside earnings (approximate, if necessary)
Summer of 1929 _____ Nature of work _____
Month of October, 1929 _____ Nature of work _____
4. If you supplement your regular salary (2 and 3 above), do you do so from choice? _____ Or necessity? _____
5. Would you prefer to devote your efforts entirely to your school work?
Yes _____ No _____

- 6. Is your income reported (1,2, and 3), supplemented from private sources?
 Yes _____ No _____ What is the estimated income for 1929-30 from these sources? _____
- 7. Do you carry life insurance? Yes _____ No _____ What is the annual premium? _____
- 8. Does the institution (or the state) in which you are teaching make provision for retirement allowance? Yes _____ No _____ Pensions? Yes _____ No _____ Annuities? Yes _____ No _____
- 9. Do you own an automobile? Yes _____ No _____ Make of automobile _____ Date of manufacture _____
- 10. Have you spent a year or more in any occupation other than teaching?
 Yes _____ No _____
 Nature of work _____ Dates _____

III. PROFESSIONAL STATUS:

Please checkmarks, supply figures, words, etc.

- 1. Highest degree earned in regular course _____
- 2. Institution conferring bachelor's degree _____ Date _____
- 3. Institution conferring master's degree _____ Date _____
- 4. Institution conferring doctor's degree _____ Date _____
- 5. Honorary degree _____ Institution _____ Date _____
- 6. CHECK professional courses completed as UNDERGRADUATE. If exact title is not listed, check similar title. However, do not check two titles in place of any one course:

- | | |
|--------------------------------------|----------------------------------|
| Principles of Education _____ | Educational Psychology _____ |
| History of Education _____ | Educational Administration _____ |
| Teaching in High Schools, etc. _____ | High School Administration _____ |
| Educational Measurements _____ | Elementary Education _____ |
| Student or Practice Teaching _____ | Kindergarten Education _____ |
| Philosophy of Education _____ | Supervision _____ |
| Educational Sociology _____ | Special Methods: |
| | Art _____ |
| | Music _____ |
| | Elementary Subjects _____ |
| | Secondary Subjects _____ |

- 7. LIST professional courses (e.g., education, educational psychology, educational sociology, etc.) completed in GRADUATE school:

- 8. Undergraduate (major), i.e., subject of speciality _____

- Undergraduate Minor or Minors _____
- 9. Graduate major _____ Graduate Minor or Minors _____

- 10. Attendance as a graduate student or as a special student (such as Art and Music conservatories, foreign universities, etc.) since beginning teaching:

Institution _____	Regular term _____
_____	_____
_____	_____
_____	Summer term _____
_____	_____
_____	_____

11. LIST all courses you will teach during the present school year, 1929-30 and give exact (or if course is to be given second semester, the expected) enrollment:

12. How many hours do you teach a week? _____

13. How many hours a week are spent in high school teaching? _____

14. How many hours a week are spent in laboratory teaching? _____

15. How many years have you spent as a junior college teacher? _____

16. When did you plan to become a junior college teacher? _____

17. Have you had teaching, supervisory, or administrative experience in the elementary school? Yes _____ No _____

Position and dates: Teacher _____; Principal _____
Supervisor _____

In a secondary school? Yes _____ No _____;

Position and dates: Teacher _____; Principal _____

18. Have you taught in regular four-year college or university? Yes _____

No _____ Institution _____ Capacity _____

Date _____

19. Have you served as superintendent of schools? Yes _____ No _____ Date _____

20. Are you expecting to remain a junior college teacher? Yes _____ No _____

21. Are you preparing for service in some other institution? Yes _____

No _____ Some other occupation? Yes _____ No _____

22. Have you had an article or book accepted for publication? Yes _____

No _____

Article or book

Publisher and Date

Return in attached envelope to Mr. John L. Wahlquist, College of Education, University of Cincinnati.

APPENDIX D
UNIVERSITY OF CINCINNATI
COLLEGE OF EDUCATION

226

LETTER OF INTERCESSION

November 8th, 1929

To Administrative Heads of Junior Colleges:

Nearly every major aspect of the junior college has been studied on a national scope with the exception of the key to the whole situation, namely, - THE TEACHER. This letter is written to seek your cooperation in a nation-wide survey of the social, economic, professional, and legal status of the junior college teacher. The study, which is under the direction of Mr. John T. Wahlquist, Instructor in Education, College of Education, University of Cincinnati, has received the approval of several outstanding men in the field. The endorsement of the officials of two accrediting bodies follows:

"I am glad to give my approval of the study and of Mr. Wahlquist's questionnaire". - Doak S. Campbell, Secretary of the American Association of Junior Colleges.

"I am very glad to endorse the research project of Mr. John T. Wahlquist entitled 'The Junior College Teacher Survey'. In my opinion the study is timely and should be helpful to the profession". - George F. Zook, Secretary of the Commission on Institutions of Higher Education, North Central Association of Colleges and Secondary Schools, and President of the University of Akron.

To these endorsements I am glad to give my own. We have scrutinized Mr. Wahlquist's questionnaire with much care, and think it is an instrument of real merit for securing information much needed. We shall, therefore, be very appreciative if you will assist in the study. Will you kindly indicate below the number of teachers in your institution and your willingness to distribute and collect the blank or inquiry, as well as to use your influence with your teachers in securing a maximum return? We are enclosing a stamped envelope for the return of this letter.

Yours very truly,



L. A. Pochstein, Dean

S

1. Number of teachers _____
2. Will you distribute, collect, and forward blanks of inquiry? Yes No

Signed: _____

School: _____

Address: _____

APPENDIX E

CARD OF SOLICITATION FOR FULFILLMENT OF PLEDGE

12/ 12/ 29

Dear Sir:

In accordance with your answer to Dean Pechstein's letter, copies of the questionnaire have been sent-one blank for each teacher.

This questionnaire has the approval of Dr. Doak S. Campbell, Sec., American Association of Junior Colleges, and Dr. George F. Zook.

We are counting on your pledged cooperation. We did not not send the questionnaires until we received your reply. Note that there is no clerical work involved.

Very truly yours,

(Signed) J. T. Wahlquist
Acting Instructor in Education,
University of Cincinnati.

APPENDIX F

JUNIOR COLLEGES PARTICIPATING IN THE STUDY

I. Public

Location	Name	Administrative Head	Questionnaires	
			Requested	Answered
ARIZONA				
1. Phoenix	Phoenix Junior College	H. A. Cross	22	0
ARKANSAS				
1. Jonesboro	Agricultural and Mechanical College	D. C. Kays [/]	27	12
2. Little Rock	Little Rock Junior College	J. A. Larsen	18	16
3. Magnolia	Agricultural and Mechanical College	C. A. Overstreet	12	12
4. Monticello	Agricultural and Mechanical College	Frank Horsfall	15	12
5. Russellville	Arkansas Poly- technic College	J. R. Grand	15	0
CALIFORNIA				
1. Azusa	Citrus Junior College	G. H. Bell	15	7
2. Bakersfield	Kern County Union Junior College	Grace V. Bird	28	20
3. Brawley	Brawley Union Junior College	Percy E. Palmer [/]	10	1
4. Compton	Compton Union Junior College	O. S. Thompson	25	18
5. El Centro	Central Union Junior College	J. L. House	15	0
6. Glendale	Glendale Junior College	C. A. Melson [/]	30	0
7. Kentfield	Marin Junior College	A. C. Olney	18	0
8. Long Beach	Long Beach Junior College	C. H. Woodruff [/]	48	30
9. Modesto	Modesto Junior College	C. S. Morris	36	0
10. Ontario	Chaffey Junior College	M. E. Hill	30	11

I. Public (Continued)

Location	Name	Administrative Head	Questionnaires	
			Requested	Answered
CALIFORNIA (Cont.)				
11. Pasadena	Pasadena Junior College	J. W. Harbeson	150	54
12. Porterville	Porterville Junior College	B. E. Jamison [/]	23	0
13. Sacramento	Sacramento Junior College	J. B. Lillard	62	20
14. Salinas [/]	Junior College of the Salinas Union High School [/]	Henry W. Stager [/]	21	15
15. San Bernardino	San Bernardino Valley Union Junior College	G. B. Griffing [/]	24	7
16. San Luis Obispo	California Poly- technic School	Margaret H. Chase [/]	18	1
17. San Mateo	San Mateo Junior College	H. C. Steinmetz [/]	34	9
18. Santa Ana	Santa Ana Junior College	D. K. Hammond	22	16
19. Santa Maria	Santa Maria Junior College	A. A. Bowhay, Jr.	22	13
20. Santa Rosa	Santa Rosa Junior College	F. P. Bailey	17	1
21. Taft	Taft Junior College	John E. Howes [/]	15	0
22. Ventura [/]	Ventura Upper Four School [/]	Amos. E. Clark [/]	20	0
COLORADO				
1. Grand Junction	Grand Junction Junior College	O. N. Marsh [/]	7	6
FLORIDA				
1. St. Petersburg	St. Petersburg Junior College	R. B. Reed [/]	11	8
GEORGIA				
1. Augusta	Junior College of Augusta	Geo. P. Butler	6	0
IDAHO				
1. Pocatello	Southern Branch of the University of Idaho	John Dyer [/]	50	0

I. Public (Continued)

Location	Name	Administrative Head	Questionnaires	
			Requested	Answered
ILLINOIS				
1. Chicago	Crane Junior College	Geo. S. Haribags ^f	130	90
2. Cicero	Morton Junior College	Walter B. Spelman ^f	30	19
3. Harvey	Thornton Junior College ^f	Jas. L. Beck ^f	20	6
4. Joliet	Joliet Junior College	W. W. Haggard ^f	20	17
5. LaSalle	LaSalle-Peru- Oglesby Junior College	H. L. Wilmot ^f	17	8
IOWA				
1. Albia	Albia Junior College	Myrta Harlow	7	0
2. Boone	Boone Junior College	H. J. Van Ness ^f	4	0
3. Chariton	Chariton Junior College	F. A. Lunan	5	0
4. Clarinda	Clarinda Junior College	Earle C. Duncan ^f	12	0
5. Creston	Creston Junior College	George E. DeWolf ^f	12	9
6. Estherville	Estherville Junior College	W. A. Crisop ^f	8	2
7. Fort Dodge	Fort Dodge Junior College	E. W. Thornton	10	5
8. Marshalltown	Marshalltown Junior College	B. R. Miller	5	4
9. Mason City	Mason City Junior College	James Rae	7	5
10. Sheldon	Sheldon Junior College	F. H. Chandler	6	6
11. Washington	Washington Junior College	J. H. Peet ^f	4	0
12. Waukon	Waukon Junior College	B. K. Orr	8	4
13. Webster City	Webster City Junior College	Harry L. Rice ^f	6	6
KANSAS				
1. Arkansas City	Arkansas City Junior College	E. Q. Brothers	6	0

I. Public (Continued)

Location	Name	Administrative Head	Questionnaires	
			Requested	Answered
KANSAS (Cont.)				
2. Coffeyville	Coffeyville Junior College	W. W. Bass [†]	10	9
3. El Dorado	El Dorado Junior College	Earl Walker	11	9
4. Garden City	Garden City Junior College	I. O. Scott	5	3
5. Independence	Independence Junior College	E. R. Stevens	14	11
6. Kansas City	Kansas City Junior College	A. M. Swanson [†]	20	7
7. Parsons	Parsons Junior College	E. F. Farmer	15	8
LOUISIANA				
1. Hammond	Southeastern Louisiana College [†]	L. A. Sims	7	4
MICHIGAN				
1. Bay City	Bay City Junior College	G. E. Butterfield	23	14
2. Flint	Flint Junior College	N. A. Shaltuck [†]	20	15
3. Highland Park	Highland Park Junior College	G. I. Altenburg [†]	15	0
4. Muskegon	Muskegon Junior College	D. R. Henry	10	10
5. Port Huron	Port Huron Junior College	J. H. McKenzie	10	4
MINNESOTA				
1. Coleraine	Itasca Junior College	H. W. Dutter [†]	16	2
2. Eveleth	Eveleth Junior College	V. E. Boardman	15	12
3. Hibbing	Hibbing Junior College	H. A. Drescher [†]	26	18
4. Rochester	Rochester Junior College	R. W. Goddard	12	0
MISSISSIPPI				
1. Garthage	Leake County Agricultural High School and Junior College	H. A. Pollard	10	7

I. Public (Continued)

Location	Name	Administrative Head	Questionnaires	
			Requested	Answered
MISSISSIPPI (Cont.)				
2. Perkinston	Harrison-Stone- Jackson Junior College	C. J. Darby [✓]	18	0
3. Raymond	Hinds Junior College [✓]	E. L. Sutherland	12	0
4. Scooba	East Mississippi Junior College [✓]	J. D. Wallace	9	0
MISSOURI				
1. Flat River	Junior College of Flat River	H. P. Fling	8	6
2. Jefferson City	Jefferson City Junior College	G. J. Linker [✓]	6	3
3. Saint Joseph	Junior College of Saint Joseph [✓]	L. M. Haines [✓]	22	15
NEBRASKA				
1. Norfolk [✓]	Norfolk Junior College [✓]	Berret G. Greer [✓]	8	5
2. McCook	McCook Junior College	J. R. Johnson [✓]	8	6
NORTH DAKOTA				
1. Bottineau	State School of Forestry	F. E. Cobb	11	10
2. Wahpeton	State School of Science	E. F. Riley	9	7
OKLAHOMA				
1. Bartlesville	Bartlesville Junior College	Chas. O. Haskell [✓]	5	0
2. Warner	Connor State Agricultural College	H. C. King	12	9
3. Wilburton	Eastern Oklahoma College	E. E. Tourtellotte	11	0
OHIO[✓]				
1. Youngstown [✓]	Youngstown Junior College [✓]	H. L. Nearpass [✓]	6	0
PENNSYLVANIA				
1. Johnstown	Johnstown Junior College [✓]	S. C. Crawford	25	20

I. Public (Continued)

Location	Name	Administrative Head	Questionnaires	
			Requested	Answered
TENNESSEE				
1. Martin	Junior College of the University of Tennessee	C. P. Claxton	14	1
TEXAS				
1. Beaumont	South Park Junior College	C. W. Brigham	20	13
2. Clarendon	Clarendon Junior College	W. A. Clark [/]	7	2
3. Edinburg	Edinburg College	H. C. Baker [/]	25	0
4. Gainesville	Gainesville Junior College	H. O. McCain	10	0
5. Paris	Paris Junior College	J. R. McLemore [/]	11	0
6. Stephenville	John Tarleton Agricultural College	J. T. Davis	63	60
7. San Antonio	San Antonio Junior College	J. E. Nelson	15	6
8. Temple	Temple Junior College	L. C. Procter [/]	6	0
9. Texarkana	Texarkana Junior College	W. P. Akin	10	6
10. Tyler	Tyler Junior College	J. M. Hodges [/]	12	8
11. Wichita	Wichita Falls Junior College	J. W. Contwell	18	11
UTAH				
1. Cedar City	Branch Agricultural College of Utah	Henry Oberhansely [/]	20	15
WASHINGTON				
1. Centralia	Centralia Junior College	C. L. Littel	10	1
WEST VIRGINIA				
1. Keyser	Potomac State School	J. W. Staymen	17	0

[/] Indicates changes and additions to Whitney's list.

II. Private

Location	Name	Administrative Head	Questionnaires	
			Requested	Answered
ALABAMA				
1. Marion	Marion Institute	W. L. Murfee	12	0
ARIZONA				
1. Thatcher	Gila Junior College	H. L. Taylor	11	9
ARKANSAS				
1. Conway	Central College	Ruth E. Beck	14	0
2. Jonesboro	Jonesboro College	A. W. Earle	15	7
3. Siloam Springs	John Brown College	C. S. Kilby	25	0
CALIFORNIA				
1. Los Angeles	Los Angeles Private Junior College	A. A. Macurda	14	1
2. Los Angeles	Los Angeles Pacific College	Esbon R. Marsh	15	6
3. Menlo Park	Menlo Junior College	Chas. T. Vandervort	20	2
4. San Rafael	San Rafael Military Academy	A. L. Stewart	15	2
5. Upland	Beulah College	Miss Alma Carsel	8	5
COLORADO				
1. Denver	Denver Junior College	Norman A. Sandberg	16	8
2. Denver	Colorado Vocational College, Inc.	Guy H. Lorenson	4	4
CONNECTICUT				
1. Bridgeport	Junior College of Connecticut	E. E. Cortright	15	9
DISTRICT OF COLUMBIA				
1. Washington	Chevy Chase School	F. E. Tarrington	8	1
2. Washington	Gunston Hall	Mary L. Gildersleeve	4	0
FLORIDA				
1. DeFuniak	Palmer College	H. A. Love	8	0

II. Private (Continued)

Location	Name	Administrative Head	Questionnaires	
			Requested	Answered
GEORGIA				
1. Athens	Lucy Cobb Institute	Madge Leshner/	11	0
2. Cuthbert	Andrew College	S. C. Olliff/	8	0
3. Mount Berry	Berry Junior College	O. L. Green/	25	0
4. Norman Park	Norman Park Institute	R. K. Neitz	6	0
ILLINOIS				
1. Carlinville	Blackburn College	G. Donald	17	0
2. Chicago	Central Y.M.C.A.	E. W. Baldorf	30	0
3. Joliet	Assisi Junior College	Sr. M. Aliantara/	6	0
4. Lake Forest	Ferry Hall	Eloise R. Tremain	16	13
5. Mount Carroll	Frances Shimer School	W. P. McKee	15	8
6. River Forest	Concordia Teachers College	W. C. Kohn	18	10
INDIANA				
1. Vincennes	Vincennes University	W. A. Davis	10	0
IOWA				
1. Forest City	Waldorf College	C. M. Granskow/	17	2
2. Lamoni	Graceland College	G. N. Briggs	26	15
3. Waverly	Wartburg College	C. P. Lenz/	9	0
KANSAS				
1. Hesston	Hesston College	Edward Yoder/	8	0
2. Highland	Highland Junior College/	J. L. Howe	10	4
3. Leavenworth	Saint Mary College/	Sister Margaret Clare/	8	5
4. Miltonvale	Wesleyan College	W. F. McCoun	6	0
KENTUCKY				
1. Campbellsville	Campbellsville College	W. F. Jones	7	0
2. Hopkinsville	Bethel Women's College	J. W. Gains	18	0
3. Jackson	Lees Junior College	J. O. Van Meter/	8	0
4. London	Sue Bennet Memorial School	K. C. East	8	6

II. Private (Continued)

Location	Name	Administrative Head	Questionnaires	
			Requested	Answered
KENTUCKY (Cont.)				
5. Louisville	Sacred Heart Junior College	Sister M. Dolorosa	5	0
6. Millersburg	Millersburg College	R. H. Halliday	11	0
7. Nazareth	Nazareth Junior College	Sister Mary Ignatius	8	6
8. Russellville	Bethel College	O. W. Yates	8	2
9. St. Joseph	Mt. St. Joseph	Sister Eugenia	6	6
LOUISIANA				
1. Mansfield	Mansfield Female College	D. B. Raulins	14	6
2. Shreveport	Dodd College	W. G. Burgin	4	3
MAINE				
1. Houlton	Ricker Classical Institute	Roy M. Hayes	10	0
MARYLAND				
1. Forest Glen	National Park Seminary	Edna B. Smith	40	0
2. New Windsor	Blue Ridge College	E. C. Bixler	8	7
MASSACHUSETTS				
1. Auburndale	Lasell Seminary	G. M. Winslow	50	11
2. Bradford	Bradford Academy	Katharine Denworth	17	3
3. West Bridgewater	Howard Seminary	Lynn H. Harris	10	0
MICHIGAN				
1. Big Rapids	Ferris Institute	Grover C. Baker	28	1
MINNESOTA				
1. Fergus Falls	Park Region Lutheran College	E. Wulfsberg	5	0
2. Red Wing	Red Wing Seminary	Arthur Rhall	13	0
3. St. Paul	Concordia College	Martin Graebner	15	0
4. St. Paul	Saint Paul Lutheran College	W. F. Schmidt	12	9

II. Private (Continued)

Location	Name	Administrative Head	Questionnaires	
			Requested	Answered
MISSISSIPPI				
1. Brookhaven	Whitworth Junior College	Gertrude Davis	17	0
2. Holly Springs	Mississippi Synodical College	R. F. Cooper	8	6
3. Newton	Clark College	W. T. Louren	15	0
MISSOURI				
1. Bolivar	South West Baptist College	J. W. Jent	15	7
2. Boonville	Kemper Military School	Frederich Marston	8	6
3. Columbia	Christian College	E. D. Lee	25	16
4. Columbia	Stephens Junior College	J. M. Wood	56	16
5. Concordia	St. Paul's College	Ottomar Krueger	8	6
6. Fulton	William Wood's College	Ethel K. Boyce	25	0
7. Kidder	Kidder Junior College	G. W. Shaw	8	0
8. Mexico	Hardin College	L. L. St. Clair	20	13
9. Nevada	Cottey Junior College	Depha L. Briggs	13	12
NEBRASKA				
1. Hastings	Immaculate Conception Junior College and Normal	Sister M. Rose, Ph.D.	5	5
2. Omaha	College of Saint Mary of Creighton University	Sister Mary Constance	9	0
3. Seward	Concordia Teachers College	C. T. Seashon	14	0
NEW JERSEY				
1. Asbury Park	Le Master Institute	W. P. Steinhauser	7	0
NEW YORK				
1. Bronxville	Concordia Collegiate Institute	G. A. Romoser	12	6
2. Cooperstown	Knox School	Mrs. Alexander Phinney	10	9
3. Millbrook	Bennett School of Liberal and Applied Arts	C. Carroll	25	0

II. Private (Continued)

Location	Name	Administrative Head	Questionnaires	
			Requested	Answered
NEW YORK (Cont.)				
4. Tarrytown	The Mason Junior College	Miss C. E. Mason	21	0
5. Tarry-on-Hudson	Highland Manor Junior College	E. H. Lehman	4	0
NORTH CAROLINA				
1. Bricks	Brick Junior College	John C. Wright	14	8
2. Buie's Creek	Campbell College	J. A. Campbell	25	13
3. Greensboro	Bennett College for Women	F. M. Stahey	17	13
4. Louisburg	Louisburg College	C. C. Alexander	6	0
5. Mars Hill	Mars Hill College	R. L. Moore	24	16
6. Montreat	Montreat Normal School	S. L. Woodward	6	0
7. Raleigh	Saint Mary's School	Virginia H. Holt	22	6
8. Rutherford	Rutherford College	E. P. Billings	8	0
9. Statesville	Mitchell College	Mrs. W. B. Ramsay	9	0
10. Wingate	Wingate Junior College	J. B. Huff	15	0
OHIO				
1. Cleveland	Cleveland Y.M.C.A. Junior College	C. V. Thomas	20	0
2. Columbus	Columbus Y. M. C. A. Junior College	Ralph E. Orr	20	12
3. Urbana	Urbana University	F. H. Blackmer	8	6
PENNSYLVANIA				
1. Cambridge	Alliance College	Stephen P. Miziva	15	8
SOUTH DAKOTA				
1. Wessington	Wessington Springs Junior College	Z. E. Keelum	14	0
TENNESSEE				
1. Athens	Tennessee Wesleyan College	J. L. Robb	20	1
2. Cleveland	Centenary College	Flora Bryson	7	0
3. Columbia	Columbia Institute	Margaret Cruikshank	5	0

II. Private (Continued)

Location	Name	Administrative Head	Questionnaires	
			Requested	Answered
TENNESSEE (Cont.)				
4. Madison	Nashville Agricultural and Normal Institute	Blanche N. Nicola [✓]	8	0
5. Madisonville	Hiwassee College	J. M. Reedy	10	0
6. Memphis	Le Moyne Junior College	Frank Lweeney [✓]	18	1
7. Nashville	David Lipscomb College	H. L. Bales	10	0
8. Nashville	Trevecca College	R. J. Kelly [✓]	8	0
9. Nashville	Ward-Belmont Junior College	J. B. Blanton	50	0
10. Rogersville	Swift Memorial Junior College [✓]	C. E. Tucker	9	8
TEXAS				
1. Brenham [✓]	Brenham Memorial College [✓]	A. A. Guesendorf [✓]	9	0
2. Clifton	Clifton Junior College	C. Tyssen	7	4
3. Crockett	Mary Allen Seminary	M. N. Lee [✓]	9	7
4. Dallas	St. Mary's College	Jannette W. Ziegler [✓]	10	6
5. Greenville	Burleson College	John Caylor	9	0
6. Hawkins	Jarvis Christian Institute [✓]	J. N. Ervin	15	1
7. Kerrville	Schreiner Junior College	J. J. Delaney [✓]	16	0
8. Marshall	College of Marshall [✓]	J. W. Smith	12	0
9. Sherman	Kidd-Key College	F. W. Emerson [✓]	28	0
10. Terrell	Texas Military College	Frank T. Brown [✓]	10	1
11. Weatherford	Weatherford Junior College	R. G. Roger	12	0
UTAH				
1. Ephraim	Snow Junior College	M. H. Knudsen	16	15
2. Saint George	Dixie College	J. K. Nicholes	16	13
3. Salt Lake City	Westminster College	H. W. Reherd	10	7

II Private (Continued)

Location	Name	Administrative Head	Questionnaires	
			Requested	Answered
VIRGINIA				
1. Blackstone	Blackstone College for Girls	W. B. Gates	9	0
2. Bristol	Sullins College	D. L. Metts [/]	12	6
3. Bristol	Virginia Intermont College	H. G. Noffsinger	20	4
4. Danville	Averett College [/]	Mary C. Fugate [/]	17	0
5. Dayton	Shenandoah College	A. L. Maiden	9	6
6. Marion	Marion Junior College [/]	May Scherer [/]	8	0
7. Roanoke	Virginia College	Mrs. Geo. Collen [/]	20	0
WASHINGTON				
1. Parkland	Pacific Lutheran College	O. A. Tingelstade [/]	12	12
WEST VIRGINIA				
1. Bluefield [/]	Bluefield College [/]	Vernon E. Wood [/]	12	0
WISCONSIN				
1. Fond Du Lac	Grafton Hall	Grace D. Fradenburgh [/]	6	3

[/] Indicates changes and additions to Whitney's list.

