

A STUDY OF THE GAINESVILLE JUNIOR COLLEGE AS IT COMPARES
WITH THE OTHER MUNICIPAL JUNIOR COLLEGES OF TEXAS

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THESIS

**Presented to the Graduate Council of the
North Texas State College in Partial
Fulfillment of the Requirements**

For the Degree of

MASTER OF BUSINESS ADMINISTRATION

By

180060

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August, 1950

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CHAPTER I

INTRODUCTION

Statement of the Problem

The problem undertaken in this study is a comparison of the Gainesville Junior College with the other municipal junior colleges of Texas. There are many ways in which this comparison could be made, but to attack the problem from every angle would involve too many problems. Therefore, only the instructional staff, the curriculum, the plant facilities, the extra-curricular activities, and the costs to students in these junior colleges will be considered.

Purpose of the Study

The purpose of this study is to reveal pertinent information on these specific problems:

1. Instructional Staff

How does the instructional staff of the Gainesville Junior College compare with the instructional staffs of the other junior colleges?

2. Curriculum

How do the course offerings of Gainesville Junior College compare with the courses of studies offered by the other junior colleges?

3. Plant Facilities

How do the plant facilities of the Gainesville Junior College compare with the plants of the other colleges?

4. Extra-Curricular Activities

The athletic programs of the colleges, the honor societies, sororities, fraternities, and all-college activities will be compared.

5. Cost

The enrollments of the colleges, the tuition, and fees charged by the municipal junior colleges of Texas will be shown.

As this survey is only a study of the Gainesville Junior College showing how it compares with the other municipal colleges of Texas, the writer will make no recommendations.

Limitations of the Study

There are in Texas forty-nine junior colleges classified, according to the professor and consultant in junior college education of Texas, as state junior colleges, county junior colleges, municipal junior colleges, and private junior colleges. Seventeen of the forty-nine junior colleges are classified as municipal junior colleges. The writer selected for her study those colleges that are classified as municipal junior colleges because the Gainesville Junior College is in this classification. The study will, therefore, be more representative. The field is limited further by the elimination of two colleges from this group, Hardin College, of Wichita Falls, Texas, which maintains its junior college rating, and the University of Houston Junior College, Houston, Texas, because it, too, is a part of a four year college.

Table 1 shows the names and the geographical location of the municipal junior colleges of Texas used in this survey.

TABLE 1
NAMES AND LOCATIONS OF THE MUNICIPAL JUNIOR
COLLEGES OF TEXAS

Institution	Location
1. Amarillo College	Amarillo, Texas
2. Cisco Junior College	Cisco, Texas
3. Clarendon Junior College	Clarendon, Texas
4. Del Mar College	Corpus Christi, Texas
5. Edinburg Junior College	Edinburg, Texas
6. Gainesville Junior College	Gainesville, Texas
7. Hillsboro Junior College	Hillsboro, Texas
8. Laredo Junior College	Laredo, Texas
9. Lee Junior College	Baytown, Texas
10. Paris Junior College	Paris, Texas
11. Ranger Junior College	Ranger, Texas
12. Temple Junior College	Temple, Texas
13. Texas Southmost College	Brownsville, Texas
14. Texarkana College	Texarkana, Texas
15. Tyler Junior College	Tyler, Texas

As can be seen from Table 1 there are fifteen junior colleges classified as municipal junior colleges in Texas. The number of these colleges range from one to fifteen and these are the numbers that will be used to designate these colleges when they appear in the remainder of this survey.

Not only are these colleges located in different parts of the state, but the cities in which these colleges are located have a varied population. Table 2 shows the latest United States Census population report, 1940, and the estimated population reports for 1948.¹

¹Texas Almanac and State Industrial Guide, 1949-1950.

TABLE 2

POPULATION OF THE CITIES IN WHICH MUNICIPAL
JUNIOR COLLEGES ARE LOCATED

City	1940	1948
Amarillo, Texas	51,686	70,000
Baytown, Texas.	6,000	25,000
Brownsville, Texas.	22,083	33,000
Cisco, Texas.	4,868	7,500
Clarendon, Texas.	2,431	
Corpus Christi, Texas	57,301	120,000
Edinburg, Texas	8,718	13,000
Gainesville, Texas.	9,651	12,000
Hillsboro, Texas.	7,799	10,000
Laredo, Texas	39,274	47,000
Paris, Texas.	18,678	24,000
Ranger, Texas	4,553	5,500
Temple, Texas	15,344	24,000
Texarkana, Texas.	17,019	30,000
Tyler, Texas.	28,279	40,000

The population of the cities in which these colleges are located varies from a small town population to a large city population. The smallest town is 2,431 while the largest is a city of an estimated population of 120,000.

Sources of Data

The data for this study were procured from both primary and secondary sources. A questionnaire was used to procure information from the colleges (Appendix I). Catalogues of the junior colleges were studied to secure needed data. Valuable information was secured from books, theses, and other types of materials found in the libraries of the North Texas State College and the Gainesville Junior College.

Definition of Terms

For the purposes of the study a junior college is defined according to the standards recommended by the American Association of Junior Colleges:

A junior college is an institution offering two years of instruction of strictly college grade. This curriculum may include those courses usually offered in the first two years of the four-year college; in which case these courses must be identical in scope and thoroughness with the corresponding courses in the standard four-year colleges. The junior college may, and is likely to, develop a different type of curriculum suited to the larger and ever-changing civic, social, religious, and vocational needs of the entire community in which the college is located. It is understood that in this case also the work offered shall be on a level appropriate for high school graduates.²

Municipal junior colleges are those junior colleges which are local institutions, locally organized, administered, and supported as an integral part of a city school system.

In order to be a first-class junior college, a college must be accredited by the State Department of Education for Texas and the Association of Texas Colleges. The state department adopted formal standards more than twenty years ago. In accrediting it acts through a board of examiners of three members. The requirements given in this study are general requirements. The department also has a set of "special requirements" governing credit for admission and for advanced standing. The Association of Texas Colleges has a Committee on Standards and Classification, consisting of nine members some of whom

²Walter Crosby Bells, American Junior Colleges, p. 3.

represent junior colleges. The association adopted junior college standards as early as 1920. They have been modified from time to time. The present standards which are given were approved in 1939.

Standards of the State Department of Education

1. Definition. A standard junior college is an institution of higher education which offers and maintains at least 60 semester hours of work acceptable for advanced standing in the colleges of arts and sciences of standard senior colleges, including the equivalent of the required work of the first two years of said colleges of arts and sciences. A semester hour is defined as one period of classroom work in lecture or recitation extending through not less than 55 minutes net, or its equivalent, per week for a period of 18 weeks at least, two periods of laboratory work being required as the equivalent of one hour of lecture or recitation. The junior college work is based upon, and continues or supplements, the work of secondary instruction as given in any accredited four-year high school. Its classes are composed of only those students who have complied with the minimum requirements for admission. No junior college student shall receive credit for more than 16 hours in one semester, exclusive of the required practical work in physical education. The maximum credit a student can earn in a junior college is 60 semester hours.

2. Admission. The junior college shall require for admission at least 15 units, representing a four-year curriculum of secondary work as defined by the high school division of the state department of education, or the equivalent. These units must represent work done in a secondary school approved by a recognized accrediting agency, except that credit for work completed in an unaccredited secondary school may be obtained upon the basis of examination. In no case shall entrance examinations be given for more than four units for each year spent in a secondary school. These examinations for secondary school credit must be taken at the beginning of the term in which the student enters the junior college.

Students over 21 years of age, who are able to demonstrate their fitness to do college work, may be admitted to college classes as special students, but they cannot be candidates for graduation until

they have met the requirements for admission as regular students.

A student shall not be given unconditioned college credit until all entrance conditions have been fully met.

It is recommended that the major portion of the units accepted for admission 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 basis as distinguished from a 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.

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 should be graduation from a 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 department shall hold a master's degree from a standard college or have completed a year of graduate work in his teaching field. 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 18 hours a week; 15 hours is recommended as the maximum.

5. Size of Classes. Classes of more than 35 students shall be interpreted as endangering educational efficiency.

6. Registration. No junior college shall be accredited unless it has at least 60 students regularly registered in accordance with these standards. Of those enrolled, at least 20 should be in the second year. To be counted in this requirement, the student must be taking 12 hours of work per week.

7. Libraries. The junior college shall have a modern, well-distributed catalogued, and efficiently administered library of at least 2,000 volumes, exclusive of public documents, selected with special reference to the college work being offered, and with a definite annual appropriation for the purchase of current books and periodicals. It is urged that such an appropriation be at least \$500.

8. Laboratories. If courses are offered in science above the academy, it should have laboratory

equipment sufficient for all the experiments called for by such courses, sufficiency to be measured by the value of the apparatus and its relation to the science courses offered.

9. Student Load. No student should be allowed to do more than 15 hours of classroom work per week on a basis of 60 year hours for graduation; i.e., as a rule the student should be allowed only one-fourth of his degree work per year, unless a student is a conditioned freshman. A student may take, in addition to 15 hours, a given amount of music or other fine arts.

10. Inspection. No junior college shall be accredited until it has been inspected and reported upon by an examiner representing the state superintendent of public instruction. Such inspection will not be authorized until the college has filed the regular information blank furnished by the state board of examiners.

11. Affiliation. Before being classified, a junior college must have had its preparatory department accredited by the state department of education to the extent of at least four units for each year offered.³

Standards of the Association of Texas Colleges

1. Preparatory work. The preparatory work of a junior college must be affiliated by the state department of education to the extent at least four units per each year offered.

2. Admission. A junior college shall require for admission a minimum of 15 units, affiliated by the state department of education, or obtained by examination as an equivalent. No quantitative conditions may be allowed, but subject conditions are permissible provided 15 acceptable units are presented.

From a secondary school which is organized with a separate junior high school and three-year senior high school, 12 units done in the upper three years of the high school will satisfy the entrance requirement from senior high school the other three units being accepted en bloc from the junior high school work.

A student who is 21 years of age, or over, may be exempt from the above admission requirements and admitted on "individual approval," provided: (1) the admitting officer is convinced from the student's

²Ibid, pp. 111-112.

record that he is able to carry the college work assigned; (2) that for one year, at least, and until he has satisfied the full 15 entrance units, according to the regulations of the institution, he must not be classified as a "regular" student, and cannot be eligible, therefore, for intercollegiate competition of any kind.

3. Amount of work. It should offer two years of college work, the equivalent of fifteen 60-minute hours per week of recitation each year.

A maximum of 60 semester hours, or the number of hours required in the freshman and sophomore years of the curriculum to which admission is sought, may be transferred from a junior to a senior college. After a student has done some work in a senior college, the senior college may permit the student to do in a junior college an additional six semester hours of freshman or sophomore work, but otherwise the work of junior and senior rank required by the curriculum must be done in the senior college.

4. Laboratories. If courses are offered in science above the academy, it should have laboratory equipment sufficient to perform all the experiments called for by such courses sufficiently to be measured by the use-value. These facilities should be kept up by the annual appropriations in keeping with the curriculum.

5. Library. It should have a library of not fewer than 2,000 volumes bearing specifically upon the subjects taught.

6. Number of departments. It should 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 library and laboratories should not lag in constant growth.

7. Classroom hours per teacher. No teacher should be required to do more than 18 hours per week of classroom work, provided that one high school class meeting five times a week shall be equated as being the equivalent of one college class meeting three times a week.

8. Student classroom hours per week. No student should be allowed to do more than 15 hours of classroom work per week on a basis of 60 year hours for graduation; i. e., as a rule the student should be allowed only one-fourth of his degree work per year. A student may take, in addition to 15 hours, a given amount of music or other fine arts.

The normal student load for the summer session shall be six semester hours for each six-week term.

The permissive maximum for a superior student shall be eight semester hours for one term of six weeks, or 14 semester hours all told for two successive terms of six weeks each, provided that the permissive maximum for a graduating senior of proven superior ability shall be 15 semester hours all told for two successive terms of six weeks each.

9. Training of the faculty. A faculty properly qualified should consist entirely of graduates of standard colleges, and each head of a department should hold a master's degree from a standard college or have attained eminent success as a teacher.

Graduation from a standard college is the desired standard for teachers of such special subjects as music, art, expression, and physical education; this standard is emphasized but temporarily not required. Teachers of such special departments must show a record of acceptable training in schools of their own specialties, and how much academic training each has had; on the basis of these data the committee shall determine the acceptabilities in each case.

10. Preparatory and college classes. Teachers may teach both preparatory and college classes. Preparatory students may carry college classes only under the following restrictions:

a. A student who is not a graduate of an affiliated school, or who has not 15 approved units, must be classed as a preparatory student and not as a college student.

b. A student who is within two units of graduation from the preparatory department may be permitted to enroll in a college class, but it is strongly recommended that 15 accredited units be completed before the student enrolls in any college class.

c. A student must enroll for all required and elective entrance subjects necessary for his graduation from the preparatory department before enrolling for any college subject.

d. All students who complete the preparatory course must be graduated and not simply passed into college without a diploma.

e. In receiving students into the preparatory department, each subject must be checked separately either by its affiliation, or by examination, or by the completion of an advanced preparatory course in that subject. Merely spending a year, or less, in the preparatory department does not approve the units previously earned by the students.

11. Enrollment. In order to maintain the tone and spirit of a standard junior college of the first-class, a minimum enrollment of bona fide college students,

those carrying at least 12 hours of college credit work, shall be 60, of whom at least 20 shall be second-year college students.

12. General statement concerning curriculum and spirit of administration. The character of the curriculum, the efficiency of instruction, the scientific spirit, the soundness of scholarship, the standards for graduation, and the tone of the institution shall, also, be factors in determining its standing.

13. Extracurricular activities. The proper administration of athletics, student publications, student organizations, and all other extracurricular activities is one of the fundamental tests of a standard college and, therefore, should be considered in classification.

Athletics. The members of the association will be expected to maintain membership and good standing in some athletic association if they conduct intercollegiate athletics; to make regular reports on their supervision of athletics showing that the latter are on a clean and healthy basis, that they do not occupy an undue place in the life of the college, and that strict eligibility and scholarship requirements are enforced. Professionals and commercialism in athletics shall disqualify a college from membership in the approved list of the association.⁴

Related Studies

This study is practically an original study as it is a local problem. The writer has found no published material on a comparison of the Texas municipal junior colleges.

Studies treat generally the junior college movement throughout the United States and have in some instances given comparative data about the junior colleges of certain states, but the writer has found very few studies which have given very intimate data about the municipal junior colleges of Texas.

One of the first studies on the subject was made in 1929, by J. R. Reid.

⁴Ibid, pp. 112-114.

The statutes for years conferred the authority upon the Texas State Department of Education to standardize the junior colleges of Texas. This work was under the auspices of the Texas State Board of Examiners, of which Reid was chairman. As chairman of the board, Reid assembled the material for a bulletin entitled, Texas Municipal Junior Colleges. This material was published as a State Department of Education Bulletin.

The material for the bulletin was gathered throughout the school year 1928-1929 by reports from the junior colleges and data gathered by the inspector of the State Board of Examiners of the State Department of Education. The general purpose of the bulletin is to:

. . .furnish to communities and persons in Texas interested in establishing junior colleges information about the junior college laws and the standards for accrediting junior colleges, and if possible to give the authorities now controlling the established municipal junior colleges of Texas a brief summary of the experiences of these institutions in a comparative way.⁵

Reid in this study, does not draw any conclusions nor does he make any recommendations.

Another study which is related to the problem of this investigation was made in 1931, by Frederick Eby and Benjamin Floyd Pittenger, of the University of Texas. They made an extensive study of the financing of public junior colleges of

⁵ J. R. Reid, Texas Municipal Junior Colleges, p. 5.

Texas and their findings were published in a University of Texas Bulletin, A Study of the Financing of Public Junior Colleges in Texas. Three techniques were employed in this analysis: questionnaires were sent to the various publicly controlled junior colleges; visits were made to the colleges; and records at the University of Texas were studied. A number of conclusions suggested themselves during the survey. These conclusions were offered for consideration to the state school authorities, junior college executives, and students interested in public education in Texas and in other states.

Eby and Pittenger give these general suggestions in the form of criteria for the guidance of the executives:

1. Annual financial records desirable. Eby and Pittenger found no form or blank which could be used for collecting the financial data requisite in cost accounting. Such a blank was the first need. Their recommendation is that the junior colleges work out a series of accounting forms for keeping accurate records of their expenditures. These records could be used for making the reports to the various agencies which supervise the institution.

2. Uniform accounting systems needed. This system should be formulated by the college executives and approved by the State Board of Education.

3. Initial years may be unduly costly. The first year or two of the institution will be costly, and expert advice should be sought as to the wisest methods of avoiding this.

4. Capital costs should be studied. The capital outlay for buildings, etc., should be carefully studied, especially in places where the college will be severed from the high school.

5. Combination with senior high school. Junior colleges organized in close connection with the two upper years of the high school are most likely to produce a normal cost with high efficiency.

6. A free school. The public junior college should be as free to American youth as the high school. In the ideal arrangement it should be fully maintained by local and state funds.⁶

Method of Procedure

This study is based primarily upon information about the municipal junior colleges from a detailed four page questionnaire. From these questionnaires there were returns from all but one of the colleges listed in Table 1.

The limitations of the questionnaire as a method of securing information are well known. It is subject to inaccuracies in sampling, to misinterpretations of questions, to carelessness, and to bias introduced in wording of the questions. Some of these objections were partly overcome in this study. First, all but one of the questionnaires were returned; this eliminated sampling errors. Second, the

⁶ Frederick Eby and Benjamin Floyd Pittenger, A Study of the Financing of Public Junior Colleges in Texas, p. 20.

questionnaires were examined carefully and each question criticized before being presented to the colleges. Third, realizing that the best method of securing information is by the personal interview, the writer visited twelve of the fourteen schools used in this survey. Therefore, only two of the questionnaires were mailed to the colleges. By the personal interview all questions not understood were explained and the writer was able to secure complete and correct answers. The writer also secured much data that could not have been obtained through the less personal procedure.

With such personal cooperation, the investigator has every reason to expect a high degree of accuracy in answers to all questions. The results of the survey are tabulated in Chapters II, III, IV, V, and VI. Chapter VII is a summary of the comparisons found in this study of the Gainesville Junior College and the other municipal junior colleges of Texas.

Chapter II is devoted to a discussion of the instructional staffs as to personnel data, educational qualifications, personal data, teaching load, salaries, advisory duties, and other duties performed by the instructors in the municipal junior colleges of Texas.

Chapter III discusses the curriculums of the colleges as to the kinds of curriculums, the courses taught, and the accreditation of the junior colleges classified as municipal colleges.

Chapter IV is taken up with a discussion of student activities in the various colleges. Sororities, fraternities, clubs, national honor societies, and all-college activities are discussed.

Chapter V is a discussion of the plant facilities of the municipal junior colleges of Texas. The number of plants shared with the high schools, the libraries, buildings used for instructional purposes, new buildings, student union buildings, dormitories, and the valuation placed on the plants are all discussed in this chapter.

Chapter VI considers the cost of attending these colleges. The enrollments of the various colleges are shown, and the tuition fees are compared.

Chapter VII contains a restatement of the problem and a summarization of the findings of this survey. This chapter contains conclusions about the future of the junior colleges in Texas. The writer makes no recommendations because this study is only an analytical comparison of the Gainesville Junior College with the other municipal junior colleges of Texas.

CHAPTER II
THE INSTRUCTIONAL STAFF

If it is true that the teacher is the most important element, the "heart and core", in any school, then a faculty should be selected with care.

While it is true that the strongest single factor in any educational institution should be its faculty, this is peculiarly and unquestionably so in the case of the junior college.

. . . Smaller classes, closer personal contacts and individual instructions are, however, of little value unless the junior college instructor himself is superior in character and quality--unless he is a true teacher in the best sense of the word.¹

Colvert in discussing the junior college instructor says:

There are three criteria which every administration should use in the selection of the instructors whom he recommends to his board of controls for appointment to teach junior college youth. These are: (1) personal qualities; (2) academic training; and (3) professional qualifications and training.²

Personnel Data

Number of instructors.--Section II (Appendix I) is devoted to the instructional staffs of the municipal junior

¹ Walter Crosby Eells, The Junior College, p. 338.

² C. C. Colvert, "The Junior College Administrator and the Junior College Instructor," The Texas Junior College Association, Bulletin, March, 1938, p. 10.

colleges of Texas. A study of Table 3 shows the number of instructors in the municipal junior colleges of Texas. The total number of instructors range from forty-one in the largest of the colleges to nine in one of the smallest colleges.

TABLE 3
NUMBER OF INSTRUCTORS IN THE
MUNICIPAL JUNIOR COLLEGES
IN TEXAS

College	Number Full-time Instructor	Administrater	High School	Others	Total Number
1	34	4	0	0	38
2	10	3	1	0	15
3	1	1	7	0	9
4	41	0	0	0	41
5	31	0	4	0	35
GJC*	2	1	11	0	14
7	11	1	6	0	18
8	18	1	0	0	19
9	18	0	0	0	18
10	23	3	0	2	28
11	10	4	0	0	14
12	21	0	0	0	21
13	10	1	9	0	20
14	11	1	6	4	22

*Gainesville Junior College

Gainesville Junior College is not one of the largest nor is it the smallest. There are fourteen instructors in this institution.

The number of full-time instructors is based on whether the junior college is separate from the high school or whether it is operated in close connection with the high school. The number of full-time instructors in these colleges, shown in Table 3, ranges from forty-one, a college separate from high school, to one, a college in connection with the high school. Gainesville Junior College has two full-time instructors.

The number of part-time instructors as shown in Table 3 varies with the size, enrollment, and its separation from or connection with the high school. There are seven of the fourteen colleges administered in close connection with the high schools; therefore there are seven colleges whose teachers are part-time college teachers and part-time high school teachers. The number of these teachers ranges from twelve to one. Gainesville Junior College is in connection with the high school, so eleven of its teachers are on a part-time basis.

A study of Table 3 further shows that in ten of the colleges administrators make up a part of the total number of the teaching staff. The number of administrators teaching in the colleges ranges from four to one. Gainesville Junior College has only one administrator teaching. The number of

administrators teaching in the various colleges was based on the number of persons classified as administrators. The larger colleges have a larger administrative staff than do the smaller colleges. Therefore, the number of administrators teaching would be greater.

Educational Qualifications

Degrees Held by Instructors.--The State Department of Education in Texas has set up the following accreditation standards for instructors in the junior colleges of Texas:

The minimum requirement of all teachers of classes in the junior college should be graduation from a standard college, and in addition, graduate work amounting to one year in a university of recognized standing. The head of each department shall hold a Master's degree from a standard college or have completed a year of graduate work in his teaching field.³

Often instructors must handle work in two departments, especially in the smaller colleges. Successful teaching of this kind demands an instructor to be versatile as well as thoroughly prepared.

While the possession of the Master's degree is no criterion of teaching ability, or success, it does assure a certain maturity in addition to specialized knowledge of a particular field.⁴

Table 4 summarizes the degrees held by the instructors in the municipal junior colleges of Texas. Table 4 is broken down to show the number holding Doctor's, Master's, Bachelor's

³Jesse P. Bogue, The American Junior Colleges, p. 92.

⁴Eells, op. cit., p. 401.

and no degrees by the instructional staffs of the municipal junior colleges of Texas.

Table 4

DEGREES HELD BY THE INSTRUCTIONAL STAFFS OF
THE MUNICIPAL JUNIOR COLLEGES OF TEXAS

College	Doctors	Masters	Bachelors	None	Total
1	3	28	6	1	38
2	0	10	5	0	15
3	0	7	2	0	9
4	3	31	7	0	41
5	4	19	12	0	35
GJC	0	8	6	0	14
7	0	10	8	0	18
8	0	15	4	0	19
9	0	16	4	0	20
10	0	21	6	1	28
11	1	10	3	0	14
12	2	11	8	0	21
13	0	16	4	0	20
14	0	13	9	0	22

The number of instructors holding a Doctor's degree in the municipal junior colleges was higher than most persons would anticipate. In one college there were four persons

holding the Doctor's degree. A study of Table 4 shows that the number ranges from four to one. The instructors holding Doctor's degrees come from the larger colleges. Gainesville Junior College does not have an instructor with the Doctor's degree.

The number of instructors holding a Master's degree ranges from thirty-one in the largest college to seven in one of the smallest colleges. There are eight instructors in the Gainesville Junior College holding Master's degree.

The importance of a more specialized educational background as set up by the State Department of Education of Texas is further emphasized by the administrators' answers to question fourteen, Appendix I: "Do you plan in the future to require a Master's degree or its equivalent of all new instructors?" All the college administrators in this study answered "yes" to the foregoing question.

Personal Data

Personal information on the instructional staff of the municipal junior colleges in this study was limited to three general questions. Table 5 shows that there is uniformity in the policies of the colleges included in the study concerning age limit, previous experience, and professional ranks of instructors.

Age Limit.--Question one of Table 5 shows that the administrators of the municipal colleges agree that age is not

TABLE 5

PERSONAL INFORMATION FOR INSTRUCTIONAL STAFFS
OF MUNICIPAL JUNIOR COLLEGES OF TEXAS

Personal Information	Number Reporting	
	Yes	No
Minimum age limit of new instructors	0	14
Maximum age limit of new instructors	0	14
Previous experience required for new instructors	1	13
Professional rank given all instructors	1	13

an essential criterion to be used in employing an individual. To the question all fourteen answered "no". One college, however, indicated that it prefers its beginning teachers to be thirty years of age, but does not specifically require it. One college prefers instructors under thirty-five, and another one prefers beginning instructors in its college to be between twenty-five and thirty-eight years of age. But from the personal interviews granted, the writer found that most administrators prefer to judge their instructors on the basis of ability rather than age. The instructors in the Gainesville Junior College have been employed on the basis of the personal interview.

Previous Experience.---Question three, "Do you require beginning instructors to have a certain number of years'

experience in teaching," shows only one of the fourteen colleges answering "yes". The administrators interviewed explained to the writer some of the policies they tried to follow. One of the persons answered, "Not necessarily, but we like for the instructor to have at least four years experience." Another one said, "No, the person's ability is a basis for selection". The one college where experience is required as shown on Table 5 has a minimum requirement of two years. The Gainesville Junior College has no teaching requirements for its beginning instructors.

Professional Rank.---Question four of Table 5 shows that the majority of the municipal junior colleges of Texas do not follow the example of the larger colleges and universities in giving instructional ranks to their faculties. The size of the faculties is the determining factor in this policy. The one college which ranks its instructional staff has five persons who carry the title of professors and nine persons who carry the title of associate professors. The instructional staff of the Gainesville Junior College is not professionally ranked.

Teaching Load

The State Department of Education for Texas has for its standards as to teaching load the following schedule:

The teaching schedule of instructors shall not exceed 18 hours a week; 15 hours is recommended as the maximum.⁵

⁵Bogue, op. cit., p. 92.

The schedule of the Southern Association of Colleges is limited to fifteen hours per week. While this is only one element of the teaching load, it is the single unit employed by all accrediting agencies.

Number of hours per week is not an accurate measure of the teaching load because it does not take into consideration such elements as class size, variations in subject matter, laboratory supervision, paper reading, and committee work. The question of teaching load is further complicated when teachers are giving part-time instruction in both high school and junior college.

Teaching Hours.--To secure information pertaining to the teaching hours of the instructor in the municipal junior colleges of Texas that were used in this survey, six general questions were asked. Answers to these questions were received through "yes" and "no" answers and the listing of the actual number of clock hours per week for the instructors.

Table 6 summarizes three of these questions. Thirteen of the colleges reporting have schedules for limiting the number of clock hours per week of its instructors, one college reporting "no" to the question of maximum clock hours is one of the smaller colleges, and a majority of its instructors teach in the college and high school. Gainesville Junior College has a maximum clock hour schedule, and the administrators try to carry out this schedule. Since part of the instructors serve both high school and college, some of them

TABLE 6

TEACHING HOURS OF THE INSTRUCTORS IN THE
MUNICIPAL JUNIOR COLLEGES OF TEXAS

Schedule	Number Reporting	
	Yes	No
Schedule limiting teaching hours	13	1
Do laboratory teachers have lighter pupil load due to large number of clock hours?	8	6
Do lecture teachers have lighter pupil load due to large amount of grading?	6	8

will exceed the maximum hours set up in the teaching schedule of the State Department.

Eight of the colleges answered "yes" to question two of Table 6, "Do laboratory teachers have a lighter pupil load because of the large number of clock hours?" while six colleges answered "no". Gainesville Junior College is one of the eight answering "yes" to this question.

Section three of Table 6 is devoted to the clock hours of lecture teachers which requires a variation of the maximum schedule because of the large amount of grading necessary to teach these courses. Six colleges answered "yes" that the pupil load was lighter and eight answered "no." Three of the colleges answering "no" indicated that they provided student assistants for these instructors. Two colleges do not lessen the student load, but do limit the number of clock hours of these instructors to twelve hours a week. Gainesville Junior

College does not give lighter pupil load, but it does provide student assistants for these instructors.

Table 7 shows the maximum clock hours for instructors. These hours are broken down into the maximum clock hours for teachers of lecture courses and for laboratory instructors.

TABLE 7
MAXIMUM CLOCK HOURS OF INSTRUCTORS IN THE
MUNICIPAL JUNIOR COLLEGES OF TEXAS

Maximum Clock Hours of Instructors		Number Reporting
Lecture	Laboratory	
41*		1
18	18	4
18	17	1
18	15	1
18	12	1
15	24	2
15	20	1
15	18	2
15	12	1

* No information given concerning laboratory classes

As seen from Table 7, one college reported its maximum clock hours for instructors as forty-one hours. This college did not indicate whether this was for part-time teachers of college and high school, nor did it indicate any schedule for

laboratory teachers. Four of the colleges reported eighteen clock hours per week for both science and lecture classes. Three of the colleges indicated as their maximum clock hours for lecture courses eighteen, but for science instructors the number of hours seventeen, fifteen, and twelve.

Two of the schools limit the teaching hours of its lecture courses to fifteen but do not limit science instructors. These colleges report that their science instructors may have as many as twenty-four hours a week. One of the colleges in this group, however, gives the instructors carrying heavy clock hours extra compensation. One college limits the lecture hours per week to fifteen, but science instructors may have twenty clock hours per week. Two colleges have fifteen hour maximum for lecture and eighteen hours a week for science instructors. One college limits its science instructors to twelve hours a week and lecture courses to fifteen hours a week. Gainesville Junior College is one of the colleges with the ratio eighteen-eighteen for lecture and laboratory instructors.

Size of Classes.--The State Department of Education for Texas outlines the size of classes as follows:

Classes of more than 35 students shall be interpreted as endangering educational efficiency.⁶

Nine of the colleges used in this survey reported in answering the question, "Do you have a maximum number of

⁶Ibid, p. 92.

students per class?" as having a maximum number. Five of the colleges said that they had no maximum number of students per class. One college answering "no" to this question said that normally the classes averaged thirty to thirty-five students per class. One college saying "yes" to the question answered that the number per class varied by departments. One administrator indicated that the English classes were limited to twenty-four students. Three of the colleges limit English classes to twenty-five students. One college limits English classes to thirty while another reporting on the number of students per class reports that it can not enforce the number rigidly. Some of the colleges feel that social science classes can be larger than English and mathematics classes. Five colleges feel that forty to forty-five students can easily be handled in a social science class.

From a study of Tables 6 and 7 and the discussion of teaching load, it can be seen that the majority of the colleges conform to the standards set up by the State Department of Education for Texas as to teaching hours per week for the instructor and the number of students per class. The Gainesville Junior College, being one of the smaller colleges, does have a maximum limit on the number of students per class. It conforms to thirty or less in English classes; however in some of the social science classes the sections may be larger because of the limited number of instructors in this field.

Salaries

If superior instructors are to be secured for the junior colleges, they must be paid for. The laborer should be worthy of his hire. Junior college salaries tend to be higher than high school salaries in the same localities. The majority of the municipal junior colleges of Texas recognize the need for paying higher salaries to secure superior instructors for their colleges; thus they are following the national trend in salaries.

This survey reveals that all fourteen of the municipal junior colleges have a salary schedule and that all new instructors are employed in accordance with this schedule. The survey also reveals that one of the colleges saw the need for certain adjustments in its salary schedule because of high-cost of living and made the necessary adjustment to all persons on its faculty who were heads of families regardless of sex.

The salary schedules used in Table 8 range from a bachelor's degree with no experience to the maximum salary that can be reached in each college. Three colleges base their salary schedule on the Gilmer-Aiken⁷ schedule, making no difference between junior college and secondary teachers' salaries. Three colleges use the Gilmer-Aiken schedule as a base but make an adjustment so that their college instructors'

⁷ Gilmer-Aiken schedule is a salary schedule which became a law in Texas in 1949 providing a minimum and maximum salary.

TABLE 8

**SALARY SCHEDULES FOR INSTRUCTORS OF THE
MUNICIPAL JUNIOR COLLEGES OF TEXAS**

College	Minimum	Maximum
1	\$2600	\$4500
2	2403	4032
3	3000	4152
4	2940	4860
5	2880	4380
GJC	2403	4032
7	2500	3456
8	2503	4132
9	3006	5112
10	2421	4410
11	3600	5200
12	2503	4132
13	2406	4032
14	2667	4296

salaries will be more than the secondary teachers' salaries. Two of the colleges use the Gilmer-Aiken schedule as their base plus an additional amount for all college instructors and an added amount for all heads of departments. Eight of the colleges have a salary schedule above the Gilmer-Aiken

schedule. The Gainesville Junior College schedule is based on the Gilmer-Aiken schedule without any adjustments.

Advisory Duties of the Instructional Staff

A junior college has an unique opportunity to help the student to discover his talents, problems, and interests, and to direct him in ways that will help him to meet the problems of life. The junior college administrator realizes the value of his opportunity, and a majority of administrators in planning their instructors' work have made provisions for the instructor to have an opportunity to assist the student.

For this study information on conference duties and other advisory capacities was obtained from four questions. The administrators were specific in their answers. Table 9

TABLE 9

ADVISORY DUTIES OF THE INSTRUCTIONAL STAFFS IN THE MUNICIPAL JUNIOR COLLEGES OF TEXAS

Advisory Duties	Number Reporting	
	Yes	No
Are instructors required to act as advisers to students?	11	3
Are members of the teaching staff expected to hold conference with students?	14	0
Is there time allowed for these conferences on the daily schedule ?	12	2
Are instructors expected to work with students on extracurricular activities?	13	1

shows the findings on these questions which were answered with "yes" and "no" answers, and by the comments from some of the administrators.

Advisers.--From Table 9 it is seen that eleven colleges answered "yes" to the question, "Are instructors required to act as advisers to students"; three answered "no". One of the three answering "no" stated that it is voluntary on the part of the instructor. Another reported that its faculty is not formally assigned to act as advisers, but they are encouraged to do so. One college recognizes the value of faculty advisers for the students and assigns each student a faculty adviser. Another college assigns students to a faculty adviser in the department of the student's major field of study. The Gainesville Junior College does not have a guidance program which requires instructors to act in an advisory capacity to an assigned group of students.

Conferences.--Although all fourteen colleges do not require their faculty to act as advisers, they all indicate that they expect their instructors to hold conferences with any student needing help or advice. Only two of the fourteen colleges do not schedule conference periods on each teacher's daily schedule. One college requires that each instructor post a minimum of five college office hours per week for conferences. Gainesville Junior College requires its instructors to hold conferences with students whenever there is a need for one whether the problem involves class work or personal matters.

Sponsorship.--Faculty members can do much advisory work informally in helping students form their ideals, finding their hidden talents or developing their talents, and in keeping an interest in their college work through sponsorship in extracurricular activities. Thirteen of the fourteen college administrators indicate that they ask their instructors to work with students in these extra-phases of college life. The college instructors in this survey are asked to sponsor organizations, college yearbooks, college newspapers, student councils, college plays, recreational rooms, and all-college activities such as dances, parties, picnics, and social functions. The Gainesville Junior College faculty is asked to act as sponsors in various organizations and other extracurricular activities.

Summary

From the analysis of instructional staffs, this study shows that there is uniformity in the instructional standards of the municipal junior colleges of Texas. The majority of the colleges have reached or are striving to reach the standards as set-up by the State Department of Education for Texas.

Six phases of the instructional staffs were used as a basis for this chapter. The data were obtained from a questionnaire and from the catalogues of the municipal junior colleges of Texas. Information contained on the questionnaires

was obtained from twelve of the colleges by personal interviews and from two of the colleges by questionnaires returned to the writer by mail.

The types of degrees and numbers of persons holding these degrees in each of the junior colleges vary with the number of instructors employed. The number of full time and part time instructors in each college depends upon the individual college, and each administrator has employed the necessary personnel to meet the needs of his college.

From the data obtained age, teaching experience, and degrees held are not criteria to be used in judging a person's ability to teach in a junior college. Each administrator prefers to use his own judgment in employing the instructors for his institution. A majority did indicate that they prefer to employ persons with a master's degree. Administrators do feel that a salary schedule can and should be used in employing the instructors. The salary schedules in the municipal junior colleges vary with the size of the city in which the colleges are located.

Class loads and clock hours are personnel problems that must be worked out to meet the needs of each junior college. There was no uniformity among the administrators in solving this problem.

A definite uniformity was found among all fourteen college administrators in asking and expecting their faculty

members to act in the capacity of advisers and to sponsor extracurricular activities. The method of obtaining their desired results varied in each college.

From the data obtained in this chapter it was found that the Gainesville Junior College is not the largest nor the smallest of the municipal junior colleges of Texas. It is one of the seven municipal colleges operated in connection with the local high school; therefore a majority of the instructors are only part-time college teachers. This is the same practice followed in the other six colleges.

The Gainesville Junior College is one of three colleges that uses the Gilmer-Aiken schedule. The scheduling of instructors' class loads and clock hours in the Gainesville college is similar to the other thirteen colleges.

Instructors in the Gainesville Junior College are not definitely assigned students to act as their faculty advisers, but they are requested to advise with students, hold conferences during their free periods, and to sponsor extracurricular activities.

CHAPTER III

THE CURRICULUM

In a student's transition from adolescence to young manhood or womanhood, the junior college has an unusual opportunity to help him meet the complex social, educational, and vocational adjustments in a changing world.

The ambition and definite objective of every junior college should be to give two years of work locally, equivalent to that given in the freshman and sophomore years of standard universities, which will adequately prepare students for upper division specialization in a college or university. The local junior college also should give specific preparation by vocational courses for occupations on semi-professional level, qualifying students who finish them for immediate employment in specific occupations. Junior colleges should be prepared to offer terminal and university parallel courses in their curriculums.

Kinds of Curriculums

When the aims and objectives of the junior colleges are clearly defined, the administrators can start to build a curriculum. The curriculum of any college will be one of the determining factors in the success or failure of any municipal junior college. The curriculum of any college must be built

around the needs of the community in which the college is located. Curriculums are divided into three divisions: (1) college preparatory; (2) pre-professional; (3) terminal. Table 10 shows how the curriculums of the municipal junior colleges are summarized.

TABLE 10
CURRICULUMS OFFERED IN THE MUNICIPAL
JUNIOR COLLEGES OF TEXAS

Curriculum	Number Reporting
College preparatory	14
Pre-professional.	14
Terminal.	14

Each college has built its curriculums on all three divisions that will prepare a student for more specialized training either in the professional fields or in the general educational fields, as well as, in the vocational fields through their terminal courses. The Gainesville Junior College offers to its students the opportunity of working in any one of the three divisions of study.

Courses Taught

The data in this section is based on the courses taught in the municipal junior colleges which can be transferred to a senior college or university. While some of the colleges were originally established primarily to give the first two years of preparatory work to those student who planned to

secure an academic or professional degree, the writer found, from catalogues studied, a number of courses that were not acceptable in an institution of higher learning because of their terminal or vocational nature. These non-transferable courses are designed and placed in a college curriculum to meet the needs of students who cannot continue their education beyond one or two years of work, and also to meet the needs of the community in which these colleges are located. As the primary purpose of the Gainesville Junior College is to give to students, at a nominal cost, the first two years of a college education which leads toward a degree, it does not offer any courses which are non-transferable. For this reason it was necessary to omit these non-transferable courses of the other colleges in this chapter on courses taught in order to make a comparison of the Gainesville Junior College courses with the other colleges' courses.

Table 11 shows the courses offered and the semester hour credits in the subjects offered in the municipal junior colleges of Texas. As can be seen by this table, there is a definite uniformity among the colleges in the courses offered but not in the total number of hours offered in the courses. The total semester hours offered by the various colleges are dependent on the number of courses taught in a field. Colleges with larger enrollment tend to offer more of a variety of courses in the various subjects as is indicated by

TABLE 11--Continued

Fields of Study	Colleges													
	1	2	3	4	5	GJC	7	8	9	10	11	12	13	14
Science														
1	71	12	12	57	27	18	10	22	32	39	30	34	47	44
2	40	8	--	33	18	6	6	12	32	18	12	16	--	8
Engr														
1	15	--	--	12	9	--	5	--	--	18	--	--	--	6
2	--	--	--	--	--	--	--	--	--	9	--	--	--	--
Speech														
1	6	6	6	15	15	6	6	9	12	6	--	9	6	6
2	3	--	--	12	6	6	6	6	--	6	--	3	--	--
Ph.Ed.														
1	4	6	--	3	6	6	6	3	--	6	6	18	6	--
2	3	6	--	--	6	--	6	--	--	--	12	--	--	--
Educa.														
1	6	6	6	15	6	9	6	6	6	12	6	9	9	27
2	9	6	6	12	9	6	9	9	6	12	21	9	24	6
F.Lang.														
1	33	12	--	12	24	6	6	15	30	18	12	18	24	14
2	30	6	--	24	6	6	6	6	--	6	6	12	6	12
Art														
1	6	--	6	36	12	--	--	--	21	21	6	--	--	--
2	--	--	--	12	--	--	--	--	69	6	9	--	--	--
Eco														
1	--	--	--	--	--	--	--	--	--	--	--	--	--	--
2	--	6	--	12	6	6	6	6	6	--	12	6	6	--
Sociol														
1	--	--	--	--	--	--	--	--	--	--	--	--	--	6
2	--	6	--	--	6	--	--	--	6	6	6	--	--	9
Jour.														
1	--	3	--	3	--	--	--	6	6	--	--	6	3	--
2	6	--	--	6	--	--	--	--	--	6	--	--	--	--
Bible														
1	--	--	--	6	3	--	--	--	--	6	--	--	--	--
2	--	--	--	6	--	--	--	--	--	--	--	--	--	--
TOTAL HOURS	458	175	114	799	306	181	156	212	363	413	162	287	223	258

the greater number of semester hours. Except in the natural sciences and accounting, where most of the courses carry four semester hours' credit, the majority of the courses are three hour courses and are counted and tabulated on this basis. The total number of hours taught by each college in all courses is given as the last item in Table 11.

As shown in Table 11, only three of the colleges offer more than the required six hours of English work for first year students. Second year students can select their English courses from six courses in two colleges, five courses in three colleges, four courses in two colleges, and two courses in the other seven colleges.

The courses offered in first year history vary with the colleges. Two colleges do not offer any work in second year history. The other twelve colleges offer six hours work.

The social sciences--government, economics, and sociology--are not stressed in the junior college curriculum. Economics and government are not offered by any of the fourteen municipal junior colleges in the freshman year, and only one college offers any sociology. There are only four junior colleges which offer more than the required six hours of government on the second year level, but all fourteen do offer the minimum six hours. Four of the colleges do not teach any economics, but twelve hours are offered by two of the colleges, and the remaining eight teach the minimum six hours. Sociology,

which has six hours offered by one of the junior colleges in the freshman year, is generally considered a second year subject. Five of the colleges offer six hours, one college offers nine hours, and the remaining eight colleges do not offer any courses in sociology.

Mathematics courses offered in the first year of work in the junior colleges are quite varied, ranging from twenty-six hours in one college to six in three other colleges. The second year mathematics ranges from twelve hours in four of the colleges to six hours in six of the colleges. Each of the fourteen junior colleges indicate that courses are taught in mathematics both years.

The necessary equipment for the teaching of home economics is expensive and requires special laboratory rooms; therefore the data secured in this study indicate that five of the junior colleges do not offer any home economics. It was further observed that four of the five colleges not offering home economics are colleges which are operated separately from the high school. The majority of the colleges which are teaching home economics have a limited selection of courses. Five colleges offer only six hours, three offer twelve hours, and one offers twenty-one hours in the freshman year. For sophomore girls the selection is even more limited because four of the colleges which offer first year courses do not offer any in the second year. One college increases the

number of hours from six to twenty-four for its sophomore students. Two colleges teach the same number of hours on the freshman and sophomore levels while the remaining two colleges decrease their number of hours.

The importance placed on music in the junior college curriculum shows a definite difference of opinion. Three of the fourteen colleges do not offer any music, and seven do not offer any second year courses. This difference of opinion is further emphasized in Table 11 by the fact that one college offers one hundred ninety-four hours the first year and one hundred and eighty-four hours the second year. Of the colleges offering music, five hours in the freshman year is the least number of hours offered.

Only two of the fourteen colleges offer any agriculture courses to preparatory students. Six hours for freshmen boys and three hours for sophomores are offered by one of the two colleges, while the second college offers nine hours for freshmen and eighteen hours for sophomores. The lack of land for laboratory work accounts for the majority of the junior colleges' not offering this type of educational opportunities to its students.

The greatest variety in the number of hours offered is in the field of sciences--chemistry, biology, and physics. The greatest number of hours offered in first year science is seventy-one in one school, and the lowest is ten hours in another college. All fourteen colleges do offer science

courses the first year, but only twelve offer courses the second year. All of the colleges indicate that the number of hours offered the second year is smaller than the number offered the first year.

Speech courses are included in the curriculum of thirteen of the fourteen municipal junior colleges. The opportunities offered to students in this field are limited. Only two colleges offer fifteen hours; one, twelve hours; two, nine hours; and eight, six hours in the first year. Five of the colleges which teach first year speech do not teach any second year courses. The courses open to sophomore students range from twelve in one college to three in two colleges.

In the field of physical education and health, three colleges do not offer any courses. Eight of the colleges answered "no" to the question "Do you require your students to take physical education?", and six of the colleges answered "yes" to the same question. Based on lecture courses rather than physical activities, the number of semester hours which are offered varies from eighteen hours in one college to three in two colleges for freshmen students. In the second year, five of the colleges who offer lecture courses the first year do not offer additional courses. Twelve is the largest number offered and three is the least number of hours offered for sophomore students.

Education is considered an important field of study for junior college students by the administrators of the Texas

municipal junior colleges. It is one of the four subjects which are taught by all fourteen colleges in both first and second years. The other three subjects are English, business, and mathematics. The number of courses taught to first year students in education range from twenty-seven in one school to six hours in eight colleges. For second year students the choice of education courses is broader than in the first year. Five colleges offer six hours, five offer nine hours, two offer twelve hours, and two colleges each offer twenty-one and twenty-four hours.

Foreign language is taught in all but one of the fourteen colleges. The number of hours taught as second year courses ranges from thirty to six. Eight of the colleges offer only six hours the second year.

Art is taught in seven of the fourteen colleges on the freshmen level, and in four colleges for sophomores. In the first year thirty-six hours is the most hours taught in any one college and six hours is the least. There is a wider range of courses offered on the sophomore level in one college because it offers sixty-nine hours. The other three colleges which offer sophomore art offer twelve, nine, and six hours. A study of the college catalogues of the one college offering a total of ninety hours in art indicates that in its art department twenty-four hours include courses in interior decorating, costume design, and mechanical drawing. These courses are included in other fields of study in some of the other municipal junior colleges.

Engineering, being one of the more technical courses, is offered in only six of the municipal junior colleges, and only one of the six offers work in the second year. The number of hours offered in either year is limited. Eighteen is the largest number offered to first year students, and the one college offering second year work only offers nine hours.

Industrial art, another technical subject which requires expensive laboratory equipment, is taught in only two of the fourteen colleges. These two colleges offer nine and six hours in the second year. No freshmen courses in industrial art are taught in any of the colleges included in this survey.

Journalism is taught in seven of the fourteen colleges and the number of hours range from six to three for first year students. The three colleges teaching second year journalism only offer six hours credit. The majority of the junior colleges, however, do publish a college newspaper and a school annual.

Bible is listed in three college catalogues as being part of the colleges' curriculums. The catalogues do not indicate whether or not these courses are taught by local ministers or by members of the teaching faculty. Six hours is offered by two colleges and three hours is offered by the other college as freshmen subjects. Six hours is taught by one of the fourteen colleges for second year students.

Since this survey is being made in the School of Business Administration, the writer will break down the composite number

TABLE 12--Continued

Courses Taught	Colleges													
	1	2	3	4	5	GJC	7	8	9	10	11	12	13	14
Bus. Eng.														
1	--	--	--	3	--	3	--	3	3	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Bus. Cor.														
1	--	--	--	3	3	--	3	3	--	--	--	--	--	3
2	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Bus. Law														
1	--	--	--	--	3	--	--	3	--	3	--	--	--	3
2	--	6	6	3	--	6	--	--	6	--	6	6	--	--
Market.														
1	--	--	--	--	3	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Bus. Ed. Guidance														
1	--	--	--	--	--	--	--	--	--	3	3	--	--	--
2	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Bus. Fin.														
1	--	--	--	--	--	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--	3	3	--	--	--
Of. Mgn.														
1	--	--	--	--	--	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--	3	--	--	--	--
Sec. Of. Train.														
1	--	--	--	--	--	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--	6	--	--	--	--
TOTAL HOURS	61	38	32	47	51	36	20	35	53	63	53	38	23	38

of hours in business and will show in Table 12 the courses offered by the municipal colleges of Texas and the semester hours of credit allowed for each course.

The number of hours a student may earn in the field of business varies from a total number of sixty-three hours offered in one college to twenty hours offered in another of the colleges. All fourteen junior colleges offer business as an elective course in both freshman and sophomore years. From the break-down of the business courses in Table 12, accounting, shorthand, and typing are the most popular of all the business courses, as all of the fourteen colleges offer these three courses.

All but one of the colleges offer a beginning course in shorthand which is open to all students who have had no shorthand, and all but one college offers an advanced course in shorthand. The advanced course in shorthand, as listed by the catalogues of the colleges, is considered a secretarial course in which the students learn the art of transcription and preparation of mailable letters.

All fourteen of the colleges offer a course in elementary accounting and six of the colleges offer a course in intermediate accounting. As shown in all the catalogues, accounting is a laboratory course and each college requires a student to do six clock hours a week in the course. As shown in Table 12, however, some of the colleges give eight hours credit for the course while the other colleges give only six hours credit for the same amount of required work.

All but one of the colleges offer courses in typewriting on the freshman level. The amount of credit given for this

course by the colleges varies from two to four and six hours for a year's work. The college showing nine hours of credit for freshman typing offers a three-hour course in typing which is open to all students who are not business majors.

Business law seems to be the next most popular course offered by the colleges as eleven of the fourteen colleges offer a course in business law. Business law is offered in four of the colleges as a first year course with only three hours credit, while six of the colleges offer business law as a second year course and give six hours' credit for the course. One college offers law and gives only three hours' credit for the second year. Business mathematics is offered as a first year course in six of the colleges and as a second year subject in one college. Most of the colleges consider it only a three hour course. Business machines is offered in six of the colleges, five consider it a first year subject, and one a second year subject. One of the six colleges allows only one hour credit for the course, while another offers it as a six hour course, but it is considered a three-hour course by four of the colleges.

Business correspondence, office practice, and introduction to business are offered as first year courses in five of the colleges and in all cases is a three-hour course. Business English is offered by four of the colleges as a first-year course and three hours' credit is allowed for the course. Salesmanship is offered by three of the colleges. Two colleges

offer it in the second year of work while one offers it in the first year of work. But it is considered as a three-hour course by all three of the colleges.

Two of the colleges offer a course in business education and guidance for the first-year student and two of the colleges offer a course in business finance for second-year students. Each course carries three-semester hours of credit. Statistics, marketing, secretarial office training, and business management are offered by at least one of the colleges, and each one is a three-hour course.

Accreditation

The real definition of the junior college is found in terms of the standards for the junior college which have been set up by various standardizing or accrediting agencies. The aim of all the municipal junior colleges of Texas is to maintain the highest possible standards in educational work.

To be fully accredited by the Texas Association of colleges one of the national accrediting agencies; to be rated as "first class" by the State Department of Education; and to maintain these standards are the ultimate aim of the municipal junior colleges. In order to get this "first class" rating, and to keep it, the colleges are required to conform to the standards set up by the State Department of Education and the Texas Association of Colleges, as shown in Chapter I.

The Texas Association of Colleges and the State Department of Education evaluate a municipal junior college for accreditation on the following bases: the preparatory work, this work to be affiliated by the state department of education in at least four units for each year offered; admission requirements for students; the amount of work a college offers; the laboratory and library equipment; the class room hours of the faculty; the students' class room hours per week; the training of the faculty; the enrollment of the colleges; the extracurricular activities; and the athletic standing of the college. A college can not be accredited until it has been inspected and reported upon by an examiner representing the State Department of Education. The examination and evaluation of the examiner requires a thorough inspection of the plant facilities and records, catalogues, class work, and financial statements of the college.

From data compiled from the catalogues of the municipal junior colleges, it was found that there are other accrediting agencies beside the Texas Association of Colleges which have accredited some of the junior colleges. National and state associations have been organized to promote high standards of work and to be the means of bringing together educators with mutual interests. As shown in Table 13 a number of the junior colleges are members of these associations.

Table 13 shows that thirteen of the colleges have been accredited by the Texas Association of Colleges. One college

TABLE 13

ACCREDITING AGENCIES AND ASSOCIATION MEMBERSHIPS
OF THE MUNICIPAL JUNIOR COLLEGES OF TEXAS

Accrediting Agencies and Associations	Colleges													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Southern Assn of Colleges	x				x		x		x	x		x		x
Texas Assn of Colleges	x	x	x	x	x	x	x		x	x	x	x	x	x
Class "A" Rating-Dept of Educa.	x	x	x	x	x	x	x	x	x	x	x	x	x	x
American Assn of Colleges	x	x		x	x	x	x				x	x	x	x
Texas Jr. College Assn	x					x	x			x			x	
Nat'l Assn of Schools of Music			x											
American Council of Educa.				x										
Southern Assn of Jr. Col.														x

is listed as not being affiliated with any of the accrediting agencies or a member of any of the national or state associations. This college is accredited by the Texas Association of Colleges as an "Associate Institution" because it has been established only one year. The physical equipment, the scholastic standards, the preparation of the teaching

staff, and the admission requirements for students of this college are being set up for the years ahead to meet the requirements of the Texas Association of Colleges, the Southern Association of Colleges, and the State Department of Education of Texas. The table reveals that eight of the colleges have been accredited by the Southern Association of Colleges.

Table 13 reveals that the national and state associations to which the municipal junior colleges belong are: American Association of Junior Colleges, Texas Junior College Association, National Association of Schools of Music, American Council of Education, and Southern Association of Junior Colleges.

The Gainesville Junior College has been accredited by the Texas Association of Colleges, and it is rated as a "first class" junior college by the State Department of Education. This fact entitles the students of the Gainesville Junior College to transfer their credits with full value to any college or university in Texas. Students from Gainesville Junior College who have completed the two years' work offered may enter the junior class of any Texas College or university.

Summary

The character of the curriculum, the efficiency of instruction, the scientific spirit, the soundness of scholarships, the standards for graduation, and the tone of the institution are factors in determining the standing of a

college. It is the desire of the administrators and instructors in the municipal junior colleges to achieve and maintain these objectives.

From the study made on curriculums, courses taught, and accreditation it is found that all fourteen of the municipal colleges offer curriculums that are college preparatory, pre-professional, and terminal. Some of the courses taught are considered terminal and are planned to prepare a student for a vocation if the student does not pursue his education beyond the junior college level; however some of the junior colleges have maintained high standards for the terminal courses so that the student may transfer credits earned in them to any college or university.

The fields of study offered and the number of courses taught in each field varies in the municipal junior colleges. Data show that only four courses are taught on both the freshman and sophomore level in all fourteen colleges, and that only seven courses are taught by all of the colleges in either the first or second year.

To be rated a "first class" or "Class A" college by the State Department of Education for Texas and to be accredited by the Texas Association of Colleges are the aims of all the municipal junior colleges. Therefore, there is uniformity in the standards of the colleges. There is only one junior college which is not accredited by the Texas Association of Colleges.

The Gainesville Junior College offers three types of curriculums: preparatory, pre-professional, and terminal. One hundred and eighty-one hours are offered in thirteen fields of study in the three curriculums.

A comparison of the Gainesville Junior College with the other junior colleges as to the number of hours taught and the fields of study reveals that: (1) four colleges offer fewer hours and nine colleges offer more hours than does the Gainesville Junior College; (2) four colleges offer courses in the same number of fields of study and nine colleges offer courses in more fields of study than does the Gainesville Junior College.

The Gainesville Junior College is accredited by the Texas Association of Colleges, is rated "A" by the State Department of Education, and is a member of the American Association of Colleges and the Texas Junior College Association.

CHAPTER IV

STUDENT ACTIVITIES

Student activities have an important place in the program of the junior college. The opportunity for true socialization and the development of abilities and attitudes which lead to successful and happy participation in the activities of the community, the development of specialized interests which lead to effective use of leisure time, and the enrichment of the curriculum extending it beyond the more formal curriculum, especially important for brighter students, urge their serious promotion by administrators of junior colleges.¹

Chapter IV discusses the kinds of student activities in the municipal junior colleges of Texas. From the data secured in this study, it was found that practically all activities that are found in any college or university are found in some one of the municipal junior colleges, a greater variety, of course, being found in the larger colleges. The writer did not question the administrators in regard to their aims, purposes, and objectives of the various student activities to be found on the campuses. Question forty-seven (Appendix I) was devoted to student activities in which students in each college had the opportunity of participating.

¹G. N. Kefauver, "Student Activities in Junior Colleges", Proceedings of the Tenth Annual Meeting of the American Association of Junior Colleges, quoted in Walter Crosby Ellis, The Junior College, p. 617.

Athletics.--Athletic activities are the most prevalent activities participated in by the municipal junior colleges of Texas, as shown in Table 14. Ten of the colleges indicate that they are members of a junior college conference while four colleges indicate that their students play either intra-mural or non-conference sports. Athletic events in which the colleges participate are football, baseball, basketball, tennis, golf, and track. The only sport in which all fourteen of the colleges participate is basketball. Track is the next most common sport with nine of the fourteen colleges having track teams. These statistics would indicate that the junior colleges participate in those athletic events which require a small number of participants and less equipment and plant facilities. Gainesville Junior College participates in basketball and baseball but is not a member of an inter-collegiate conference.

Sororities-Fraternities.--Unlike the university campus where sororities and fraternities are the basis of student social life, the junior colleges do not seem to encourage them. Only two of the fourteen colleges listed sororities and fraternities as part of their student activities. Fraternities and sororities on small campuses can be more harmful to the general morale of the student body than good. In a junior college, where the student enrollment is relatively small, all activities should be selected to encourage a friendly democratic spirit among all students.

TABLE 14
STUDENT ACTIVITIES IN THE MUNICIPAL
JUNIOR COLLEGES OF TEXAS

Activities	Colleges													
	1	2	3	4	5	GJC	7	8	9	10	11	12	13	14
Honor Societies	x			x	x				x	x	x	x	x	x
Clubs	x	x	x	x	x		x		x	x	x	x	x	x
Fraternities	x								x					
Sororities	x								x					
Glee Club		x	x	x	x					x	x	x		x
Choir	x	x	x	x	x	x			x	x	x		x	
Dramatics	x		x	x	x		x	x	x	x	x	x	x	x
Football		x		x	x		x		x*	x	x	x		
Basketball	x	x	x*	x	x	x*	x	x	x	x	x	x	x	x*
Track		x		x	x		x	x		x	x	x	x	
Baseball				x	x	x	x		x				x	
Tennis				x	x			x		x		x	x	x
Golf				x	x					x		x	x	x

*non-conference

Clubs.--Twelve of the fourteen colleges listed clubs open for membership to their students. One of the colleges which did not list any clubs stated that club organization would begin in the near future as this college is only in its second year of operation. Gainesville Junior College

does not have any types of clubs organized. This situation may be due to the fact that a number of the students who attend the Gainesville Junior College are commuting students and do not have an opportunity for meetings at nights, or that all but two of the college instructors are part-time instructors. A majority of the clubs organized for junior college students are departmental clubs: business, home economics, speech, international relations, future teachers, physical education, and journalism. Groups of students interested in particular professions are organized in clubs for the purpose of studying the profession of their choice. In the municipal colleges there are such professional clubs as pre-engineers, pre-meds, pre-pharmacists, pre-dentists, pre-nurses, and pre-lawyers. Two of the colleges have luncheon clubs which are patterned after the business or professional luncheon clubs. Since the students have their meetings during the lunch hour this type of club helps to meet the needs of students who do not have the opportunity of being members of the other clubs. Also the luncheon club can be an excellent medium to train students for service work on the college campus. The value of membership in clubs can not be overlooked; for, as stated by Kefauver in the beginning of this chapter, it is an "opportunity for true socialization and the development of abilities and attitudes of the community" after the student assumes his place in the business and social world.

The fine arts, music and speech, are being recognized as a most important phase of the educational training of the junior college students of Texas. Ten of the colleges have college choirs, eight have college glee clubs, and eleven have dramatic clubs. The fine arts organizations as a means of public relations between the college and the communities should not be overlooked. Programs presented by the dramatic clubs and the choral clubs for high school assemblies, service clubs, social clubs, and community programs give the students an opportunity to demonstrate their talents; to show the public the type of training they are receiving in the junior college, and to interest prospective students in the local junior college.

National Honor Societies.--National honor societies are found on nine of the fourteen college campuses. These societies are organizations which are affiliated with a National organization and each are based on scholastic standings of the members in a definite field of study. The national organizations found on the campuses are: Delta Psi Omega, dramatic fraternity; Phi Theta Kappa, scholastic society for junior colleges similar to Phi Beta Kappa of senior colleges; Alpha Rho Tau, national art fraternity; and Gamma Delta Upsilon, national journalism society. Phi Theta Kappa and Delta Psi Omega are found on more campuses than any of the other organizations.

All-College Activities.--The importance of clubs, athletic activities, plays, musical organizations and national honor societies should not be allowed to minimize the importance of all-college activities. It is at the all-college functions that all students can be brought together for fun and wholesome recreation. It is at these functions that students who work, commute, or who are not members of a college club can be given a responsible job, and receive some of the training club members are receiving. The all-college function is a place where true democracy can and should work. The entire student body should be encouraged to participate in these affairs. Data obtained at the time of the personal interviews, show that the majority of the colleges have all-college dances, picnics, banquets, and parties. At the all-college function the leaders from all college clubs and non-club members can pool their resources to give the entire student body a good time and create good will among all students.

Summary

It is an accepted fact that student activities in the municipal junior colleges of Texas should be as much an integrated program as the curriculum on the campus. Although a greater variety of activities were found in the larger colleges, this study found that the municipal junior college recognizes this problem by offering its students a majority

of organized activities found in any college or university. The variety of the student organizations found in the municipal junior colleges of Texas indicates that students are interested in the personal development they receive from their memberships. The large divisions under which student activities may be grouped are athletic, social, departmental, professional, and all-college. Each college indicates that an effort is being made to provide means for development of leadership, character, wise use of leisure time, social adjustment, citizenship, school spirit, and cooperation by the means of student activities.

The numbers and kinds of organizations vary with each college. Basketball and track are the two sports which are common among the largest number of colleges.

The Gainesville Junior College has only three student activities in which its students may participate--basketball, baseball, and choir; however students are encouraged to take an active part in the all-college activities.

CHAPTER V

PLANT FACILITIES

Brick and mortar do not make a college for a college is made up of men, women, and ideas. The house is a part of the scheme, however, for it expresses those ideas. Even though the buildings and grounds do not make the college, well-kept grounds and adequate, well-equipped buildings tend to increase the valuation of a plant. The attractiveness of a beautifully landscaped college campus with its buildings conveniently and attractively placed on a campus will appeal to the aesthetic senses of prospective students. Thus, if students are attracted to a college, there is a tendency to want to attend that college. While the grounds and physical structures of the buildings are not discussed in this chapter, they are an important item in the physical make-up of a college. The importance of these items has not been overlooked by the administrators of the municipal junior colleges of Texas. From observation on visiting twelve of these colleges and from the interviews granted by the administrators of these colleges, the writer found that all of the administrators were enthusiastic about their plant facilities.

Combination With Senior High School

No detailed standards have been set by the accrediting

agencies pertaining to the physical plants of the public junior colleges in Texas except in the case of the library and the science equipment. Therefore, the physical plants of the municipal junior colleges of Texas vary from small plants of few buildings and acres to plants with many buildings and acres at their disposal. Some of the municipal junior colleges of Texas are housed in the same buildings as the senior high school. These colleges share the plants, equipment, and grounds with the high school. Eby and Pittenger in their survey observed, "Junior colleges organized in close connection with the two upper years of the high school are most likely to produce a normal cost with high efficiency."¹ In most instances the reason for the sharing of the facilities is the financial one. In some instances, separate floors or separate wings are assigned to the junior colleges even though these floors and wings are a part of the high school building.

In order to help support and maintain its junior college plants and its program in general, the college can collect taxes from the local tax payers in the college districts. These taxes are levied and collected for the maintenance of the junior college just as they are levied for the public schools in a district. In answer to question seven Appendix I, "Do you have a special tax for the maintenance of your college?" ten of the fourteen colleges answered "yes", four

¹Eby and Pittenger, Op. Cit., p. 10.

answered "no". Three of the four answering "no" share their plant and equipment with the high school. One of the colleges answering "no" to the question answered, "However, the college receives a minimum of \$10,000 annually from taxes." This college has a separate plant, but is one of two colleges who has acquired United States Army post facilities to be used as a junior college.

To finance the education of the junior college youth, Dr. Colvert suggested that the junior college district vote a tax of at least 20 cents on the \$100 valuation or as much as is necessary for the carrying on of its program. Six of the ten colleges reporting that they do have a tax for the support of their college receive 20 cents on the \$100 valuation. Two of the colleges receive 30 cents on the \$100 valuation and one college reports that it could receive as much as 20 cents, but that it uses only 15 cents. One college answering "yes to the question did not report the amount of its tax.

With the income from local taxation at its disposal, the junior college can broaden and enrich its curriculum, expand its plant facilities, and provide other necessities for the education of the youth in its area.

Separate and Shared Plants.---Table 15 shows the number of colleges sharing their plants and equipment with the high school.

TABLE 15

**DATA ON THE MUNICIPAL JUNIOR COLLEGES IN
TEXAS SHARING PLANTS AND EQUIPMENT
WITH THE HIGH SCHOOLS**

Equipment Shared	Number Reporting		Not Reporting
	Yes	No	
Number of colleges sharing plants	7	7	
Number of colleges sharing science equipment	6	8	
Number of colleges sharing business equipment	4	10	
Number of colleges sharing home economics equipment	5	4	
Number of colleges sharing libraries	4	10	
Number of colleges sharing gymnasiums	9	5	
Number of colleges sharing industrial arts equipment	1		1

It will be noted from a study of Table 15 that seven of the municipal junior colleges of Texas are completely separated from the local high schools. The only exceptions made by these seven colleges are that two of them did state that the colleges have been in separate plants only two years and at present are sharing the gymnasium with the local high schools. Both of the colleges sharing the gymnasiums are located in different sections of the city from the high school, and each transport their basketball players to the high school

gymnasium for practice and games. These two colleges indicated to the writer that they are working on plans for separate gymnasiums for their colleges.

The extent to which the seven junior colleges share facilities with the high school varies. In Table 15 this variation is definitely shown. The figures used are based only on colleges teaching subjects that would involve the use of laboratories. The figures used in Table 15 in regard to the gymnasium indicate that all fourteen colleges use a gymnasium in their college program, but in Chapter III it was found that three of the colleges do not offer courses in physical education.

It is interesting to note that three of the colleges who do share facilities with the high school have their own business equipment and their own libraries. A study of Table 11 indicates that the number of hours in business offered by the majority of the colleges would demand separate laboratories for college students. Certainly it is to the advantage of both high school and college students, where possible, that separate libraries be maintained.

The science laboratories are shared by more high schools and junior colleges than any of the other types of equipment. This is easily understood because of the great expense incurred in building science laboratories. Six colleges indicate that they share their science equipment. Home economics is the second highest in the number of colleges who share

their equipment. Five colleges have their students sharing home economics equipment with the high school students.

There are only two of the municipal junior colleges in Texas who teach courses in industrial arts. One of these colleges stated that it shared the shop rooms with the high school. The other college did not answer the question, but the catalogue of this college seems to indicate that it does not share its industrial art equipment.

Libraries.--The junior college shall have a modern, well-distributed, catalogued, and efficiently administered library of at least 2,000 volumes, exclusive of public documents, selected with special reference to the college work being offered, and with a definite annual appropriation for the purchase of current books and periodicals. It is urged that such an appropriation be at least \$500. This is the standard for library facilities as outlined by the accrediting agencies in Texas. After a careful study of the catalogues, and from the information received in the personal interviews, and from observation at the time of visiting the campuses, the writer found that the colleges were meeting these requirements.

The number of volumes of books in the municipal colleges of Texas as listed in the catalogues are shown in Table 16. Five of the fourteen colleges did not list this information; consequently they were omitted from this table.

From Table 16 it will be observed that the greatest number of books reported in any of the nine libraries is

TABLE 16

VOLUMES OF BOOKS IN THE LIBRARIES OF THE
MUNICIPAL JUNIOR COLLEGES OF TEXAS

College	Number of Volumes
1	12,000
2	6,000
3	8,226
5	12,500
GJC	6,500
7	10,000
9	12,200
10	8,500
14	6,500

12,500. This college is one of the larger of the municipal junior colleges. The smallest number of volumes reported is 6,000 from one of the smaller junior colleges. Gainesville Junior College has a two room open-shelved library building supplied with 6,500 books. Through gifts and grants the junior college libraries have been better able to build the high standards which they now have and have been able to obtain so many volumes. The Gainesville Junior College library was presented a personal library belonging to one of the first English instructors in the college, while two other colleges reported that they had received grants of \$3,000 from the Carnegie Foundation. The library reporting the largest number of books was given a memorial library containing some 500 of the latest books on government and economics. Not any of the municipal junior colleges indicated that memorial library buildings had been given to them.

One college is in the process of building a new library building. This is one of the colleges which did not report on the number of books listed in its present library.

All fourteen of the municipal junior colleges subscribe to the leading magazines and periodicals of the nation. That a well-equipped library is essential to keep the students informed on current affairs as well as past events is evidenced by the large number of books listed in the libraries.

Instructional Buildings.--Data on the number of buildings comprising the municipal junior college plants are shown in Table 17. This table also shows the number of buildings used for instructional purposes, new buildings under construction, student union buildings, dormitories for men and women, and the total valuation placed on the entire physical plant of each college.

The number of buildings comprising each plant differs with the size and the enrollment of the college. Also the means by which these buildings have been acquired is a definite factor in the number of buildings found on the college campuses. As seen in the table, the greatest number of buildings in any plant is seventy-five. This college is one of two municipal junior colleges which has been fortunate enough to have an entire United States Army Fort made available to the college. One college indicates that two buildings comprise its plant. This is the smallest number of buildings reported by any of the colleges.

TABLE 17

DATA ON BUILDINGS OF THE MUNICIPAL
JUNIOR COLLEGES OF TEXAS

Col- lege	Bldgs in Plants	Bldgs Used for Instruc- tion	New Bldgs Under Construc- tion	Student Union Bldgs	Dormi- tories		Total Valuation
					M	F	
1	5	4	1	1	-	-	\$1,000,000
2	12	3	0	1	-	-	342,686
3	2	2	0	0	-	-	350,000
4	5	5	3	*	-	-	1,200,000
5	6	4	0	0	-	-	900,000
GJC	4	3	0	*	-	-	250,000
7	4	4	0	*	-	-	250,000
8	26	19	0	1	-	-	2,000,000
9	4	4	2	0	-	-	750,000
10	40	5	7	*	4	1	1,000,000
11	18	5	0	1	-	1	352,000
12	75	40	0	1	-	-	500,000
13	3	3	0	*	-	-	450,000
14	3	3	0	0	-	-	250,000

* Not a separate building

The figures in column one represent every type of building included in the plant facilities. Column two of Table 17 represents the actual number of buildings used for instructional purposes. Here, too, the diversity in the numbers of

buildings used is noted. the greatest number of buildings used by any college is forty, although it indicates that the total number of buildings in the plant is seventy-five. This college offers a large number of trade courses which require individual buildings and the majority of the colleges do not offer trade courses; therefore they have been omitted from this study.

New Buildings.--Four of the fourteen colleges are now involved in a building program. The greatest number of buildings under construction is seven and the smallest number is one. One college reports that it has \$400,000 ready to be used for a building program. The writer found on visiting one college that the taxpayers in the district had voted a bond issue whereby the junior college was to be separated from the high school and new junior college buildings were to be built in the future. Since four of the municipal junior colleges now have an expansive building program under way and one is to start a building program, this is indicative that these colleges are expecting an increase in their enrollment. The fact that another one of the colleges has grown to such an extent that it needs more and larger plant facilities is another indication that some of these municipal colleges are growing. Another one of the colleges reported to the writer that, since it moved into its new plant a year ago, its enrollment had doubled. This college was

established and operated in connection with the high school until separate plant facilities were provided for it.

Student Union Building.--Five of the fourteen colleges reported having no student union buildings or recreation rooms for students. Four of the colleges have a recreation room in connection with some of its other buildings. One college visited showed that its student activity room was housed in the air-conditioned cafeteria. Five of the colleges reported that they have a separate student union building. The writer found, on visiting these college campuses, that the administrator felt that the student union building was a definite asset, that it was a most important building on the college campus, and that the college was meeting the needs of the students. The Gainesville Junior College does not have a recreation room or a student union building, but plans call for a recreation room in the near future.

Dormitories.--Few junior colleges consider it profitable to maintain dormitories for students. Only one of the fourteen municipal junior colleges of Texas has dormitories for boys and only two have provided living accommodations in dormitories for girls. Four of the fourteen colleges have housing units for married students. These housing units are counted in the total number of buildings listed in column one, Table 17.

Valuation.--In showing the property valuations of the municipal junior colleges, many items must enter into the valuation figures. The number of buildings, the acres of land, the value of property in the locality in which the college is located, and the fact that seven of the fourteen colleges are combined with the high school plant must all be considered in placing a total valuation on each college plant. From the report of the administrators, the greatest valuation on any municipal junior college is \$1,200,000. This is one of the larger colleges, located in a rapidly growing city, and it has new buildings. The smallest valuation placed on any of the colleges is \$250,000. This is the valuation placed on three of the colleges which are combined with the high schools.

Summary

Data compiled in this study on plant facilities of the municipal junior colleges of Texas show there is no uniformity in the number of buildings used for instructional purposes or under construction. A lack of uniformity in plant facilities may be attributed to the fact that there have been no detailed standards set up by the accrediting agencies of Texas as to the size or kinds of physical plants used by the municipal junior colleges.

It was found, however, that each college has tried to provide for its students the best equipment in laboratories,

libraries, and other buildings needed even if this meant sharing the laboratories, plants or libraries with the high schools. Nine of the fourteen municipal junior colleges indicate the necessity of sharing the gymnasium with the high school. Two colleges indicate this is the only building which they share with the high school. The number of colleges involved in, or planning to start building programs, indicates an expansion of the municipal junior colleges' plant facilities.

The Gainesville Junior College is one of seven colleges which is operated in connection with the high school; it is one of three colleges with a total valuation of \$250,000 on its facilities; it is one of two colleges with 6,500 volumes of books in its library--there is one college with only 6,000 books; it is one of four colleges which does not have a student union building or a recreation room for its students; and it is one of ten colleges which is not involved in a building program. The Gainesville Junior College does not provide any dormitory accommodations for men or women, nor does it have any housing facilities for married students.

CHAPTER VI

STUDENT COST

A strong reason for the establishment of junior colleges is economic. It has frequently been pointed out that an education could be given at a greater saving to students in a local junior college than in an institution of higher learning. Saving in travel, in extra cost of board and room, and in other expenses incurred in living away from home becomes a substantial amount. These colleges make a further education available to a large number of students who would have no college opportunities were it not for the junior college. Hundreds of young people can attend a junior college who would have no college opportunities were it not for the junior college. Hundreds of young people can attend a junior college who are not financially able to attend colleges away from home. The rapid increase in student enrollment in junior colleges is evidence of this trend. Thus, once started going to college, many of these young people have either completed a degree or entered fields of greater living. The justification of the junior college is not found in terms of economy so much as in educational opportunities for a larger number of students and its popularization of higher education for regular students.

Enrollment

The success or failure of a college is dependent upon the number of students attending the school. Table 18 shows the number of students enrolled in the municipal junior colleges of Texas for 1948-1949. These figures are based on

TABLE 18
STUDENTS ENROLLED IN THE MUNICIPAL
JUNIOR COLLEGES OF TEXAS

College	Enrollment		
	Non-Veterans	Veterans	Total
1	536	113	649
2	126	36	162
3	91	11	102
4	1,164	361	1,525
5	336	150	486
GJC	72	28	100
7	187	62	249
8	180	100	280
9	214	59	273
10	334	79	413
11	157	107	264
12	2,524	125	2,649
13	173	81	254
14	245	35	280

aggregate semester hours divided by fifteen. The figures used in Table 18, therefore, represent the number of students enrolled in the colleges who were taking a full load of fifteen semester hours. These figures are further broken down and show the number of veteran and non-veteran students. As several of the smaller colleges do not have the facilities nor the personnel for the teaching of trades or vocational courses, the figures used in Table 18 do not include the number of students enrolled in any of the night programs carried on by some of the schools, since some of the colleges do not have such programs. To have included the number enrolled in these specialized courses as a part of the enrollment of the college would not have been accurate, as all of the colleges do not have such programs. But, by using aggregate semester hours divided by fifteen as a basis for computing the enrollment in the academic courses, the writer feels that the totals used in Table 18 are comparable.

Table 18 shows that college number four has 1,164 full-time students in its college taking courses classified as academic and non-academic. The smallest number of students enrolled in any of the junior colleges is 100. The Gainesville Junior College is the college having the smallest enrollment in its school during the school year 1948-1949.

As a means of increasing the enrollment of their colleges, it was found that six of the municipal junior colleges own and operate busses for the benefit of students in the

surrounding towns and communities. One college operates six busses more than 180 miles daily in the transportation of students to its college. Thus students who wish to live at home may obtain two years of college training at a minimum of transportation cost. A plant separate from the high school helped to double the enrollment of one college. A larger enrollment of a college makes possible a larger and richer curriculum, a better student activity program, a larger athletic program, and an increase in the physical plant.

Tuition and Fees

Prior to 1941 the entire cost of the junior college education program was met by local taxes and student tuition. But in June, 1941, a bill passed the Texas Legislature which provides that money from the State Treasury will be appropriated to supplement local funds for the support, maintenance, operation, and improvement of the Public Junior Colleges of Texas. This bill provided for \$50 per session of nine months for each full time student provided that colleges to benefit should be approved and accredited by the State Department of Education and the Association of Texas Colleges. Each session of the Legislature since 1941 has increased the amount of state support to meet the spiraling costs of maintaining the colleges. This state support is made through biennial appropriations of the state legislature. All of the municipal junior colleges come under

the category of Public Junior Colleges, and all of the colleges were found to be accredited by the two accrediting agencies; therefore all of the municipal junior colleges are entitled to receive the amount of money appropriated by the state for their support.

Another source of income for the municipal junior colleges is the tuition and fees charged by the local colleges. All of the colleges used in this survey charge a tuition fee to students. The enrollment of the college may be determined by this tuition rate for if the tuition is too high, the student may feel justified in attending a larger institution. In most of the municipal junior colleges this tuition rate is nominal as shown in Table 19. As the tuition is one of the sources of income for the junior colleges, the amount of tuition varies according to the size of the college.

The amount of tuition charged students classified as regular fifteen hour semester students in the municipal junior colleges of Texas varies from \$69 per semester in one college to \$25 per semester in two of the others. The tuition charges listed above are paid by all students who qualify for the state subsidy under the provisions of the Texas Junior College Law; this law pertains to those students who are residents of the college district and are carrying a regular load of fifteen semester hours. All other students who do not qualify under this law are charged an additional

TABLE 19

TUITION AND FEES OF THE MUNICIPAL
JUNIOR COLLEGES OF TEXAS

College	Regular 15 Hour Semes- ter Student	Non-Resident Out of State	Non-Resident of College District	Activ- ity Fee	Matri- cula- tion & Library
1	\$40.00	\$150.00	\$65.00	---	---
2	45.00	150.00	---	\$5.00	\$7.50
3	25.00	25.00	25.00	---	8.00
4	40.00	150.00	---	---	5.00
5	69.00	150.00	70.00	7.00	---
GJC	40.00	150.00	---	---	---
7	50.00	150.00	---	---	---
8	30.00	150.00	---	5.00	2.50
9	50.00	75.00	---	2.00	---
10	40.00	150.00	---	4.00	6.00
11	25.00	150.00	---	7.50	1.00
12	60.00	150.00	90.00	---	2.50
13	45.00	150.00	---	---	5.00
14	25.00	75.00	---	---	---

amount. Thus, the tuition charges listed in Table 19 for non-resident, out-of-state students, conform to the State law, which provides that the governing board of each state-supported institution may set the tuition for out-of-state student at not less than \$75 and not more than \$150 per semester

of four and one-half months. This conforming to the State law accounts for the uniformity among the various colleges for the tuition charges of out-of-state students, as all but one of the colleges is listed as coming within the statutes.

As seen from Table 19 only four of the colleges charge those students who do not live within the college district more tuition than they charge those students who live in the college district. This charge is not uniform among the colleges as there is no State law to which they must conform.

An activity fee is charged in six of the fourteen colleges and the amount of this fee is far from uniform ranging from \$2 to \$7.50. Eight of the colleges do not charge any activity fee or else the fee is considered as part of the tuition charge, for these fees are not listed separately in the catalogues of these colleges.

Matriculation fees and library fees are certainly not standardized among the colleges as can be seen in Table 19, for these fees range from \$1 to \$7.50 in the colleges. All students enrolled in the colleges charging an activity fee, a matriculation fee, or a library fee must pay all these fees in addition to the tuition; whereas, the case of the laboratory fees, only those students taking courses requiring the use of a laboratory must pay the laboratory fee.

In order to replace materials used; to care for wear, tear, and breakage to equipment; and to provide for other

incidentals necessary to proper completion of the courses requiring special equipment, a laboratory fee is charged by most of the municipal junior colleges.

The departments requiring special equipment as shown in Table 20 are the business, which includes fees for typewriters and business machines, chemistry, biology, zoology, physics, geology, home economics, physical education, and engineering. The total cost of these fees to the student is dependent upon the number of courses requiring the use of laboratories taken by the student.

Only one of the fourteen colleges used in this survey does not list laboratory fees separately. However, these fees may be considered a part of the regular tuition as its catalogue lists a fixed charge of \$45.00 per semester. In the other colleges the amount of the fees charged varies considerably, as the fees range from a typing fee of \$1.50 charged by one college to a \$5.00 fee charged by another college for the use of the science equipment. One of the colleges makes no distinction as to the amount charged for the individual fees; this college listed all fees \$10.00.

No comparable comparison as to the total charged by the colleges for these fees can be drawn because, as can be seen in Table 20, there is no uniformity among the colleges as to the number of laboratory fees needed to carry on their programs. Only two of the fourteen colleges, for instance,

TABLE 20

LABORATORY FEES CHARGED IN THE MUNICIPAL
JUNIOR COLLEGES OF TEXAS

College	Bus.	Adm.	Chem	Biol	Zool	Phys	Geol	Home Econ	Phys Educ	Engr
	Typ.	Bus. Mchn								
1	3.00	3.50	3.50	3.50	3.50	3.50	3.50	2.00	2.50	2.00
2	3.00	3.00	2.50	2.50	2.50	2.50	--	--	--	--
3	4.50	--	4.50	4.50	--	4.50	--	--	--	--
4	--	--	--	--	--	--	--	--	--	--
5	4.00	4.00	4.00	4.00	4.00	4.00	--	4.00	--	--
GJC	2.50	--	3.00	2.50	--	2.50	--	3.00	--	--
7	--	--	3.00	3.00	--	3.00	--	3.00	--	--
8	1.50	--	1.50	1.50	--	1.50	--	--	--	--
9	2.50	5.00	2.50	2.50	2.50	2.50	--	--	2.50	--
10	4.00	5.00	5.00	5.00	--	3.00	--	4.00	--	2.00
11	4.00	4.00	4.00	4.00	4.00	4.00	--	--	--	--
12	3.00	--	3.00	3.00	--	3.00	--	--	--	--
13	--	--	2.50	2.50	--	2.50	--	2.50	--	--
14*	--	--	--	--	--	--	--	--	--	--

*Fees \$10.00

charge physical education fees, and only two have fees for the use of engineering equipment. Only one college lists geology in its curriculum. One college did not make a distinction between biology and zoology; this college listed zoology as being in the biology department and charged a fee of \$5.00 for the

biology department. Gainesville Junior College does not charge its students more for the use of laboratory equipment than some of the colleges; neither are its fees less than some of the colleges.

Summary

It was found that Gainesville Junior College had fewer students during 1948-1949 than any of the municipal junior colleges of Texas. In comparison with the other colleges this number is smaller, but for the local college the number of students enrolled was greater than in any previous year since 1942. The fact that Gainesville Junior College has a smaller enrollment may be attributed to several factors. Within a radius of thirty miles of Gainesville there are three large colleges and in less than 100 miles of Gainesville there are seven colleges and universities. The close proximity of these larger schools may be a major reason for the smaller enrollment. The other municipal junior colleges do not have so many large colleges and universities within these limits.

Another deciding factor for the smaller enrollment may be due to the lack of interest on the part of the people of Gainesville for their junior college. The fact that the college is operated in such close connection with its high school, the lack of an athletic program, and the lack of sufficient student activities have a tendency to make the Gainesville high school graduates not want to attend the local college.

The lack of an adequate public relations program may be another reason for the smaller enrollment. Dr. Colvert in speaking of public relations stresses:

To succeed a college must have a good public relations program. It must tell its story well and in many ways. It is not money wasted to tell the youth of the area what its college offers.¹

It was also found that six of the colleges own and operate bus service for the benefit of students in the surrounding towns and communities. Gainesville Junior College has no busses operating for the junior college although college students may ride the busses that bring the elementary and the high school students from the rural areas.

The rate of tuition charged and the fees collected from the students were neither the highest nor the lowest in the Gainesville Junior College. Tuition in the Gainesville Junior College is about average for tuition in six of the colleges is larger than in Gainesville, and the same rate as the Gainesville College exists in three colleges. Laboratory fees are about average, also. The cost of attending the municipal junior colleges of Texas for the student can not be said to be uniform, and no determined amount can be stated.

¹C. C. Colvert, "Public Relations", Fifth Annual Junior College Conference Laboratory, the University of Texas, Austin, Texas, 1946, p. 6.

CHAPTER VII

SUMMARY AND CONCLUSION

An analysis of the municipal junior colleges of Texas in comparison to the Gainesville Junior College was undertaken in this investigation. Data were obtained from reference books, questionnaires, and personal interviews.

There are similarities of the instructional standards of the thirteen municipal junior colleges and the Gainesville Junior College. All colleges base these standards on the ones set up by the State Department of Education for Texas. Age, previous teaching experience, and degree held were not the only criteria on which administrators base their selection of instructors. Personnel problems of clock hours, class loads, sponsorships, salaries vary in each of the fourteen municipal junior colleges.

The Gainesville Junior College offers the same kinds of curriculums as the other thirteen colleges. The uniformity in the courses offered in the fields of study is not so great as is the uniformity in the curriculums. Gainesville Junior College is one of the smaller colleges; therefore its course offering is smaller than those offered in nine other colleges. Membership in college associations and credit ratings received by the municipal junior colleges show that Gainesville Junior

College rates equally with the other thirteen. All of the colleges which are eligible to be rated have been approved by the Texas Association of Colleges and the State Department of Education for Texas.

From data which have been compiled, a similarity of the student activities in the municipal junior colleges is recognized. A majority of the colleges have student activities composed of clubs, honor societies, choirs, dramatic clubs, and basketball and track teams. The Gainesville Junior College offers fewer opportunities for its students in organized and supervised college activities than does any of the other thirteen colleges.

That the municipal junior college is rapidly being recognized as an institution that should have a separate plant is a fact. Data secured in this survey further substantiate this fact. Four of the seven municipal colleges now having separate plants were established and were operated in connection with the high school for a number of years. One of the seven colleges separate from the high school acquired a United States Army post and its facilities for its use before being established. This is one of the newer municipal junior colleges to be established, having been in operation only two years at the time of this survey. Two of the seven colleges used temporary buildings until their present plant sites were established. One of the colleges still sharing its plant and

equipment with the high school at the time of this survey was to begin soon building a separate plant of its own. One of the colleges was planning to ask the college district to vote a tax for its maintenance since moving into its separate plant. Another of the municipal colleges hopes in the near future to expand beyond the municipal college to a county college, thus being able to provide a separate plant with more facilities for the youth in its area. The Gainesville Junior College is not planning an expansion program. Seven of the municipal junior colleges of Texas are housed and are operated separately from the high school. Seven of the municipal junior colleges are housed and are operated in connection with the high school. Ten of the fourteen colleges have separate libraries even though sharing other equipment with the high school. Business departments are separate in ten of the municipal colleges, also. Gainesville Junior College is largely operated and housed in connection with the high school. The chemistry, physics, biology, and home economics laboratories are shared, but the Gainesville College does not share the library nor the business department with the high school. There is no uniformity in the total valuation of the physical plants of the municipal junior colleges. Various factors influence the total valuations placed on these colleges. The Gainesville Junior College has a valuation of \$250,000 while the largest valuation of any college is \$2,000,000.

The justification for the establishment of junior colleges can not always be measured in the monetary value to students. The educational opportunities to a larger number of students must be considered. Students who do not find it convenient to leave home, or students who can not financially afford to leave home, have often been permitted to have two years of college training through a local junior college. Although, it was found that the Gainesville Junior College had fewer students enrolled in its college during 1948-1949 than any of the other junior colleges, this college was giving a large number of students educational opportunities that they could not have had otherwise.

That the tuition is an important factor in the total income of a college is evidenced by the fact that all the colleges charge a tuition rate. Not any of the municipal colleges give free college educational opportunities to its students as is the case in secondary schools. The tuition is nominal in most instances in the colleges as none of the colleges depend upon the tuition for its existence. The tuition charged by the Gainesville college is average. It is not the highest rate of tuition charged by the colleges; neither is it the lowest. The rate of tuition charged by the colleges is from \$60.00 to \$25.00. The \$40.00 charged by the Gainesville College is the middle ground. Part of the colleges list activity fees, matriculation fees, and library fees besides tuition as a part of the total cost of attending the college.

The colleges not listing these fees separately may include them in the tuition rate. The Gainesville College, while not showing an activity fee in its catalogue, does use a portion of the tuition for an activity program. A matriculation fee is not charged students in the Gainesville College; neither do the students pay for the use of the library.

Laboratory fees were found to be a part of the expense to students who attend the municipal junior colleges. Only one college did not list any laboratory fees. The cost of the laboratory fees to the student depends upon the number of courses they are taking that require the use of a laboratory.

Conclusion

In conclusion, the writer wished to call attention to the future of the junior college movement in Texas.

Spencer, President of the Texas Public Junior College Association says:

The number of public junior colleges in Texas has increased from none in 1915 to thirty-three in 1949. This progress of the junior college movement has been due to the fact that there was a needed service in education which was not being met by either the high school or institution of higher learning.¹

T. S. Painter² says that a most important factor is the development within the state of a large number of junior

¹Dallas Morning News, July 24, 1949, p. 2.

²Theophilus S. Painter, From a Faculty Report, pp.3-6.

colleges, which enrolled, during 1948, some 38,000 students. Painter feels that after spending a year or even two, in a junior college, the more ambitious students who wish to go on with their education transfer to a senior college and the senior colleges get their full share of them. Being more mature and senior-minded, they greatly aid in improving the tone and quality of an institution.

During 1946-1947 nine new public junior colleges were opened in Texas. In September, 1949, another municipal junior college was organized and established; this college is initiating the fourteen grade school system in Texas.

On July 1, 1949, the research and editorial offices for the nation's 639 junior colleges officially opened at the University of Texas.

These offices were moved from the University of Chicago where they were established three years ago by the American Association of Junior Colleges. Texas was chosen as the site for these offices because of the gains the junior college movement has made in Texas.

Educators seeking additional junior colleges know there is a definite place in the picture for the junior college. Bogue, Executive Secretary of the American Association of Junior Colleges, says:

Persons interested in the movement are not only optimistic about the future of the junior college, but almost fatalistic. This attitude is born of the fact that they are truly the peoples' colleges, organized and operated on a

democratic basis to bring opportunities for higher education into our local communities and for our communities. Junior colleges are growing because the people want them. As long as our citizens want and are willing to pay for them, nothing foreseeable can halt the movement.³

That the people of Texas do want junior colleges and are willing to pay for them is evidenced by the fact that the State Legislature provides biennial appropriations for the support and maintenance of the public junior colleges of Texas and that this appropriation has been increased each session of the legislature, since 1941.

C. C. Colvert, Professor and Consultant in Junior College Education in Texas, feels:

There is room in Texas for many more junior colleges to serve local needs of our youth. Just how many more we do not know--maybe 20, maybe 30, or even 50 or more, who knows? Until there is a junior college within 50 miles (a free bus, if possible) of every youth of junior college age in Texas, there will not be enough junior colleges in Texas. ⁴

³Jesse P. Bogue, "A Good Junior College," The Texas Junior College Association, Bulletin, April, 1947, p. 11.

⁴C. C. Colvert, "Looking Toward the Future in Junior College Education," The Texas Junior College Association, Bulletin, April, 1947, p. 8.

APPENDIX I

DATA SHEET CONCERNING THE MUNICIPAL
JUNIOR COLLEGES OF TEXAS

I. General Information

1. Name of Institution _____

2. Enrollment for 1948-1949

Non-Veterans _____
Veterans _____

3. Administrative Staff

Please check whether the following are:

	Full-time	Part-time	Clock Hours per week of Teaching
President	_____	_____	_____
Dean of College	_____	_____	_____
Registrar	_____	_____	_____
Dean of Men	_____	_____	_____
Dean of Women	_____	_____	_____
Business Manager	_____	_____	_____
Dietitian	_____	_____	_____

4. Is the president of the college also the superintendent of schools?

Yes _____ No _____

5. a. Does your college offer any night courses?

Yes _____ No _____

b. If answer is yes give the number of students enrolled.

c. May the night students earn credit toward college work?

Yes _____ No _____

d. Are the night courses approved by the government for G. I. training?

Yes _____ No _____

6. Do you function mainly as:

	Yes	No
a. A preparatory college for senior college.	_____	_____
b. A terminal cultural college for those not desiring to finish senior college.	_____	_____
c. A terminal vocational college for those desiring a vocational training only.	_____	_____

7. Do you have a special tax for the maintenance of your college?

Yes _____ No _____

a. If yes, how much is the tax?

II. Instructional Staff

8. Actual number of instructors in your college.

Men _____ Women _____

9. Do you share instructors with the high school?

Yes _____ No _____

10. Number of instructors that are:

a. Full-time: Men _____ Women _____
(Instructors that devote all their time to college teaching).

b. Part-time: Men _____ Women _____
 (Instructors that teach in college and high school).

c. Part-time: Men _____ Women _____
 (Administrators or some one outside the college that may teach a class).

11. Highest degrees held by instructors and administrators.

	Doctors	Masters	Bachelor	None
Men	_____	_____	_____	_____
Women	_____	_____	_____	_____

12. a. Is your instructional staff professionally ranked?
 Yes _____ No _____

b. If yes, please give the number of each according to his rank.

	Men	Women
Professor	_____	_____
Associate Professor	_____	_____
Assistant Professor	_____	_____
Instructor	_____	_____
Others	_____	_____

13. Do you require beginning instructors to have a certain number of years' experience in teaching?
 Yes _____ No _____ Number of years required _____

14. Do you plan in the future to require master's degrees, or its equivalent, of all new instructors?
 Yes _____ No _____

15. Do you have age limits for hiring new instructors?
 Yes _____ No _____ Minimum age _____
 Maximum age _____

16. Does the institution have a schedule limiting teaching hours of its staff?
 Yes _____ No _____

17. How many hours per week do your full-time instructors teach?

Typical: Maximum hours _____
 Minimum hours _____

18. Do your science teachers have a lighter pupil load than other instructors?

Yes _____ No _____

19. What are the teaching hours per week (clock hours) for instructors of science?

12 hours _____ 15 hours _____ 18 hours _____ 20 hours _____

20. Are teachers given heavy loads through necessary laboratory courses in some departments.

Yes _____ No _____

21. Do you allow a decrease in teacher load in courses where there is an excessive amount of grading; such as English, history, accounting, etc.

Yes _____ No _____

22. a. Do you have a maximum number of students per class?

Yes _____ No _____

- b. If so, what is the maximum number of students per class?

30 students _____	45 students _____
35 students _____	50 students _____
40 students _____	Others _____

23. Are your instructors required to act as faculty advisers for students?

Yes _____ No _____

24. Are your instructors expected to sponsor extra-curricular activities?

Yes _____ No _____

25. Are members of the teaching staff expected to hold conferences with students?

Yes _____ No _____

26. Is there time allowed for conferences with students?

Yes _____ No _____

27. Is there a single salary schedule for the teaching staff?

Yes _____ No _____

Minimum salary _____ Maximum salary _____

28. Are minimum and maximum salaries in each department on the single salary schedule plan?

Yes _____ No _____

29. Do administrative officers come within the salary schedule for the teaching staff?

Yes _____ No _____

30. Are new staff members employed at a set salary in line with rank?

Yes _____ No _____

31. Will the institution revise its schedule and base the college teachers' salary on the Gilmer-Aiken law?

Yes _____ No _____

32. Will the college instructors' salary in 1949-1950 be the same as the secondary teachers' salary?

Yes _____ No _____

III. The Curriculum

33. Please check the types of curricula you offer

- a. College preparatory _____
- b. Pre-professional _____
- c. Terminal courses _____

34. Please give the semester hours taught in the following fields:

	1st year	2nd year
English	_____	_____
Business	_____	_____
History	_____	_____
Government	_____	_____
Mathematics	_____	_____

	1st year	2nd year
Home Economics	_____	_____
Music	_____	_____
Agriculture	_____	_____
Science	_____	_____
Engineering	_____	_____
Speech	_____	_____
Physical Education	_____	_____
Education	_____	_____
Foreign Language	_____	_____
Others	_____	_____
_____	_____	_____
_____	_____	_____

35. How many days a week does your school stay open for classes?
 5 days _____ 6 days _____

36. Do you require physical education of all your students except G.I.'s and students excused for medical reasons?
 Yes _____ No _____

37. In what fields do you offer terminal courses?

38. Please rate 1st, 2nd, 3d, etc. the demand for the following courses in your night classes.

English _____	Business _____
Social Studies _____	Home Making _____
Science _____	Vocational _____
Mathematics _____	Languages _____
Others _____	

39. Do you offer any courses in home-family relationships?
 Yes _____ No _____

IV. Plant Facilities

40. How many buildings are devoted to instructions in your plant? _____

41. How many buildings does your plant occupy? _____

42. Is your plant shared with the high school?
Yes _____ No _____

43. Please check the equipment shared with the high school.

Science

Chemistry laboratory _____

Biology laboratory _____

Physics laboratory _____

Business

Accounting laboratory _____

Typing laboratory _____

Office machines _____

Home Economics

Sewing laboratory _____

Foods laboratory _____

Library _____

Gymnasium _____

Agriculture _____

44. Do you have a student union building?
Yes _____ No _____

45. What is the total investment of your plant?

46. Number of new buildings under construction.

47. Please check the extracurricular activities participated in at your school:

Honor Societies _____

Fraternities _____

Sororities _____

Glee Club _____

Choir _____

Dramatics _____

Athletic Activities

Football _____

Basketball _____

Track _____

Baseball _____

Tennis _____

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