

L
148
.C5
1948

STATE OF IOWA
1948

Iowa Public Junior Colleges

Circular JC-1-48

DEPARTMENT OF PUBLIC INSTRUCTION
Jessie M. Parker, Superintendent

Published by
THE STATE OF IOWA
Des Moines

STATE OF IOWA
1948

Iowa Public Junior Colleges

Circular JC-1-48

DEPARTMENT OF PUBLIC INSTRUCTION
Jessie M. Parker, Superintendent

Published by
THE STATE OF IOWA
Des Moines

IOWA PUBLIC JUNIOR COLLEGES

I. A Brief Review of the Origin and Development of Public Junior Colleges in Iowa

The first public junior college in Iowa was organized as a department of the public schools of Mason City, and began operations in September 1918. It was established without legal sanction, as there was no law on the statute books of Iowa at that time authorizing the organization of junior colleges as a part of the public school system.

Two years later Burlington Junior College was organized. From there on, the movement spread rapidly until by 1930, thirty towns in Iowa had organized junior colleges as a part of their public school system. The junior college movement in Iowa reached its crest in 1927, during which year nine were added to the list. After 1930, no more junior colleges were added until 1946, when the Clinton Junior College was organized. Perry followed in 1947.

The Names and Dates of the Organization of Iowa Public Junior Colleges:

Mason City 1918	Burlington 1920
Fort Dodge 1921	Red Oak 1922
Clarinda 1923	*Waukon 1923
Estherville 1924	Creston 1926
Sheldon 1926	Webster City 1926
*Albia 1927	Boone 1927
Britt 1927	*Chariton 1927
*Elkader 1929	Emmetsburg 1930
*Maquoketa 1927	Marshalltown 1927
*Osceola 1927	*Tipton 1927
Washington 1927	Bloomfield 1928
Eagle Grove 1928	*Independence 1928
Muscatine 1929	Ellsworth 1929
Centerville 1930	*Clarion 1930
Clinton 1946	*Perry 1947

* Junior colleges which will not operate in 1948-1949.

II. The Legal Status of Iowa Public Junior Colleges

Even yet there is little Iowa law to determine the direction of junior colleges.

The first law pertaining to junior colleges was passed by the 42nd General Assembly on April 6th, 1927, and became effective on April 28th, 1927, by publication. This is found in Chapter 281, Section 280.18 of the Code of Iowa 1946, and is as follows:

“280.18. Junior Colleges. The board upon approval of the state superintendent of public instruction, and when duly authorized by the voters, shall have power to establish and maintain in each district one or more schools of higher order than an approved four-year high school course. Said schools of higher order shall be known as public junior colleges and may include courses of study covering one or two years of work in advance of that offered by an accredited four-year high school. The state superintendent of public instruction shall prepare and publish from time to time standards for junior colleges, provide adequate inspection for junior colleges, and recommend for accrediting such courses of study offered by junior colleges as may meet the standards determined.”

The 44th General Assembly on May 14, 1931, passed the following amendment to the above law:

“After the taking effect of this act, no junior college shall be established in any school district with a population of less than 20,000.”

On April 13, 1933, during the regular session of the 45th General Assembly, the following section 1, Chapter 58, was passed:

“Nothing in this section shall prohibit any school district that now has a junior college from temporarily discontinuing the same and starting it again at some future time.”

The 49th General Assembly, Chapter 160, changed the population requirement to read as follows:

“No public junior college shall be established in any school district having a population of less than five thousand.”

On May 1, 1941, the following section became law:

“Provided however, that when a proposition to authorize the establishment of a junior college is submitted to the

electors, such proposition shall not be deemed carried or adopted, anything in the statutes notwithstanding, unless the vote in favor of such authorization is equal to at least sixty percent of the total vote cast for and against said proposition at said election."

Further legislation for junior colleges is needed in order to stimulate their growth and development, but such legislation should be preceded by careful research to determine what is needed. However, two needs are definite and certain. First, larger junior college districts, and second, better financial support.

III. The Aims and Purposes of the Junior College

In general, the aims and purposes of a first class junior college shall be as follows:

1. To provide for the needs of students who either cannot, will not or should not attempt to graduate from a senior college or university. Courses of study for these students shall include general education for family life and citizenship. They shall also include courses of study strongly vocational in nature to meet the needs, at least for beginning employment positions in the community and for homemaking, vocational and/or technical programs of study. These courses shall be based, for the most part, on business, industrial, agricultural and semi-professional requirements as may be revealed in a thorough community survey.
2. To provide thorough instruction in university parallel subjects in content, methods, and the use of materials equal to or better than instruction commonly offered in freshman and sophomore years of senior colleges.
3. To provide for adult and continuation studies for citizens of the community who are beyond the compulsory school age as may be desired by the citizens and in keeping with the best practices in adult educational programs.
4. To provide opportunities for instruction and active participation in health, physical education and recreation, music, and art as an integral part of the junior college program, available to all groups of students.

5. To provide, as far as possible, in cooperation with other community organizations for desirable public forums, lectures, concerts, exhibits, and entertainments.

IV. Approval or Accreditation Standards for Iowa Junior Colleges

All Iowa public junior colleges are approved or accredited by the Department of Public Instruction which is the only accrediting agency in Iowa for public junior colleges. Private junior colleges are approved or accredited by the Committee on Secondary School and College Relations. However, it should be noted that the standards for public and private junior colleges in Iowa are practically identical and are formulated by a committee consisting of the director of public junior colleges for the Department of Public Instruction, and a sub-committee of the Committee on Secondary School and College Relations.

Because of this close cooperation and an agreement between the two, credits earned in any approved junior college are accepted by the State University of Iowa, Iowa State College and Iowa State Teachers College. This assures an almost universal acceptance of credits from approved junior colleges in Iowa.

However, this caution should be given. Since the Iowa Committee represents the State Board of Education, it must pass upon the acceptance of credits from all junior colleges, both public and private, for these three institutions, and decide upon whether they apply toward the completion of curricula of the professional courses offered, in engineering, dentistry, medicine, law, etc., and as practically all the professional courses require certain pre-requisites, students wishing to transfer to these courses after completing their junior college work should have their junior college dean or advisor, consult the registrar of such college or university in order to ascertain the pre-requisites for entering such courses. This should be done at the beginning of the freshman year in order to prevent loss of credits when the transfer is made.

V. A. Entrance Requirements to University Parallel Studies

For students wishing to take university parallel courses, the policy for admission shall be the same as the basic admission

policy of the three state institutions of higher learning, and may be stated as follows:

Admission of beginning or first time college students shall be, under ordinary circumstances, graduation from an approved high school. Further it is assumed that such students will have:

1. Completed a balanced program of studies designed to insure a well rounded background of knowledge, attitudes, and abilities in basic fields;
2. Developed proficiency in the use of the English language, in reading, writing and speaking;
3. Acquired proficiency in basic mathematic skills;
4. Developed effective study skills and work habits;
5. Developed an adequate intellectual physical and social maturity;
6. Developed a sincere interest in further formal education.

For such students consideration should be given to the entrance requirements of the senior college of the student's choice, and also to any prerequisites for the curriculum the student wishes to pursue.

V. B. Entrance Requirements to University Non Parallel Studies

Any high school graduate or any person beyond the age of compulsory school attendance who gives evidence of maturity and ability to profit by studies offered in the junior college that are non-university parallel, may be admitted to such courses of study. The continuance of such persons shall be based on the acceptable quality of their work and their record of good citizenship.

VI. Work Offered

A junior college should provide college courses in the following fields: English, mathematics, physical or natural science, social science, and where the interest and need exist, a foreign

language. In addition, terminal or non-transfer courses should be encouraged whenever the need arises.

A non-transfer course may be defined as one for which the student may not expect credit upon transfer to a senior college. Such courses may be vocational in nature or may serve other interests of the citizens of the community.

Junior colleges are urged to study the needs of their communities and to offer such non-transfer courses as will meet their needs.

VII. Faculty—Approval Standards

1. Superintendent

The superintendent of a public school system which maintains a junior college must hold a master's degree, and must have training in educational administration and supervision.

2. Dean

The dean of a junior college must hold a master's degree and must have training in educational administration and supervision.

It is recommended and urgently advised that the lines of administrative responsibility for the dean of the junior college shall be clearly set forth.

It is obvious that the responsibilities of the dean as an administrative officer cannot be adequately discharged unless he is freed as far as possible from classroom teaching.

It is further recommended that provision be made for the professional growth of the dean through state, regional, and national associations, and attendance at conferences and workshops in junior college problems in keeping with the best practices of business organizations.

3. Instructors

In determining the competence of the instructors, consideration will be given to the amount and kind of education that the individual members have received, to

their experience, to their scholarship, and to their general fitness for their work.

An instructor in junior college, unless teaching in the following fields: music, art, engineering drawing, physical education, and terminal courses, must have a master's degree from a recognized graduate school and may give instruction only in fields in which his training show him competent. In every case it must include some graduate work. Until by careful research the exact amount is determined, the standard will remain 10 hours of graduate work as at present.

It is highly desirable that all instructors in the junior college shall have at least one basic course in guidance.

4. Exceptions

a. Music

In order to receive unqualified approval for teaching music in a junior college, a teacher must hold a master's degree in music from an accredited college or university. But it is recognized that at present it will not be possible for all junior colleges to secure music teachers with master's degrees in music; therefore, until such time as such teachers can be secured, a qualified approval may be secured for a teacher of music who has as a minimum the following qualifications:

1. Graduation from an accredited four-year college or university with a major in music.
2. Six semester hours credit in music methods.
3. In addition twenty-four semester hours in music education distributed as follows:
 - (a) Music theory and harmony, not less than ten semester hours
 - (b) Conducting, not less than two semester hours
 - (c) Applied music, not less than six semester hours
 - (d) Electives in music, not less than six semester hours

A fulfillment of the above requirements will entitle the teacher to a special five-year music certificate.

b. Art

In order to secure an unqualified approval for teaching art in a junior college, a teacher must hold a master's degree in art from an accredited college or university. At present it is not possible for all junior colleges to meet this standard. Until the time when such teachers are available to junior colleges, a qualified approval will be given to teachers who meet the following standards:

1. Graduation from an accredited college or university with a major in art
2. Academic credit in art of not less than thirty semester hours
3. This training must include enough of the type which can be applied to the training of elementary teachers. A fulfillment of the above requirements will entitle the teacher to a special five year art certificate.

c. Physical Education

In order to receive an unqualified approval for teaching physical education in a junior college, a teacher must hold a master's degree in physical education from an accredited college. Until such time as such teachers are available to all junior colleges, teachers who meet the following requirements, may receive qualified approval. They are as follows:

1. A bachelor's degree from an accredited college or university
2. Academic credit in physical and health education, twenty semester hours distributed as follows:
 - (a) Six semester hours in courses covering principles, administration methods and supervision of physical education
 - (b) Four semester hours in courses covering the principles of the school health program
 - (c) Ten semester hours in courses covering methods of specialized physical education activities. These credits must be given only for lecture hours and not for participation on an athletic team or field work

- (d) The fulfillment of these requirements will entitle the teacher to a special five-year physical education certificate

d. Engineering Drawing

An instructor in engineering drawing must have a bachelor's degree, and must have as much credit in drawing as is required in a basic curriculum in mechanical engineering (8 semester hours).

e. Speech

Teachers of speech must hold a master's degree with ten semester hours of graduate or undergraduate credit in courses in speech, one half of which must be speech, as distinguished from dramatic art.

f. Geography

Geography must be taught as a content subject, and not as a methods course. The instructor in order to qualify must hold a master's degree with ten semester hours of graduate credit in geography.

g. Accounting

The instructor in accounting must hold a master's degree, preferably with a major in commerce or economics and with fifteen semester hours of graduate or undergraduate credit in accounting.

h. Shorthand and Typewriting

A teacher of shorthand or typewriting, if transfer credit is expected, must hold a master's degree. Either the graduate or undergraduate major shall have been in the field of commerce, and with not less than five semester hours or 180 clock hours in each of these subjects.

i. Teacher Education

Instructors in elementary education must hold a master's degree with not less than ten semester hours of graduate credit in elementary education.

j. Terminal Courses

Where a regular junior college instructor is used to

teach non-transfer courses, he must have appropriate training for the work. The appropriateness shall be determined by the Director of Junior Colleges for the Department of Public Instruction.

When an instructor is used who does not teach regular junior college classes, the approval of the Director of Junior Colleges shall be secured, but such instructor shall not be listed as a member of the regular college faculty. He shall be classified as a special instructor.

VIII. Faculty—Certification

As a public junior college is a unit of the public schools, all junior college teachers and administrators must hold certificates valid for the subjects taught or for the work done. The certificates designated are as follows:

1. All instructors teaching in fields where a master's degree is required except in the fields of music, art and physical education, must hold an advanced secondary certificate or its equivalent (superintendent's or principal's certificate).
2. The teachers of music, art and physical education must hold the special five-year certificate, issued to specialists in their respective fields. However, in order to be valid for teaching in a junior college, the holder must submit the certificate to the secretary of the Board of Educational Examiners for the following endorsement:

"This certificate is valid also for teaching in a public junior college when unqualified or qualified approval is given by the Department of Public Instruction."
3. The engineering drawing instructor, in order to comply with the law for teaching in a junior college, must be issued a five-year special certificate by the Board of Educational Examiners, which has authorized the issuance of such certificates to teachers of engineering drawing who hold a standard secondary certificate and meet the approval standards of the Department of Public Instruction.
4. For teachers of non-transfer courses, the Board of Educational Examiners has authorized the issuance of a three-year special vocational certificate to be valid for teaching

in a junior college on the recommendation of the Board for Vocational Education and the Department of Public Instruction.

IX. The Load of an Instructor

So many factors enter in that it is impossible to set up a definite standard of teacher load in terms of hours which shall be fair to all; but in general, the maximum load of an instructor shall not exceed eighteen units and we strongly urge that the load of an instructor shall not exceed sixteen units. A unit is defined as one period of college teaching per week.

Administrative duties, extra-curricular supervision and laboratory work shall be evaluated on the basis of one and one-half hours to count as one hour of classroom teaching. Where an instructor teaches in both high school and junior college, one period of high school teaching shall be considered equivalent to .7 of a period of college teaching.

The table below gives a number of combinations which might occur:

1	College - 20 high school (x.7)	equals 15 units
2	College - 20 high school (x.7)	equals 16 units
3	College - 20 high school (x.7)	equals 17 units
4	College - 20 high school (x.7)	equals 18 units
5	College - 15 high school (x.7)	equals 15.5 units
6	College - 15 high school (x.7)	equals 16.5 units
7	College - 15 high school (x.7)	equals 17.5 units
8	College - 10 high school (x.7)	equals 15 units
9	College - 10 high school (x.7)	equals 16 units
10	College - 10 high school (x.7)	equals 17 units
11	College - 10 high school (x.7)	equals 18 units
12	College - 5 high school (x.7)	equals 16.5 units
13	College - 5 high school (x.7)	equals 16.5 units
14	College - 5 high school (x.7)	equals 17.5 units
15	College -	equals 15 units
16	College -	equals 16 units

Where regular college instructors are used to teach non-transfer courses, such courses must be considered a part of the instructor's regular load and equalled in terms of the hours of meeting of the class in a reasonable manner.

X. Standards of Work

The work of any course in a junior college should be equiva-

lent in quantity to the work of a similar freshman or sophomore course in a standard college.

A full semester's work for a student shall be 15 to 16 semester hours. Except in the last semester before graduation, extra work should be permitted only in case of superior scholarship, and in no case should a student be permitted to register for more than 20 hours of credit work a week.

The length of the recitation period and the number of laboratory periods counted as one class period should be in harmony with the practice of standard colleges.

XI. Library

It has wisely been said that a library is the heart of any higher educational institution. The very first consideration is the degree to which the books it possesses support and supplement the instruction it offers and the extent to which both faculty and students actually use such books. The modern college cannot justify itself without a library which gives evidence of constant and productive use.

In evaluating a junior college library, the technique of the North Central Association will be followed and consideration will be given to the following:

- a. Librarian
- b. Organization and Administration
- c. Adequacy of Library Materials
- d. Teachers and Libraries
- e. Use of Library by Pupils
- f. Special Characteristics
- g. General Evaluation of Library Service
- h. Selection of Library Materials

Specific points on which an evaluation will be made:

- a. Librarian. It is highly desirable that the librarian should be a full-time employee with a degree in library science. Where a person of less training is employed, a competent member of a junior college faculty should be given supervision of the library with adequate time for this work.
- b. Adequate basic general reference books and satisfactory reference books for each department must be maintained.
- c. The library must be modern, professionally administered and the books well distributed.

- d. There should be an annual appropriation in each junior college for the purchase of new books of not less than \$400.00 or \$5.00 per student enrolled.
- e. Books should be selected according to the needs of the different fields of instruction.
- f. The books must be adequately catalogued.
- g. An appropriate reading room separate from the high school library if possible, should be open to all students throughout the day.
- h. Appropriate current periodicals must be supplied.
- i. If a city library is available, the junior college library should be thoroughly coordinated with it.

XII. Laboratory Equipment

The laboratory equipment shall be adequate for all the experiments called for by the courses offered in the sciences, and these facilities shall be kept up by means of an annual appropriation in keeping with the curricula.

XIII. Catalogue and Announcements

All published materials concerning a junior college must adhere carefully to description of conditions and facts about the institution as they really exist. Material designed for publicity purposes should be published separately. The practice of listing courses that will be offered if a certain number of students will enroll should be discouraged. The catalogue should as nearly as possible state the exact number of courses that will actually be offered.

XIV. High School Students Not Admitted to Junior College Classes

In general, high school students should not be admitted to junior college classes, and a failure to observe this regulation will result in a refusal of the Department of Public Instruction to approve a junior college. However, by permission of the faculty of a junior college, a high school student of special ability who has finished his junior year with fourteen completed units, may, after registering for the high school subjects needed to complete sixteen units for graduation, take the remainder of the year's work in a junior college and receive credit for it. He shall not be classified as a junior college student until he has completed all requirements for entrance to a junior college.

XV. Extra-Curricular Activities

There must be provision for extra-curricular activities which are entirely separate and apart from those of the high school. These activities must offer abundant opportunities for the development of leadership and initiative among the students and must be carefully supervised by qualified members of the faculty. However, such activities must be subordinate to the instructional program of the school.

All junior colleges are urged to maintain membership in the Iowa Junior College Association, and to participate in at least part of the student activities sponsored by that organization. Such activities include music festivals, one-act plays, radio announcing, debate, extemporaneous speaking, and athletics.

XVI. Personnel

Each junior college shall maintain an adequate personnel service. The service shall be under the direction of a thoroughly qualified and competent person. A personnel service shall be treated as a part of the regular program of the college and not as an extra-curricular activity. The service shall include an adequate testing program consisting of at least one standard test in each of the major areas of personnel work.

Adequate time shall be provided for personal counseling and guidance for each student. Placement, follow up, and complete individual personnel records shall be an indispensable part of the personnel program.

XVII. A Minimum Enrollment Required

It is impossible to maintain satisfactory junior colleges on an extremely small enrollment. Beginning September 1949, the Department of Public Instruction shall, as a condition of approval, require an enrollment on an average over a period of years, of forty (40) full time students for a one year junior college, or an average of sixty (60) full time students for a two year junior college.

XVIII. Miscellaneous

- a. When a secondary school is connected with a junior college, the secondary school must be accredited by the

XV. Extra-Curricular Activities

There must be provision for extra-curricular activities which are entirely separate and apart from those of the high school. These activities must offer abundant opportunities for the development of leadership and initiative among the students and must be carefully supervised by qualified members of the faculty. However, such activities must be subordinate to the instructional program of the school.

All junior colleges are urged to maintain membership in the Iowa Junior College Association, and to participate in at least part of the student activities sponsored by that organization. Such activities include music festivals, one-act plays, radio announcing, debate, extemporaneous speaking, and athletics.

XVI. Personnel

Each junior college shall maintain an adequate personnel service. The service shall be under the direction of a thoroughly qualified and competent person. A personnel service shall be treated as a part of the regular program of the college and not as an extra-curricular activity. The service shall include an adequate testing program consisting of at least one standard test in each of the major areas of personnel work.

Adequate time shall be provided for personal counseling and guidance for each student. Placement, follow up, and complete individual personnel records shall be an indispensable part of the personnel program.

XVII. A Minimum Enrollment Required

It is impossible to maintain satisfactory junior colleges on an extremely small enrollment. Beginning September 1949, the Department of Public Instruction shall, as a condition of approval, require an enrollment on an average over a period of years, of forty (40) full time students for a one year junior college, or an average of sixty (60) full time students for a two year junior college.

XVIII. Miscellaneous

- a. When a secondary school is connected with a junior college, the secondary school must be accredited by the

North Central Association and approved by the Department of Public Instruction if the junior college is to be approved.

- b. The location, buildings, and equipment of a junior college should be such as to insure hygienic conditions.
- c. The academic year shall not be shorter than the academic year of standard colleges.
- d. The system of records should show clearly the secondary and college credits of each student. Original credentials brought from another institution should be retained by the junior college.
- e. Junior college summer schools and evening work.

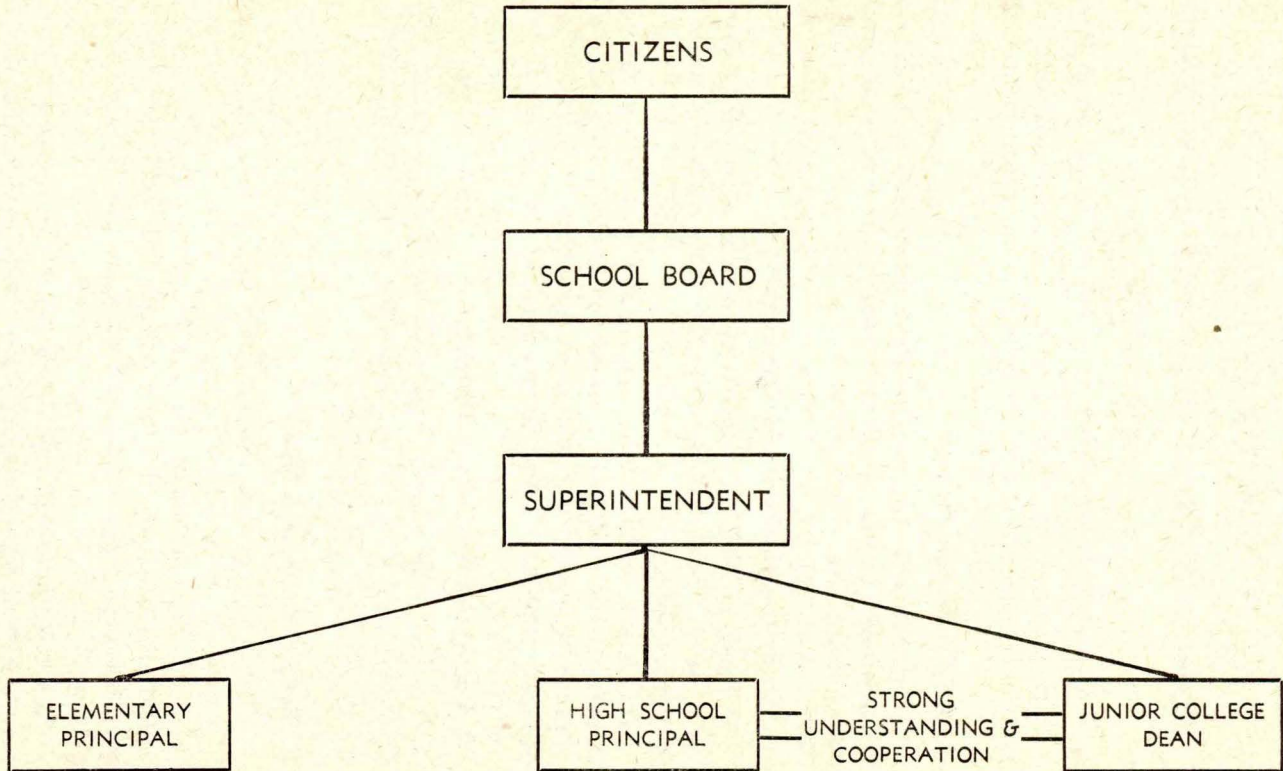
As a general principle, Iowa public junior colleges should not hold summer schools or offer Saturday classes. If, under certain conditions, a departure from this principle seems justified, special permission must be secured from the State Department of Public Instruction. If the credits earned in a summer session or, for Saturday classes, are to be classified as college transfer credits, the approval of the Iowa Committee on Secondary School and College Relations is also necessary. If the credits earned in such courses are to apply toward state teaching certificates, the approval of the Board of Educational Examiners must be obtained. If permission to hold special evening or Saturday classes is obtained, the length of recitation periods must be the same as in the regular junior college, and the hours of teaching must be considered a part of the instructional load.

Not more than one-half of the collegiate requirements for a degree from a state institution for higher learning may be satisfied by credits earned in a junior college. A minimum of sixty (60) hours of junior college credit, exclusive of required courses in physical education and military science shall be required for graduation from a junior college.

XIX. Establishment of a New Junior College

The three requirements now necessary for the establishment of a new junior college are: (a) a town population of at least 5,000; (b) an affirmative vote of sixty percent of the voters at a regular school election; and (c) approval of the Superintendent of Public Instruction.

DIAGRAM OF THE POSITION OF THE JUNIOR COLLEGE IN THE PUBLIC SCHOOL SYSTEM



greater emphasis. The Dean should pass on to his staff the material about junior colleges which he receives and the staff should exchange experiences and ideas gained from their own study.

Many of our junior college teachers need to be sold on the junior college as a necessary unit in our educational system. This can be best accomplished by making them a real part of the planning unit of the college.

X. The Superintendent's Attitude Toward the Junior College

The attitude of the superintendent and his understanding of the junior college program, or his lack of understanding can make or break the program.

We need in Iowa more superintendents both in and out of the junior college communities who understand the junior college purposes. This is necessary if our junior colleges are to occupy their proper place in our system of higher education. The superintendent owes to the junior college some time set aside for constructive thinking and planning. Where this has been true the junior college has grown in stature.

XI. More and Better Counseling for your Junior College Students

It would be very helpful if, on the back of every transcript given to a junior college student, were a personnel record of the student which would include something of his background and other items bearing on his probable success as a transfer student.

XII. Awarding Title of Associate of Arts

Unless there are obstacles which prevent, award to your graduates the title of Associate of Arts.

XIII. Certificates of Specialized Training Programs

Give certificates, certifying to the completion of specialized training programs of less than two years of work.

XIV. Music and Art

Expand your programs to include more music and art when you can secure qualified teachers in those fields.

XV. Physical Education

Offer four semesters of physical education and health with the emphasis on health.

XVI. History and Government

See that every student before leaving your junior college is thoroughly grounded in the facts of American history and the principles of American government. This knowledge should be used as a basis for developing good citizenship.

XVII. Teacher Training

In view of the critical scarcity of teachers, the junior colleges have a definite responsibility in regard to training teachers. Do everything possible to keep this department at a high level of efficiency.

XVIII. Institutional Leadership

Iowa junior colleges need institutional leadership. This can come most effectively from our three state schools, the Iowa State University, Iowa State College and Iowa State Teachers College. Forty percent at least of the teachers in the Iowa Public Junior Colleges are trained at the Iowa State University. We believe this leadership will be forthcoming.

XIX. Research Work

We need to do a great deal of research work. Every junior college can and should make a community survey which will secure information on the number of students of junior college age in your territory; how many are in school; what the ones

out of school are doing; what the opportunities for employment are in the community; etc.

A study should be made of the records of your graduates who have transferred to other colleges. Find out in which fields they have made the best records, as well as the poorest records. This will help you to correct your weaknesses in the fields of instruction. These and many other things can be done by the local junior college. But in addition, we need research work by people who have been trained for that work.

XX. Membership on the Board of Educational Examiners

On this board the three state schools are represented, as are the four-year denominational schools, the town and city high schools and the rural schools.

The junior college is the only division of education not represented. The Board is dealing with matters that are of vital importance to the junior colleges and they should be represented.

STATE LIBRARY OF IOWA



3 1723 02116 0288