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STATE OF IOWA  
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# Iowa Public Junior Colleges

Circular JC-1-52

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DEPARTMENT OF PUBLIC INSTRUCTION  
Jessie M. Parker, Superintendent

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Published by  
THE STATE OF IOWA  
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## 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 now in operation, are as follows:

Mason City 1918	Marshalltown 1927
Burlington 1920	Eagle Grove 1928
Fort Dodge 1921	Ellsworth, Iowa
Clarinda 1923	Falls 1929
Estherville 1924	Muscatine 1929
Creston 1926	Centerville 1930
Webster City 1926	Emmetsburg 1930
Boone 1927	Clinton 1946
Britt 1927	

### II. Laws Pertaining to 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 per cent of the total vote cast for and against said proposition at said election."

The 53rd General Assembly passed the following laws pertaining to transportation and state aid for junior colleges:

285.1 "Boards in districts operating busses may transport nonresident pupils who attend public school, kindergarten through junior college, who are not entitled to free transportation provided they collect the pro-rata cost of transportation from the parents."

286A.3 "twenty-five cents per day for each junior college student carrying twelve or more semester hours of college work."

286A.4 "Multiply twenty-five cents by the average daily enrollment of junior college students carrying twelve or more semester hours of college work. Multiply this product by the actual number of days school was officially in session, not to exceed one hundred eighty days."

Further legislation for junior colleges is needed in order to stimulate their growth and development, but such legislation should be preceded by a continuation of research to determine what is needed. Write to this office for the bulletin showing the results of a research committee which has been in operation for two years. However, three needs are definite and certain. First, larger junior college districts; second, better financial support; and third, an enlarged vision of the junior college program.

### III. \*'"Basic Functions of Community Colleges

**Terminal Education** — A complete training should be given to those students who will finish their period of formal education in the junior college. This training which is commonly referred to as terminal education should be designed to achieve occupational competence, civic competence, and personal adequacy.

**General Education** — Every junior college student should be given that training which will prepare him to function effectively as a member of a family, a community, a state, a nation, and a world.

**Orientation and Guidance** — It is the specific responsibility of every junior college to assist its students to "find themselves." A program of training and guidance should be pro-

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vided so that every student may discover his aptitudes, choose a life work, and prepare for the successful pursuit of such work.

**Lower Division Training** — Each junior college should provide lower division or the first two years of senior college work for the limited number of students who plan transfer to a senior college after completing two years in junior college. This training should be broad enough to include the lower division requirements in the liberal arts, scientific, engineering, and professional fields.

**Adult Education** — Every junior college should co-operate with other public educational institutions in providing instruction to meet the needs of adults living in the region. The program of training should include cultural and vocational education.

**Removal of Matriculation Deficiencies** — Junior colleges should provide opportunity for students who failed to meet entrance requirements to some university to remove such deficiencies and thus to qualify for admission in the higher institutions of their choice.”

#### **IV. Accreditation**

Accreditation is the process of designating an educational institution as meeting required standards or accepted criteria of quality established by a competent agency.

The accreditation of an educational institution implies the acceptability to other educational institutions of the credits earned by its students.

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 co-operation 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.

**Caution** — However, since the Iowa Committee on Secondary School and College Relations represents the State Board of Education, and since the professional courses offered in the three state schools require definite prerequisite courses, students wishing to transfer to these professional courses after completing their junior college work, should before beginning their freshman year in junior college, have their dean or advisor consult the registrar of the college to which the student wishes to transfer, in order to ascertain the prerequisites for entering such courses. The acceptance of any subject for credit toward specific degree requirements rests with the college or university granting degree credit.

#### **V. A. Entrance Requirements for Transfer Students**

For students wishing to transfer to another college or university after completing two years of junior college work, 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.

If after successful completion of junior college work such student wishes to continue in a senior college or university he may request admission upon procedures as outlined in the catalogue of the school to which he seeks admission. Special attention should be given to any prerequisites for the curriculum the student wishes to pursue.

### **B. Entrance Requirements for Nontransfer Students**

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 nonuniversity 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, and when there is sufficient interest and the approval of the Board of Educational Examiners has been secured, a teacher education curriculum. In addition, terminal or non-transfer courses should be encouraged whenever the need arises.

### **1. Teacher Training Courses**

Nine of the public junior colleges now in operation are authorized by the State Board of Educational Examiners to offer a two-year teacher education curriculum, leading to a standard elementary certificate.

- a. On February 10, 1951, the Board of Educational Examiners took the following action, "that junior colleges approved by the Board of Educational Examiners be authorized to offer courses leading to **original issuance** '.....' of the standard elemen-



tary certificate, to students even when they already have completed more than sixty semester hours of college credit.

That each such student be informed in advance of enrollment in writing by local junior college officials that credits thus earned likely will have little or no value in advancing him toward an academic degree, and that a copy of such written notice be filed, at the time of its delivery to the student, in the office of the Board of Educational Examiners."

- b. "Credits earned for the renewal or reinstatement of certificates must be completed in an institution approved by the Board of Educational Examiners. Teachers with 60 or more semester hours of credit on the date of registration for courses to be used for certificate renewal or reinstatement, must earn the credits in an approved **senior college.**"

## 2. Junior College Summer Schools

Some Iowa junior colleges have held summer sessions to meet the educational needs of their communities. In order to hold a summer school, the approval of the State Department of Public Instruction must be secured.

If the credits earned in summer school classes are to be classified as college transfer credit, the approval of all agencies concerned should be secured before a summer school is announced.

In all cases where summer schools are approved, the preparations of the instructors, the length of the recitation periods, and all other regulations pertaining to the regular day school must be observed.

## 3. Terminal or Nontransfer Courses

In that the junior colleges are in a position to supply specialized training for local agriculture, business, and industry, it is expected that they will provide such training as the need arises and facilities are available. Much of this training will be of a nature considered terminal or nontransfer.

A nontransfer course may be defined as one for which the student may not expect credit upon transfer to a senior college. They may carry credit toward graduation from junior college providing the instruction is of college grade. 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 nontransfer courses as will meet their needs.

#### **4. Adult Education Classes**

Saturday or evening classes for adults in most junior colleges have become an important part of their programs.

Such courses cover a wide range of subjects from agriculture, home making, public speaking, etc., to oil painting, ceramics, and other hobby courses. As in summer schools, where the course is offered for credit, all the regulations for the regular day school must be observed.

Not more than one-half of the collegiate requirements for a degree from a state institution of 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 or military science, shall be required for graduation from a junior college.

### **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 a junior college in order to be fully approved, 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 shows him competent. In every case it must include some graduate work. Until by careful research the exact amount is determined, the standard will remain ten (10) hours of graduate work as at present.

**Junior college instructors, those in service as well as new additions to the staff, are encouraged to have training in junior college philosophy and teaching methods, and in counseling and guidance at the college level.**

### 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 offered, 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 nontransfer 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. The advanced secondary certificate is the highest certificate for junior college teachers and qualifies any teacher to teach in any field in a junior college for which his training qualifies him.
2. 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, principal's (when based on a master's degree) or a five-year special state certificate).
3. The teachers of music, art, and physical education must hold the special five-year certificate, issued to specialists in their respective fields or an advanced secondary certificate.
4. 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

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4. 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.

5. For teachers of nontransfer 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 equivalent 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 institution for higher education. The 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 techniques of the North Central Association will be followed. Consideration will be given to the following specific recommendations:

1. Librarian. It is desirable that the librarian be a full-time employee with a degree in library science. If a person is used as both an instructor and a librarian she should have at least 20 semester hours of work in library science and be given additional help directly under her supervision.
2. Organization and Administration. The library should be modern and professionally administered with books well distributed. An appropriate reading room, separate from the high school library if possible, should be open to all students throughout the day.

3. Adequacy of Materials. The library should contain adequate basic general reference books, special reference books for each department in which instruction is given and appropriate current periodicals. All materials should be up-to-date.
4. Annual Appropriation. In each junior college there should be an annual appropriation for the purchase of new books of not less than \$200, or \$3.00 per student.
5. Cataloguing. Books must be properly catalogued.
6. Co-ordination with other library facilities. If a city library is available, the junior college library should be thoroughly co-ordinated with it. In no case should the junior college depend upon the city library for any large share of the books or facilities unless it is close enough for students to use it for study during the school day and unless the junior college has some control over the books purchased and their use.
7. Use by students and staff. Both students and staff members should make adequate use of all library facilities.

## **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. Small Enrollments**

It is impossible to maintain a satisfactory junior college on an extremely small enrollment. Some of the reasons for this are as follows:

1. Classes with only one to five students lack the stimulus of larger classes where learning is facilitated by the exchange of ideas between the different students.
2. A small enrollment means excessively high per pupil costs.
3. Often where the enrollment is very small, the money spent on the junior college could better be spent on improving the elementary schools or the high school.
4. An excessively small enrollment means a narrow restricted curriculum, where practically all students must take every subject offered.
5. A small enrollment means little or no opportunity for any social life among the college students or for extra-curricular activities.

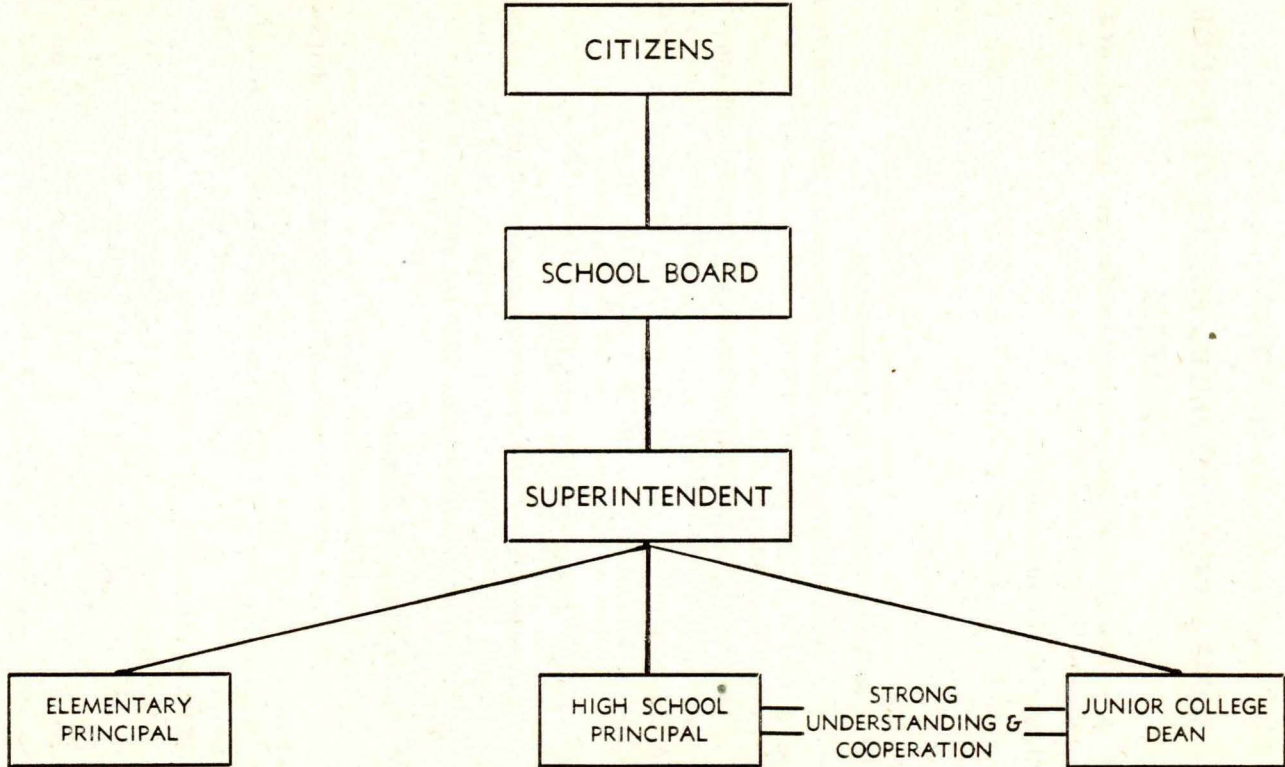
## **XVIII. Miscellaneous**

1. 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.
2. The location, buildings, and equipment of a junior college should be such as to insure hygienic conditions.
3. The academic year shall not be shorter than the academic year of standard colleges.
4. 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.

## **XIX. Establishment of a New Junior College**

The three requirements now necessary for the establishment of a new junior college are: (1) a town population of at least 5,000; (2) an affirmative vote of sixty per cent of the voters at a regular school election; and (3) approval of the Superintendent of Public Instruction.

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



## PART TWO

### SOME SUGGESTED NEEDS FOR IOWA JUNIOR COLLEGES

**I. A completion of the research which has been carried on during the past two years.**

**II. An Evaluation Program**

Every junior college in the state should set up their educational objectives, then carefully evaluate their work in terms of these objectives.

**III. Study the Needs of the Community**

The organization of more laymen committees to study the needs of the young people of junior college age in the district is highly desirable.

This will accomplish two purposes: (1) it will keep the people thinking of the educational needs of the young people of the community, and (2) it will focus attention on the local junior college as the institution for meeting these needs.

**IV. Larger Junior College Districts**

The completion of the state-wide survey suggested in point one would give us information on which to base plans for an intelligent redistricting of the state for junior colleges.

**V. Better Financial Support**

When we study the needs of our junior colleges, we realize how much more could be accomplished if they were adequately financed. If our junior colleges are to attempt to serve the educational needs of ALL our youth not otherwise provided for, the state will have to assume at least part of the financial burden.

The community which a junior college must serve is broader than the local school district. A sharing of financial responsibility is therefore essential. The public junior colleges are a part of the total program of state higher education, and are deserving of such recognition through state financed assistance.

## **VI. A Greatly Expanded Program of Adult Education**

## **VII. More Visual Education to Strengthen the Instruction Program**

## **VIII. More Experimental Work in Junior Colleges**

Effective experimentation is being done in higher education these days. Iowa junior colleges should aid in co-operative experiments by other agencies. They should also do some experimenting of their own. The senior colleges will probably be happy to assist if assistance is needed. Many experiments can be conducted without outside help.

In experimentation there are sound standards to follow so that an effective evaluation can be made of the results obtained. Without the evaluation the results of the experiment may be lost.

There are many questions being raised on other campuses such as: Are the freshman English courses meeting the needs of our students?; Are our science courses organized in large enough units to aid the greatest number of students?; Are we over specialized in any areas at the junior college level?; Should we continue with the present organization of subject matter or should we use areas as "Civilization," "Family Living" and "Surveys of Science" as related to man's existence? These are only a few questions. What does your faculty think of these matters? Many studies are needed in the development of higher education. Why not make a contribution from your junior college?

## **IX. More Faculty Meetings**

There are two kinds of faculty meetings: (1) where essential routine problems are solved, and (2) where broad policies and curricular studies are discussed and more particularly wherein an in-training program is carried out. The second type needs 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 State University of Iowa, Iowa State College and Iowa State Teachers College. Forty per cent at least of the teachers in the Iowa Public Junior Colleges are trained at the State University of Iowa.

In the past few years there has been evidence of an increasing interest in the public junior colleges of Iowa by the state schools. This has been especially true of the State University of Iowa, which has sponsored the workshop for junior colleges and also contributed leadership in promoting the research which has been carried on.

## **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.

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