


1956

An Appraisal by the Graduate Students of the Terminal Education Program at Wenatchee Junior College

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**AN APPRAISAL BY THE GRADUATE STUDENTS OF THE TERMINAL
EDUCATION PROGRAM AT WENATCHEE JUNIOR COLLEGE**

A Thesis

Presented to

the Graduate Faculty

Central Washington College of Education

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

by

Alice A. Low

March 1956

APPROVED FOR THE GRADUATE FACULTY

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ACKNOWLEDGEMENTS

This study was made possible because of the encouragement and help of several teachers and friends. The writer is particularly grateful to Dr. E. E. Samuelson who was most inspiring and helpful in his comments and enthusiasm.

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CHAPTER I

INTRODUCTION

The junior college might accurately be termed a "new dimension in higher education". From its rather narrow beginnings as a definite experiment, supported entirely by private funds, it has gradually widened its scope, is now largely publicly supported, and is definitely coming into its own.

There is now almost entire agreement that the whole youth population should have the opportunity for post-high school education. Business, industry, and the other professions demand a more mature and a more specially prepared person than the high school graduate. The home requires more preparation for parenthood and domestic duties than can be expected of the high school graduate. The country must have more fully informed citizens if democratic government is to be safe and effective. It is to meet this need for post high school education that the junior college has been developed.

Traditionally, the junior college has indicated that its purposes are to provide educational opportunities in the area of (1) terminal education, (2) general education, (3) lower division training, (4) removal of matriculation deficiencies, (5) orientation and guidance, and (6) adult education.

The junior college located in Wenatchee has been in the process of expanding its terminal education program. It has gradually been changing its function from that of a liberal arts college, for which it was originally started, to that of a community college, operating as a

part of the public school system. This project has been devoted to determining the effectiveness, from the graduate students' viewpoint, of the terminal education program which has been offered at the college for the last five years.

A questionnaire was sent to all terminal graduates of the years from 1950 to 1954 inclusive. Not only were they asked specific questions regarding their working conditions and attitudes toward their jobs but they were also encouraged to suggest ways in which their college education might have been improved. Have these former students been successfully employed? Have they been working in the type of job for which they prepared in college? These questions and their relationships are examples of the problems which have been discussed and graphically illustrated in this study.

Many of the graduate students to whom the questionnaires were sent revealed, from their viewpoint, several advantages as well as shortcomings of their junior college education. These suggestions have also been categorized. The number of times which the same opinions were expressed by different individuals has been very indicative and enlightening. A compilation of all the results and implications which have arisen from the responses to the questionnaires presents a fairly adequate picture of the attitude of the graduate terminal students toward the junior college.

To understand more clearly the present role of Wenatchee Junior College, it has been necessary to review briefly the growth of the junior college movement throughout the nation and specifically, the growth

and development of Wenatchee Junior College itself.

It has been recognized that an evaluation from the graduate students' viewpoint was only one method of determining the effectiveness of the terminal education program. A continual study and re-evaluation, not only by students but also by faculty and community sources, will enable the college to meet the needs of its graduates most effectively.

CHAPTER II

ROLE OF JUNIOR COLLEGES IN PREVIOUS YEARS

The record of junior colleges, their demonstrated value, has earned for them a permanent place in the educational structure of the United States.

The story of the founding of the first junior colleges in the United States is a familiar one. The first of this type of school, a privately supported institution, was established in Chicago, Illinois, as early as 1896. The opening of the first public junior college in Joliet, Illinois, in 1901 was a tremendous step forward in making available to more people the facilities of higher education. The development that has taken place within the junior college field during the fifty-nine years since the humble beginnings of the first institution of this kind has been almost unbelievable, for the junior college movement has been recognized as one of the most portentous in our educational history. In 1900 there were only eight junior colleges and approximately one hundred students enrolled in them.¹ When World War I ended, there were eighty-four such institutions listed in the Directory issued by the Office of Education. By 1930, that number had increased to 278, and in 1952 there were 527. The phenomenal growth of this movement has been indicated by the current list of more than 600

¹C. C. Colvert, "A Half-Century of Junior Colleges," Junior College Journal, February, 1947, p. 244.

junior colleges, attended by approximately 576,453 students.²

The purposes and objectives of junior colleges have increased and broadened considerably since they were first established. At the time of the annual meeting of the American Association of Junior Colleges in Memphis, Tennessee, in 1922, there apparently was rather unanimous agreement about the specific purpose of these institutions. It was defined then as follows: "The junior college is an institution offering two years of instruction of strictly collegiate grade."³ A junior college performed its function if it did exactly what a four year college or university did in its first two years. What a contrast with today's junior college which agrees to "offer anything, to anybody, anywhere, at any time" !

It has been possible to find many lists of functions or purposes of the 1955 modern junior college; sometimes the list was lengthy. However, most of these functions have been included under the following six major headings:

(1) 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, commonly referred to as terminal education, should be designed to achieve occupational competence, civic competence, and personal adequacy.

²Jesse P. Bogue, American Junior Colleges (American Council on Education, Washington D. C., 1952), p. 9.

³Roosevelt Basler, "Consistent and Increasing Adaptability of the Junior College," Junior College Journal, April, 1955, p. 427.

(2) 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.

(3) 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 provided so that every student has an opportunity to discover his aptitudes, choose a life work, and prepare for the successful pursuit of that work.

(4) Lower division or transfer training. Each junior college should provide the first two years of senior college work for the limited number of students who plan to transfer to a college or university after completing two years in junior college.

(5) Adult education. Every junior college should cooperate with the other public educational institutions in providing instruction to meet the needs of adults living in the region.

(6) Removal of matriculation deficiencies. Junior colleges should provide opportunities for students who failed to meet entrance requirements to a senior college or university to remove such deficiencies and thus qualify for admission in whatever school they wish to attend.

Until the past few years junior colleges have been established largely by local interest, initiative, and resources. Formerly, there was very little consideration given to them by state governments.

According to the review of the junior college legislation,⁴ there is now a definite trend toward the state accepting more responsibility to provide greater opportunities for education of all youth. Some states have completed surveys to find out how many junior colleges are needed, approximately where they might be located, what they should offer, and how they should be supported. The time may come when states, realizing the necessity for junior colleges, will make it mandatory that when certain conditions prevail, these two year institutions shall be established and maintained. However, that time has not yet arrived.

It has been interesting to note that eleven of the forty-eight state legislatures enacted laws affecting the legal status of junior or community colleges in 1953.⁵ Thirty-one of the forty-eight state departments of education did not enact or consider in any way legislation of this sort. Included in this group was the state of Washington in which the only action taken was the reappropriation of money for state aid to be distributed to the junior colleges according to its previous formula. This action served merely to carry on the existing status of the junior college movement and did not change it in any way.

⁴S. V. Martorana, "The Legal Status of American Public Colleges," American Junior Colleges (American Council on Education, Washington, D. C., 1952), pp. 19-26.

⁵S. V. Martorana, "Recent State Legislation Affecting Junior Colleges," Junior College Journal, April, 1954, p. 459.

Even maintaining the status quo was a far cry from the attitude taken by the state legislature in 1931. At that time in the state of Washington there were three privately owned junior colleges.⁶ A bill to support them in the state legislature was vetoed by the governor, and he induced the University of Washington to refuse accrediting of any new private ones. As the public, and thus the legislators, have become increasingly aware of the services offered to a community by the junior colleges, these schools have tripled in number. There are now ten publicly supported institutions in this state.

There have been several reasons for the rapid growth of junior colleges in the last few years. The most important has been their consistent and increasing adaptability--adaptability of functions, course offerings, and teaching methods. From this tremendous flexibility has gradually emerged the concept of the community junior college.

Above all other institutions of higher learning, the community junior college has been responsive to change at the community level. It has recognized that many new kinds of abilities were required for successful and satisfying existence. Social and economic changes in the community have been reflected in the curriculum offerings of the junior college. For instance, if the community and surrounding area were primarily agricultural, extensive courses in farm machinery,

⁶Walter C. Bells, The Junior College (New York: Houghton-Mifflin, 1931), p. 766.

welding, and horticulture have been offered. A shortage of competent window decorators, watch repair workers, or practical nurses has often led to the addition of a number of courses pertinent to these fields of training.

Community groups which have benefited from the presence of the junior college have included county extension agents, government shipyards, farmers, banks, fruit growers, greenhouse owners, and industrial construction crews. Several examples of community service may be cited from the activities of the junior colleges in the state of Washington. At Skagit Valley Junior College in Mount Vernon is a greenhouse management class which caters to greenhouse owners and employees in all of western Washington. Experts have been brought in from all over the country at the expense of the class members, and classes have been held in greenhouses where a specific problem had to be studied and solved. On the Olympic Peninsula, Olympic College in Bremerton featured a program of industrial training for the Puget Sound Naval Shipyard. They have also developed an outdoor program which offered classes in basic and advanced mountaineering. Also included were sessions on family camping, basic summer camp-craft instruction, advanced workshop, and art camp-craft. One of Everett Junior College's community service programs has been an up-grading series of courses for employees of the pulp and paper mills in that area. In the Wenatchee valley, Wenatchee Junior College has featured courses of training in horticulture and its related fields. Clark College in Vancouver has provided that industrial area with a great

variety of vocational training. Both Centralia and Yakima Junior Colleges are located in diversified agricultural and food-processing centers, and each has a strong and widespread agricultural community service program.

The mission of the community junior college has been such that no set time limit for completion has been placed upon its overall instructional program. For some types of work three years have barely been long enough; for some two will do; for others a year or less has been sufficient. It might be likened to an intellectual smorgasbord. A student may partake of as much as he wants and make another round when he is hungry again. If he does not see the dish he wants, he may ask for it. New programs have been developed in response to evidence of their real need and value.

Junior colleges have been relatively uninhibited by such things as what they did last year, what the alumni thought, and old college traditions. During World War II this characteristic of adaptability became noticed by some citizens for the first time. During this period junior colleges developed the reputation for their ability to do anything that needed doing. A whole list of rural projects, war production training, canning centers, and similar programs were launched almost over night in many junior colleges.

The adaptability of these institutions has been illustrated in other ways. In many cases more than half of their enrollments have been adult and special students; part-time faculty members have often been as numerous as full-time staff members; and there have

been examples of institutions which insisted on maintaining their freedom and initiative even though it meant foregoing accreditation by a regional accrediting agency. Actually, this adaptable characteristic of the junior college bodes well for its future. Few, if any, educators can predict what special role the junior colleges will be called upon to play in the next twenty-five years. Not many can be sure of their responsibilities within the next year. In any event the junior college of the future has a precious heritage of adaptability.⁷

The community college concept has not been new in the educational field, Only was it new on the college level where a definite attempt has been made to correlate community resources and activities with the advantages and facilities of higher education. Ideally, it has become the center of the educational and cultural life of the entire community. It should serve the entire community of every age and walk in life. As a result, the adult education programs have become an important part of most junior colleges. It has been estimated that 30 per cent of the enrollment today is in courses of adult education.⁸ However, the typical program of adult education with its ever changing enrollment and low standards has not been able to function adequately in a regular school situation. Consequently, the extended day or evening division of classes has become a vital part of the available program.

⁷Roosevelt Basler, op. cit., p. 429.

⁸Harl R. Douglass, "Adult Education, An Impressive Challenge for the Community College," Junior College Journal, April, 1955, p. 448.

There have been many different types of adult education courses and programs. The vocational courses which have been most prevalent have tended to fall into two classes: (1) those for the training of individuals for a new type of activity, and (2) advanced training for those who wish to go further or to get caught up with recent developments and changes in their particular vocation. The classes lasted either for a full year or were only taught for a brief period of time.

Education for leisure has been another important type of course for adult education. Many times its purpose has been to aid in the development of hobbies. Typical examples of such curriculum offerings have been arts and crafts, shop work for both men and women, and sewing. Classes which have proven popular in many parts of the country have dealt with flower and vegetable gardening, sports and games, music, and creative writing.

Very closely related to leisure courses have been those emphasizing cultural study. Most prominent among these have been the Great Books study groups. Others which have given indication of permanence have not centered so much on the books as upon the subjects including fields of music, art, current or international affairs, and certain types of literature.

Of great value have also been the courses on the various aspects of parenthood, infant care, and child psychology. An increasing interest in the last few years has been shown in the field of mental hygiene, development of a sound personality, and

the psychology of adjustment. Many junior colleges have even been attempting to meet the demand for more knowledge on the science and practice of growing old.

The overcrowded condition of the senior colleges has also been a contributing factor to the continued growth of junior colleges. During the last fifty years the public high school has democratized secondary education. Over 90 per cent of each age group now enters high school, and over 60 per cent graduates from the typical four year program.⁹ Both percentages have been rising. As a result, an increasing percentage of American youth have been enrolling in colleges throughout the country. Priceless as it is, the traditional machinery of higher education can no longer handle the total job thrust upon it. The community junior college has reflected to some extent this overcrowded situation. It has made available the advantages of higher education to many people who would otherwise have been denied them. One of its special functions has been to make higher education a continuing and essential feature of everyday life for the millions.

The rapid growth and expansion of terminal programs has been another major factor in the increased enrollment of junior colleges. Twenty-five years ago the curriculum of the junior college was almost an exact replica of that offered in the first two years of the university. There existed only minor differences, and the one chief aim was to

⁹William R. Wood, "A New Dimension in Higher Education," Junior College Journal, April, 1955, p. 431.

give the student work that would transfer to a senior college. Gradually, the junior college has accepted the responsibility of providing a type of education for those students who wanted to terminate their formal schooling with the completion of two years at a junior college. Through the 1930's and 1940's, terminal programs have spread widely and increased rapidly in number. Not only is the junior college without one or more terminal programs rather rare today but most junior colleges have at least half a dozen terminal programs, both of the vocational and non-vocational type. As these programs gradually developed, it was only natural that they were, for the most part, made up of transplanted vocational courses from the high school. Teachers were available for these, and both parents and administrators understood them.

During the 1920's and 1930's there were very few junior colleges which offered vocational curriculums of the so-called semi-professional type. Leonard Koos in his book on the junior college listed a considerable number of these which he felt were the responsibility of the junior college.¹⁰ Today there are many types of occupations which require more training and more maturity than is possible for the average high school graduate at the age of eighteen, but which do not require four more years of college or university training. In engineering, medical practice, and many areas of business may be found the best examples of positions of this type.

¹⁰Leonard Koos, The Junior College (Ginn and Company, 1927).

More recently a larger number of junior colleges have begun to develop curriculum courses in technical education. One of the most outstanding examples of this phase of development has taken place at Bakersfield Junior College. In the first place a survey was made of the local community to discover what the vocational needs and demands were. The results of the survey indicated the need for more trained engineering aids, assistant surveyors, draftsmen, electronic technicians, laboratory technicians of various types, and technicians in the field of air conditioning. Gradually, courses and curriculums have been added and developed to help meet the growing demand for more technical training in this area.

In the past several years a number of junior colleges in other parts of the country have begun to include courses in curriculum training to help meet the needs of their communities. Particularly has this been true in localities where technological development and industries based upon technological training have grown rapidly. One of the best examples of this has been the new Columbia Basin College in Pasco which grew out of a vocational training program which had been operating for approximately eight years. It was geared to the needs of the Hanford Atomic Products Works. Often the welding school had to run several shifts to keep up with the demand. The present junior college has absorbed the vocational departments and expects to add new ones.

Parallel with the growth of the terminal vocational and semi-professional curriculums came the demand for a more functional type

of program in the traditional academic fields. Educators began to realize that it was not enough to make America vocationally efficient, but that there must also be curriculums designed to make the individual a better member of society. Thus the emphasis on what has commonly been called "general education" received growing consideration from junior college educators. The development of a sound personal philosophy of life, self-realization, and critical thinking in a democratic society have all been goals of the general education program. This need has been universal and unconditioned by social status, educational plans, or vocational calling.¹¹ The development of these goals has been one of the major functions of the junior college.

However, one of the greatest problems which has arisen from the rapid expansion of the curriculum and the recognized need of general education for all has been the presence in many junior colleges of an unrestricted elective system. This has permitted many students to evade the courses provided by the college as a "preparation for life". Wise student counseling, orientation sessions, and a critical review of the elective system available to non-transfer students may help to improve this situation.

One of the chief purposes of the junior college has been to assist students to "find themselves" academically, vocationally, and personally through the functioning of the guidance and orientation

¹¹John A. Sexson and John W. Harbeson, The New American College (Harper and Brothers: New York, 1946), p. 56.

programs. Guidance has been founded upon the principle of the conservation of human life and human energy; it was based upon the fact of human need. Everyone has needed assistance at some time in his life; some will need it constantly and throughout their entire lives; others need it only at rare intervals or at times of great crisis. Much of the organized guidance service in junior colleges has been performed by, or has been under the direction of, the personnel departments. However, many guidance functions have been performed by teachers and administrators who have not been classed as personnel workers.

Many a college freshman has been like Alice addressing the Cheshire Cat, asking which way she ought to walk from here. "That depends a good deal on where you want to go," said the Cat. "I don't much care where--," said Alice. "Then it doesn't matter which way you walk," said the Cat. "--so long as I get somewhere," said Alice. "Oh, you're sure to do that," said the Cat, "if you only walk long enough." Guidance programs have attempted to help the students to define the Somewhere.

The steps which have been taken in each particular college have not always been the same. They have differed widely. Even after Alice knows where she wants to go, she still has to start from where she is. The junior colleges have had many potential opportunities for guidance in helping to meet the emotional, academic, and vocational needs of their students. Comparatively small student bodies and the opportunities for more informal relationships between instructors and students have

been distinct advantages in promoting the effectiveness of the guidance programs. The greatest assistance to the students has come from those members of the college staff whose personalities emanate sympathetic understanding and who have not been solely dependent on the academic crutch of formalized classroom learning.

These two year institutions have contributed greatly toward assisting their students to formulate satisfactory social relations with the opposite sex. Active participation in small social groups, opportunities for membership in special interest clubs, and student government affairs have all been contributing factors to better social adjustment. Actually, junior colleges, with their smaller student bodies and smaller campuses, have attempted to reach each student and help him individually with his personal as well as his academic problems. Basically, the degree of emotional adjustment achieved by the junior college student has been directly proportional to the emotional security displayed by the individual faculty member and junior college leader in their day to day contact with the student.¹²

The colleges' counseling and guidance services in many communities have made important contributions to the other schools in their area. They have cooperated with local groups in sponsoring Career Days; they have conducted testing programs; their faculty members have served as counselors to the pupils of the public schools.

¹²Arthur C. Burman, "The Emotional Adjustment of Junior College Students," Junior College Journal, April, 1954, p. 491.

Especially has this been true in localities where the junior college has been directly a part of the public school system.

The specific aims of the guidance program have been:¹³ (1) to assist the student to adjust himself to the conditions of work in the new institution; (2) to help him in the many adjustments in ways of living and in general social relationships as a result of leaving home and entrance to college life; (3) to help him budget his time and his financial resources; (4) to assist him in the development of worthy goals suitable to his needs and abilities; (5) to assist him to get a clear idea of the various curriculum offerings and the purpose of each; (6) to help him study occupational opportunities and requirements; (7) to help him choose wisely among the athletic, literary, and social activities represented in the college; (8) to assist him, if necessary, in securing part-time employment or vacation jobs to earn needed money. Actually, the ultimate goal of the junior college guidance program has been to make the individual student accept his responsibilities, face his own problems, and make his own decisions; in other words, it has been to make each student his own wisest and most dependable counselor.

The rapid growth and expansion of the curriculum of the junior colleges within the last twenty-five years have given rise to many new and significant problems. Some of these have already been mentioned,

¹³Arthur J. Jones, Principles of Guidance (New York: McGraw Hill Book Company, 1945), p. 379.

but to clarify the actual role of junior colleges in our educational system, a few more should be considered. The solution to all of these problems has not yet been found, but the fact that they have been recognized as problems which have received considerable attention merits their being mentioned in this study.

The question of the division of responsibility between the state and local community in matters of finance and control has been a problem still unsolved. Wide differences exist today among the various states as to the proportion of financial responsibility accepted by the state in providing junior college education. Many communities which would like to provide junior college education have been unable to expand their programs and still maintain acceptable standards in already existing educational programs. On the other hand, if the state furnished a major part of the support for the junior college, a relatively few communities of the state would be benefited. The answer, so far, has seemed to lie somewhere in between complete community and complete state support.

Another problem which has resulted from curriculum expansion has been that of securing adequately prepared instructors to teach on the junior college level. When the junior college first came into existence, the major requisite for teaching in this type of institution was previous teaching experience in high school. Many subject matter specialists found their way to junior college faculties. These, however, have not been the most successful teachers. It soon became apparent that subject matter knowledge alone was only one requisite

for a teacher on this level. They also needed to know and understand the problems of post-high school youth and the philosophy and place of the junior college in American education. It became a recognizable fact that teachers in the junior college needed specific preparation for their jobs. Many states have been gradually adding to their teaching certification requirements special educational programs designed particularly for the junior college teacher. These programs in most cases have not yet been fully developed; consequently, the number of professionally trained personnel to teach in junior colleges has remained inadequate.

Problems of correlating the work in the classrooms with experiences in industry have taken on added meaning. It has almost become a necessity that those teaching vocational and technical courses in the industrial field have also spent some time actually working in those particular areas. Thus, the role of the community college again has been emphasized. The activities of the school have to be a part of the community itself.

SUMMARY

This description of the role that the junior college has played in the past definitely indicates that it has carved its place into the American educational pattern as an institution designed for specific purposes. It has grown from a narrow two year institution which provided only the freshman and sophomore courses which were transferrable to senior colleges to one which embraces the philosophy of the community college.

It has provided terminal, vocational, and cultural education for the many young people who have entered its doors. It has demonstrated its ability to provide preparatory education for those students who prefer to stay at home before entering a senior college or university. It has raised the general educational level of the community through a wide variety of courses for adults according to their needs. The guidance program has aimed at developing the whole individual to enable him to become a better citizen of his community.

There have been many problems associated with the "growing pains" of the junior college, and many have yet to be solved. However, as this institution continues to strive toward maturity, there is every indication that better and more effective solutions to these problems will gradually evolve.

The growth and development of Wenatchee Junior College has been similar to that of many other junior colleges. However, a more specific explanation of its individual history is necessary to understand the extent and implications of the terminal education program which is the vital concern of this study.

CHAPTER III

HISTORY OF WENATCHEE JUNIOR COLLEGE

The history of Wenatchee Junior College has paralleled that of many other junior colleges throughout the country. Its initial organization in 1939 resulted from the efforts of a community group headed by K. P. Sexton and school authorities under the leadership of W. B. Smith, Superintendent of Wenatchee Public Schools. During this first year it received its accreditation on a yearly basis from an appointed committee from the University of Washington and Washington State College. At the same time it also became a member of the American Association of Junior Colleges. Student tuitions and fees with the help of some community donations were the only sources of financial support until 1941 when it became a publicly supported part of the state system of higher education.

Those first two years of its existence have remained in the annals of the college a constant reminder of how much can be accomplished by the determination and fortitude of a handful of citizens who desperately wanted to bring to their community the advantages of higher education. Only seventy-seven students enrolled when the college first opened its door. It was in reality just a side door of the high school building, and confusion often existed as to where the high school domain ended and that of the junior college began. By the end of the first year one hundred and eighteen students had cast their lot with this struggling institution.

Courses were offered primarily to satisfy the needs of those

students who wished to attend a senior college but for various reasons, were unable to do so at that time. Therefore, they consisted almost entirely of transfer courses such as English composition, English literature, inorganic chemistry, zoology, art, European history, psychology, economics, engineering drawing, and trigonometry. Terminal courses were not considered to be of college calibre; and since this new experiment was on such thin financial ice, no chances were taken by offering anything but standard transferrable courses.

Even though the student body was small, it was an enthusiastic group; student activities flourished. Even a basketball team was organized. Although no record can be found of their competitive action, it might be assumed that their enthusiasm compensated for their lack of playing ability. During that first year five teachers were on the faculty, and the superintendent of public schools was the president of the college. During the second year debating, dramatics music, and a broader athletic program were added to the activities of the college.

In 1940 the Civilian Pilot Training program began at the college as an extra curricular activity. By June of 1942, however, a full time program was under way in cooperation with the Army. The first group brought in was composed of Army glider pilots; but in July 1942, the first Navy group arrived, and by November of the same year, the cadets were all Navy men. At first the cadets were housed in the Columbia Hotel. The American Legion Hall basement was converted into a mess hall, and the junior college hired the personnel necessary to

maintain it. All of the ground instruction was received at the junior college, and flight instruction was taken at Fancher Field under the sponsorship of the Wenatchee Air Service, assisted during the war by the Washington Aircraft Company of Seattle. In addition to the regular staff of the junior college, three officers and two yeomen were sent in by the Navy to assist with the program. About twelve hundred Army, Navy, and glider pilots, including about seven hundred and thirty-three Navy cadets, completed the training. The entire program was discontinued August 7, 1944.

In 1943 many physical changes were made in the college facilities. Among them included the addition of a recreation room which became known as the Student Lounge. Standard curriculum courses which were added included Elementary Spanish, Current Affairs, and Latin American Relations, but the greatest development came in the enlargement of more than one type of curriculum. By this time three types of curricula were made available to the students. The first embraced the lower division or transfer courses of the four-year liberal arts college or university; the second type included the equivalent of the first two years of training in the pre-professional fields such as Dentistry, Forestry, Journalism, Medicine, Law, and Pharmacy; and the third type provided a two year course in Secretarial Science and one in Nurses' Training. In addition to these, other programs of study were offered in particular fields such as Agriculture, Art, Home Economics, and Fisheries after individual students had professed a need for these courses.

The two year programs in Secretarial Science and Nurses' Training were established to help meet the large demand from the community for completion courses. This was the first attempt of the college to establish a terminal program. The aim of the secretarial course, as stated in the 1942 school catalog, was "to develop trained office workers who would be qualified without further training to handle the work of the ordinary office, and at the same time provide courses with college credit so the student completing this course could enter a standard university or liberal arts college with advanced standing at any future time". The nursing curriculum followed the recommendations of the State Department of Licenses. A one year course in Secretarial Science was also inaugurated during that year. This class was to prepare students for office positions which were plentiful at that time.

The school year of 1943-44 had the first graduating class in the brief history of the college with twenty-five receiving diplomas. The requirements for graduation at that time simply stated that a student must have completed satisfactorily ninety hours of credit in academic subjects and a minimum of five credits in physical education.

Just as the college grew in facilities and personnel, so did its value to the community increase. In the fall of 1945, evening division classes were offered for the first time. Thus began a tradition which has been maintained and enlarged steadily for the last ten years. Original courses offered included Conversation Spanish, Public Speaking, Essentials of Proper Grammar and Composition, Survey

of English Literature, Beginners' and Advanced Typing, and Aeronautics. Another class which was started about this time was the Radio Speech course which was offered during both day time and evening divisions. Due to the ingenuity of one of the instructors, the former rifle range was converted into a student radio workshop which had a control room complete with a control panel, a broadcasting room, and a reception room. This class and its related fields have increased tremendously in popularity and service since that time.

Legally, one of the most important acts affecting junior colleges was passed by the state legislature in 1946. Wenatchee Junior College then became a part of the common school system and merged with School District 46. The board of education of the school district became the governing body of the college, and the superintendent continued as president of the college.

Enrollment at the college has fluctuated during war time and post war periods. A peak enrollment of 376 students was reached during 1946 and 1947 because of the return of veterans from the armed forces. The smallest number of students ever enrolled was seventy in 1944 during World War II. The decrease in the enrollment in 1951 reflected the large number of young men and women who were recruited for the armed services in the Korean War. However, as world conflicts and tensions gradually subsided, more young people again entered junior college. More than 300 students comprised the student body in 1953, plus more than 1200 students in the evening division.

Partial cause for this increase in enrollment might have been

the result of a new junior college campus and additional new and improved facilities. In the fall of 1951 the college moved from its crowded quarters in a wing of the high school building to its present location on the Wells estate, a five-acre tract given to the school by Mr. and Mrs. A. Z. Wells. Before the construction of any new buildings by the school district, the Wells estate included a beautifully landscaped area, a large substantial house, formerly the home of Mr. and Mrs. Wells, a five room modern cottage which had been a caretaker's house, and several garages. The original homestead has since been remodeled and partitioned into a girls' dormitory which is equipped to house eighteen girls, a student lounge on the main floor, one administrative office for the Dean of Students, and a cafeteria in the basement. With the acquisition of additional land purchased by the school district, the size of the campus is now forty-seven acres. Part of this acreage has been left in orchard, and part of it is still undeveloped.

What a tremendous thrill, particularly to members of the original junior college faculty, to be a part of a dream come true ! Such was the feeling in the fall of 1952 when the liberal arts and vocational buildings on the newly acquired campus were made available for the first time. The liberal arts building included classrooms, science and biology laboratories, music practice rooms, a combination activity room and auditorium which seats about 500 people, and offices for the instructors. The vocational building included facilities for classes in farm shop, farm mechanics, and machine shop.

For the first time in the history of the college, it actually was independent, physically and psychologically. That first year on its own campus brought many changes in the organization of the college. Among the most important was the separation of the high school and junior college personnel. Teaching part time in each school was largely discouraged; and within three years after moving to its new location, the junior college had acquired a staff, entirely separated from teaching responsibilities at the high school except for one art instructor and the agriculture teacher who continued to shuttle back and forth between the two schools.

The advantages of Wenatchee Junior College have been similar to those of most other junior colleges throughout the state. Students of college age as well as adults of the community have been able to receive the benefits of higher education without having to leave home or be frustrated with too great an economic burden. One of the major reasons for the original establishment of the college was to give local young people who could not afford to leave home a chance for a partial college education. The nearest teachers' college was eighty-five miles away; the closest university was 150 miles away. Another distinct advantage was the opportunity for part time jobs for students who were enrolled at the college. Business men have been very cooperative in hiring students on a part time basis; and through the office of the Dean of Student Affairs, an active placement bureau has provided a desirable service.

Many changes have occurred in the junior college program since

its first few years. Even though it was at first primarily concerned with educating only those students who planned to transfer to senior institutions, many factors have gradually encouraged less emphasis on transfer training and more on terminal education. At first the majority of the students enrolled only in courses which carried transfer credit since each one thought he planned to go on to another college or university. Until 1952, senior college representatives accredited the junior college courses only if they were similar to those found in the senior colleges; hence, there was a concerted effort to imitate established courses in senior colleges. The majority of the faculty was primarily interested in teaching in specialized, standardized subject matter areas and had not yet fully realized the philosophy and purposes of a junior college. The wavering uncertainty as to whether or not the junior college would survive at all was another factor which discouraged any deviation from an established pattern. During the first few years of its existence when it was not a part of the city or state system of education, there were many conflicting views as to whether or not it was even justified. Financial support was very limited; student enrollment was small; and faculty members themselves were uncertain about their real teaching objectives. Senior colleges tended to frown upon possible competition from a junior college; many local community members felt that too few students benefited from such a school; other public school teachers were inclined to voice their opposition, mostly because they feared a lion's share of the public school funds would eventually find its way into the

junior college coffers.

Only time, patience, and determination of a few community individuals who had instigated the junior college in the first place prevented it from succumbing to almost overwhelming odds. Gradually, part of the faculty began to change its traditional ideals about teaching; they became more aware of the needs of the individual students as a result of small classes; they began to gain an understanding of junior college philosophy; and as a result, they realized the necessity for finding better ways of teaching. The college curriculum was broadened as various needs of the community were recognized. Many other potential students were discovered, and attempts were made to offer a program suited to their interests. These included the students who only wanted to attend college for a short time, those who had no idea of their future plans but wanted the experience of college life, the students who had failed to graduate from high school and now needed to make up some deficiencies before going on to a senior college, and those who wanted technical training in a particular field.

The great potentialities of offering adult education courses were also discovered, especially those which pertained to social relations and vocational skills. Before 1945, very little adult education had been undertaken in Wenatchee by any agency or organization. The evening division curriculum, as adopted by the junior college at that time, was very flexible and subject to change, both with instructors and types of courses being taught. Any class or work shop was offered when twelve or more persons expressed a desire to enroll. Many

qualified people within the community, as well as some day time instructors, comprised the faculty of the evening division. It became a policy to select the best qualified and trained members from the community to teach in specialized areas where a regularly certified instructor was not available. For instance, when a class in Upholstery was offered, a man who for twenty years had been in the upholstery business, both construction and retail, was asked to teach the class. In a Conversational French class, a young woman who had been educated in Paris and had since married and moved to Wenatchee, became an active member of the night school faculty. As a result of this policy, the evening division has included a wide and interesting variety of vocational and avocational backgrounds among its teachers.

Even though evening classes were intended primarily for adults, they have attracted more college-age students each year. Many of these people are married, have families, and home obligations. They have found it convenient to attend classes at night and still be employed in a full time job during the day, and they have liked the flexible arrangement and variety of classes and the informal teaching methods. During the fall and winter of 1955, such classes as the following have been offered: drawing and painting, beginning accounting, investments, farm shop welding, electrical trades, mechanical drawing, dressmaking and tailoring, theater workshop, and community orchestra. An attempt has been made to offer a wide variety of classes for those who wish to pursue further their academic, vocational, and recreational interests. In addition to the night classes offered on the campus, extension

courses have been made available to neighboring towns in cooperation with the school districts of those communities. The combination of all of these factors including increased understanding of the junior college philosophy, discovery of the different needs of potential students, and the growth of the adult education program have helped to focus increased attention on the possibilities of offering more terminal education in the general college curricula.

Despite considerable discussion and planning, however, courses intended to be terminal increased to only 20 per cent of the total college offerings in 1950, as compared to 17 per cent in 1947. Secretarial science courses have made up the bulk of this terminal program.

At the present time there are at least four distinctly terminal programs which may be completed in one or two years. They include Secretarial Training, Practical Nursing, Machine Shop or Farm Mechanics, and Agriculture. A fifth course, Radio Speech and Broadcasting Techniques, may be taken as either a terminal or transfer program.

The junior college has experienced an active demand for students with one or two years of college training in business administration, secretarial or clerical training. Most of the courses offered in the one or two year programs have been accepted for credit at four year colleges; however, the curricula have been arranged to provide a maximum of vocational competence, and specific vocational courses may be substituted for regular four year college requirements for students who desire a well rounded program of training in the shortest possible time.

The practical nursing program has proven very satisfactory since its first inception. Because of the great need for practical nurses throughout Northcentral Washington, the college has offered this course which has provided the student with training necessary to take the state board examinations to become a licensed practical nurse. Twelve months of supervised training have been required to complete the program. During that time the student has been instructed a specified number of hours in such fields as nursing procedure and related theory, home making, physical and mental health, and care of the mothers and children. The remainder of the program has been supervised practice in a local hospital for which the student has received an hourly wage. Wenatchee Junior College School of Practical Nursing has been approved by the Department of Licenses of the State of Washington, and the student who has successfully completed this program is eligible to take the examinations given by the Washington State Board of Practical Nurse Examiners to become a licensed practical nurse.

Machine shop courses have been offered to train students in the basic principles of the operation and use of power tools and equipment. Farm shop has been a closely allied course, and many students have combined classes from these two areas. This program has been particularly adaptable to those fellows who planned to operate or work in a garage or service station. It has also been utilized to a large extent by those who planned to work on a farm or fruit ranch and needed instruction in the use of machinery. It has not been an unusual sight to visit the

farm shop in the agricultural building and find in one corner a dismantled trailer with the wheels off, new sideboards being built, and the whole thing being extended an additional ten feet. Then in another corner could be found a jeep with a grimy lad protruding from under the hood as he attempted to adjust a faulty mechanism, and above the clatter and roar of hammers and engines whined the huge band saw as it bored into a new piece of lumber to complete another project in the center of the room. The machine shop program is still in its infancy since facilities and equipment were not available for these classes until the opening of the agricultural science building on the new campus in 1952. The scope of its courses has been broadened, and the size of the classes has increased steadily as the students have become aware of the desirability of this type of training.

Closely allied with the farm shop offerings has been the agricultural course of study. Since Wenatchee lies in the heart of the fruit industry of Northcentral Washington, many students of the junior college have been sons and daughters of ranchers, orchard workers, and farmers. Most of the families are affiliated in some way with the fruit industry, and many of the junior college graduates go directly to the assisting in, or administration of, the family orchard. Therefore, the courses in agriculture have tended to deal largely with fruit growing, orchard insect control, field crops, general horticulture, and a study of the basic knowledge of soil structure and soil organisms. An opportunity to learn the elementary skills in farm building construction has also been available as well as a basic course in animal husbandry.

The increased interest in the agricultural program has been a major factor in the recent decision to employ a full time agriculture instructor in the fall of 1956.

The growth of the Radio Speech program and its related fields has been a fascinating story and was a typical example of how many of the activities of the college have grown from the inspiration and determination of a few individuals. The radio speech story began in the spring quarter of 1948 when a new speech instructor joined the faculty. The equipment then used consisted entirely of one wire recorder and a much used and tired classroom. With a new teacher was created new interest, and immediate activity resulted in a search for a permanent location to practice radio techniques. The search revealed an old basement shower room stored with a collection of old props, pipe, and lumber which had been used for stage shows by the high school. With the granting of permission by the administration, the speech students began a complete renovation program to change the storeroom into a suitable radio workshop. It became entirely a student project with the exception of the actual sound-proofing of the studio. It was an eventful day when dedication ceremonies were held in honor of the newcomer to Wenatchee Junior College, KWJC, which began its broadcasting career with a three hour daily program to the college lounge. From this meager beginning, the radio speech department expanded its program to include inter-school broadcasts, one program a day over the two local radio stations, and a full school day of broadcasting on the campus.

The radio workshop has now been equipped with a low power

transmitter that operates on a carrier current basis; it has two broadcasting studios, a control room, a copy room, and a music library. In practical aspect, it has become a full fledged radio station, and students have the opportunity to learn many of the professional techniques at the workshop. From one wire recorder, the equipment has been increased to include a studio control board and relay panel, two two-speed turntables, an audition turntable, a sound effects truck, eight microphones, and three recorders. The preparation and production of programs have been an outgrowth of the radio speech classes in Radio and Television Broadcasting, Radio Announcing, Radio Production, and News and Drama Writing. Most of the courses in this program have been accepted for transfer credit at other colleges and universities; consequently, both terminal and college transfer students have enrolled in the program.

Significant changes within Wenatchee itself and the surrounding area have occurred within the last few years. These have also influenced immeasurably the program offered at the college. According to a survey made in 1952 by the Wenatchee Chamber of Commerce Industry and Business Development Committee,¹ the future of Wenatchee and northcentral Washington offers more possibilities for growth and development than all other sections of the Pacific Northwest because of their power resources and irrigation projects. The area which was studied and

¹Industrial Report for North Central Washington (Wenatchee: Wenatchee Chamber of Commerce, 1952), pp. 1-67.

surveyed included Chelan, Douglas, Grant, and Okanogan counties. One-fifth of the total area in the state is included in these four counties. According to a comprehensive survey of population trends by the Washington State Highway Department in August, 1951, the population in Wenatchee proper will double in slightly more than a decade.

With the increasing development of dams and huge irrigation projects, the Columbia River has been the greatest single factor affecting the business and industrial growth in this region. Making an abundance of water available and hence, irrigation possible, has led to an almost fantastic mushrooming of farms throughout the central part of the state. Development of the Columbia River irrigation will produce an estimated 115,000,000 dollars gross income per year.² Grand Coulee Dam has already been completed, and Chief Joseph Dam is well under construction. When completed, it will irrigate 37,000 acres and be equipped to supply water for an additional 25,000 acres. The resulting growth of the farming population, plus the increasing necessity of acquiring adequate knowledge concerning farming techniques, soils, crop rotation, and modern machinery, offer unlimited potentialities for the growth and expansion of one phase of the terminal curriculum of the junior college.

Development of hydro-electric power from the Columbia River has produced the greatest concentration of hydro-electric power in the world. Grand Coulee, Chief Joseph, and Rock Island Dams have contributed

²Ibid.

the largest part of this power. One of the first large industries to take advantage of the abundance of power in this area was the Aluminum Company of America, which constructed the aluminum reduction plant, employing approximately 900 men. The Keokuk Electro-Metals Plant near Wenatchee has also contributed to the industrial expansion of this region. This plant utilizes both electric power and iron to operate its smelter.

Development of mining in northcentral Washington has been increasing. Several minerals which have been produced are limestone, pumice, iron, chromium, and tungsten. In 1951 within the Wenatchee area itself, the Lovett Mine, located on a hill on the outskirts of town, produced 1,000,000 dollars in gold. Other mining companies have also been considering the development of mining interests.

With a population of approximately 27,000, Wenatchee is the largest community in this area. Because of its location at the intersection of two cross state highways, it has become a key distribution center for both retail and wholesale goods. According to the United States Census of Business, it does 52 per cent of the trade in this region. By 1960 Wenatchee expects its population to nearly double. As a result, a considerable increase in the enrollment at Wenatchee Junior College might also be expected.

In June, 1954, the office of the superintendent of schools issued the results of a survey of school enrollment trends for the Wenatchee school district. It is interesting to note that an enrollment increase of 145 per cent has been indicated from 1950 to

1960 during the last three years of high school.

Even though there were no attempts made to project enrollments for the junior college because of so many other factors which required consideration, Wenatchee Junior College can expect by 1960 to have a considerably increased number of college age people from which to draw students.

Definite plans have been and are in the process of being formulated for the future of the college in anticipation of the far reaching effects of the community changes. More than just the faculty and students have been concerned with these future plans. An example of the interest displayed by members of the community has been seen in the activity of the Junior College Community Committee which was formed in April, 1949. The committee has been an organization of representatives of all the interested service clubs and social groups of the community. The stated purpose of the committee, according to the records of the Dean of the College in 1949 to 1951 has been:

To aid the college to better serve the community by keeping the college administration and faculty informed on the educational desires and thinking of the people in the area and to keep the citizenry informed on the developments of the college and the needs of students and of the college as a whole.

In 1955 the committee included approximately 144 representatives from various clubs and organizations. During the past few years some of its accomplishments have included the establishment of a student loan fund, assistance in securing a number of scholarships for deserving students, aiding in student housing, securing part time or full time jobs for college students, and suggesting desirable courses for

evening division classes.

The faculty and the students themselves have been quite active in helping to expand the offerings of the curriculum. In 1953 several surveys of student opinions were made by the faculty to determine the effectiveness of the present school program and to encourage suggestions for possible improvements. Faculty members, both individually and in groups, have given considerable attention to the problem of changing or broadening the present curriculum. Many have participated in college summer sessions, in workshops specifically for junior college personnel, in conferences, and in faculty study groups and committees. An in-service teacher training program has been operating since 1949 for the benefit of the entire faculty. For several years S. V. Martorana, the recognized junior college authority from Washington State College, worked very closely with the faculty, both individually and in group conferences.

This teacher training program has resulted in at least two worth while projects which have already had a definite effect on the school curriculum. They are the plans for a three-track curriculum and the occupational survey which was made in 1950. The three-track curriculum makes provision for:

(1) General education, which is a body of common learnings and experiences for all students. This general education curriculum has been formulated for the purpose of encouraging improvement in human relations, communications which includes reading, writing, speaking and listening, thinking effectively, making relevant judgments, and

discriminating among values.³ Several specific objectives which a broad, general education should accomplish were selected by the junior college faculty from a list compiled from a study made by S. V. Martorana and Steven Gittler at Washington State College. These objectives are:

(a) to participate actively as an informed and responsible citizen;
(b) to develop for the regulation of one's personal and civic life a code of behavior based on ethical principles; (c) to recognize the interdependence of the different peoples of the world; (d) to understand the common phenomena in one's physical environment; (e) to understand the ideas of others and to express one's own effectively; (f) to attain satisfactory emotional and social adjustment; (g) to understand and enjoy literature, art, music, and other cultural activities; (h) to acquire the knowledge and attitudes basic to a satisfying family life; (i) to maintain and improve one's personal and community health; (j) to choose a socially useful and personally satisfying vocation that will permit one to utilize all of his particular interests and abilities; (k) to acquire and use the skills and habits involved in critical and constructive thinking; (l) to acquire and use the basic mathematical and mechanical skills.

(2) Preparation for higher study along academic or professional lines through a wide variety of specialized elective offerings.

(3) Vocational, semi-professional, and technical education

³Harvard Committee Report, General Education in a Free Society (Harvard University Press, Cambridge, Massachusetts, 1946), p. 65.

through a wide variety of elective offerings and work experiences.

Wenatchee Junior College has gradually been expanding its program around this three-track curriculum. A few broad inclusive courses have been inaugurated such as the Survey of Physical Science and Humanities which have indicated a trend toward meeting the objectives of general education. In 1955 the requirements for graduation with the Associate in Arts degree specified the completion of ninety hours of credit plus six credits of physical education activity. Included in the ninety hours had to be a minimum of thirty hours of credit taken in the fields of humanities, social sciences, and science on a one, two, three ratio. At the present time the administrative advisory committee of the faculty has been studying the advisability of issuing a Certificate of Completion to a terminal student who has completed ninety hours of academic subjects. Their immediate problem has been whether or not to include the general education requirements as specifically necessary or whether, for terminal students, they should be on a strictly voluntary basis. At the time this paper was written, a decision had not yet been reached; but it can be assumed that it will have a definite effect on the future of the terminal education program.

A survey of all community occupations in 1950 was made by faculty members to help determine the types of courses which were needed by terminal students. Although possibilities of this survey have not been fully realized, it has had some effect on the curriculum. For example, a course in Choosing a Vocation has been made available

to the students. This class was designed primarily to acquaint the students with all types of vocations and the personal as well as educational requirements necessary for each. Additional courses in horticulture and other areas of vocational agriculture have been added as a result of the survey. Indications have been that this survey, in addition to other types of studies which have been and are being made, will continue to have a definite effect on the terminal curriculum in the next few years.

As the philosophy of the community college has become more fully appreciated, both the faculty and the college facilities have become more available to the public. An active speakers' bureau composed of faculty members was organized to serve the community and surrounding area. It has been the purpose of this group to clarify the position of the junior college and to make the general public aware of its functions and possibilities. An increasing number of faculty members have served as luncheon and after-dinner speakers for various clubs and have assisted with new projects of significance to the community. The college auditorium has been consistently in use for public group meetings, concerts, and community affairs. During the evening the college classrooms have also been used a great deal of the time by small groups of community citizens. It has been increasingly evident that the college has become one of the important center of community activity.

SUMMARY

This brief history of Wenatchee Junior College indicates that it has made a definite contribution to the community. It has grown from a narrow college transfer curriculum to one which embraces not only those students who intend to continue their education at a senior college but also those who are semi-professional and terminal students.

The college has five partially terminal education programs in effect. These have shown indications of growing and expanding as the faculty, students, and community cooperate in their efforts to make available the types of offerings which are most needed by residents of this area.

The philosophy of the junior college has expanded to include now the community college concept. It has been responsive to change at the community level. As new industries and businesses have developed, so has the program at the college. Its consistent and increasing adaptability has enabled it to develop an ever-changing adult education program which has become a vital part of the college curriculum.

The future potentialities of Wenatchee Junior College are gradually being realized by both faculty and citizens of this region. However, only as it reflects the pulse of the community will it be able to assume a more dynamic role in secondary and higher education. Meeting the needs of terminal students represents one area of potential growth. How well has the college been fulfilling this function in the past? The next chapter is concerned with the answer to this question.

CHAPTER IV

STUDENT EVALUATIONS OF THE TERMINAL EDUCATION PROGRAM

The present study has been concerned primarily with whether or not Wenatchee Junior College has adequately been meeting the needs of the terminal education students. The growth and extent of the terminal education program has been described up to the present time. Of greatest importance to the college now has been to evaluate the reaction of the students who have successfully graduated from any phase of this program and who are or have been working since their graduation. Some of the questions which this study has attempted to analyze and answer are: What percentage of the terminal students are working? Are they satisfied in their jobs? What factors have contributed to job satisfaction? How long do they expect to continue with their present job? In what ways has their junior college education been helpful? How might it have been improved.

From the records in the registrar's office dating from 1950 through 1954, a list was compiled of all students who had completed the requirements for graduation from a two year terminal course. This necessarily eliminated all students who had taken college preparatory courses and had expressed the intention of continuing their education at a senior college or university. There was a total of one hundred and twenty terminal students.

A questionnaire was then sent to the one hundred and twenty students which comprised the terminal graduates for five years, 1950

to 1954 inclusive. There was a total return of sixty-eight questionnaires. This 56.7 per cent has served as the basis of information for this present study.

A cursory examination of the returned questionnaires indicated that there were four distinct groups of students in this particular survey: (1) the girls who were married shortly after graduation from college and had not been concerned with any particular job; (2) the fellows who had gone directly from college into military service and had no opportunity to work; (3) the students who had changed their minds about further schooling and were in the process of completing their education at a senior college or university; (4) those who had gone directly from junior college into jobs and were or had been working. The reactions of this latter group were most pertinent in providing the necessary information and material which were essential to this study. The results from all the questionnaires have been suggestive in revealing avenues for future research which will be discussed in a later chapter.

The working group, as might be expected, comprised the largest number of people of all the groups. Surprisingly enough, the one which involves those who decided to continue their education is second in size. The complete breakdown of the four separate groups by numbers and percentages has been clearly shown in Table I.

The original purpose of the questionnaire was to investigate the working situations of the terminal graduates and try to determine whether or not their junior college education had actually helped

them to find jobs and to adjust successfully to their work. A survey was made of the types and number of positions held by each graduate as well as the length of time he had spent on his present job. Each person was asked to indicate how long he planned to continue with his present occupation or, in other words, his job expectancy.

TABLE I
DISTINCT GROUPS IN SURVEY

Group	Number Responding	Per Cent
Working Group	28	41.1
Students in College	19	27.9
Fellows in Service	11	16.1
Girls Who Married	9	13.2

One of the first questions was whether or not his present job was in or related to the field he prepared for in college. Did he expect an advancement of any kind on the job, and to what degree was he satisfied with his work were also included as questions which might give an insight into the present and future possibilities of his working situation. An attempt has been made to determine how much of his training was "on the job" training, or that which was required regardless of his junior college education. There was a possibility that a definite relationship might exist among many or all of these factors,

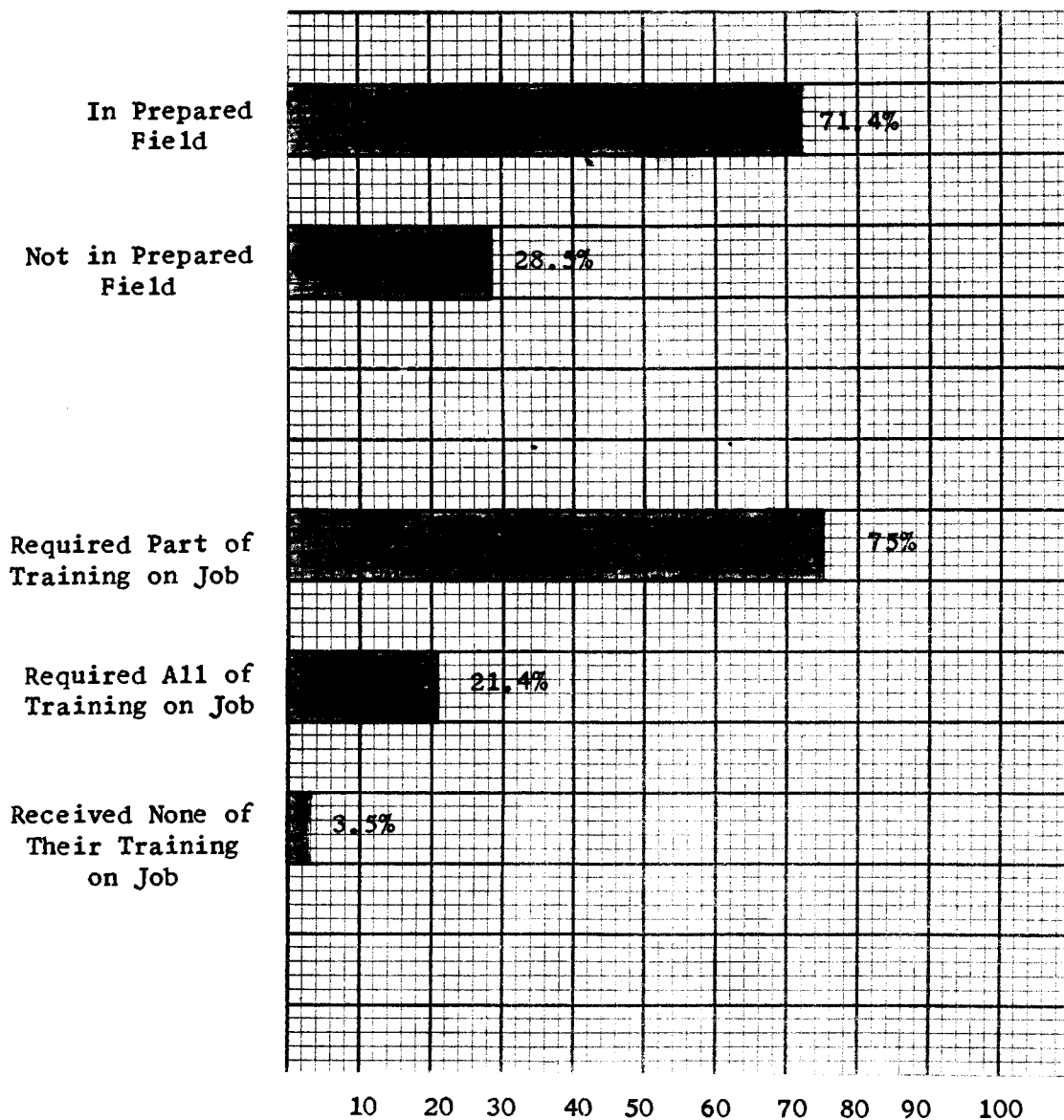
and seen together, they would help to draw a composite picture of how adequately or ineffectively the two years at junior college had served as a foundation for his adjustment to the working world.

Primarily, it has been important to know whether or not these people were satisfied with their jobs, and as accurately as possible, to determine the factors contributing to their satisfaction. The following graphs and tables, with accompanying explanations and interpretations, more clearly picture the relationships among these various factors.

As shown in Graph I, a definite correlation exists between the amount of "on the job" training that was required and whether or not the present job of the student was in or related to the field he prepared for in college. Seventy-five per cent of the students had to acquire part of their training on the job, training that would have been necessary regardless of their junior college education. Seventy-one per cent of the students were working on jobs which were in or related to the field they prepared for in college. Twenty-eight and a half per cent were not working in their prepared field, and over 20 per cent received all of their training on the job. A very small percentage indicated that none of their training had been acquired on their present job.

This would seem to indicate that those students who were working in their prepared field found a definite application for their junior college training. These figures also indicate that almost three-fourths of the students have been working in their special interest fields.

GRAPH I

RELATIONSHIP OF COLLEGE PREPARATION AND AMOUNT
OF ON THE JOB TRAINING REQUIRED

Did the possibility of advancement have any significant effect on whether or not these people were completely or only partially satisfied with their jobs? Did it make any difference to them whether or not they were working in the field for which they prepared in college? Table II has suggested some of the answers to these questions.

Well over one-half of the students expected to make some advancement in their jobs, and over three-fourths of them were very satisfied with what they were doing. Over one-third indicated no prospect for advancement whatever, and a little over one-fourth were only partially satisfied in their situation. Slightly over one-tenth did not answer the question on advancement.

Of the eight students who were only partially satisfied with their jobs, two of them had no prospect for advancement; five of them were anticipating advancement, and one did not indicate either way. Twenty students were very satisfied with their work. Of this number eleven expected to advance, seven had no such expectations, and two did not indicate either way.

This means, then, that five out of eight students who had possibilities for advancement were still only partially satisfied in their jobs. It might be concluded that other factors besides advancement contributed to their satisfaction. There might be several reasons for this situation which will be discussed in a later chapter. Seven out of twenty students, or approximately one-third, who were completely satisfied with their jobs were expecting no advancement whatever.

Over 77 per cent of the students were very satisfied with their

TABLE II

RELATIONSHIP OF PROSPECTIVE ADVANCEMENT AND WORKING
IN PREPARED FIELD TO JOB SATISFACTION

Job Satisfaction	Prospective advancement			Prepared field	
	Yes (57.1%)	No (32.1%)	Not Indicated (10.7%)	Yes (71.4%)	No (28.5%)
	16	9	3	20	8
Satisfied 20	11	7	2	18	2
Partially Satisfied 8	5	2	1	2	6

jobs, and over 71 per cent have been working in their prepared field. Eighteen of the twenty students who indicated complete satisfaction have been working in the area for which they prepared in college. This would seem to verify the logical conclusion that the people questioned in this study were much happier if they had the opportunity to work in their special interest field. Only two of the twenty students who were satisfied with their jobs were not in their prepared field.

Six of the eight students who were only partially satisfied with their work were not in their prepared field. The converse, then, of the statement in the foregoing paragraph would also be true. The people in this study who were not working in their prepared field have been more inclined to be dissatisfied with their work. Only two of the eight people who were not entirely satisfied have actually been working in their special interest field.

By combining the results of all of Table II, it might be assumed that working in their prepared field has been more of a contributing factor to job satisfaction than the possibility of advancement. Over one-half of the students who were only partially satisfied with their work anticipated an advancement, but three-fourths of these people were not in their prepared field. Therefore, job satisfaction, up to this point, depended primarily on working in their prepared field and incidentally, on advancement.

Whether or not a job offered a fair degree of permanency has usually been a consideration in determining the desirability of that particular job. Graphs II and III illustrate the length of time these

people have worked on their present jobs and how long they expect to continue with them.

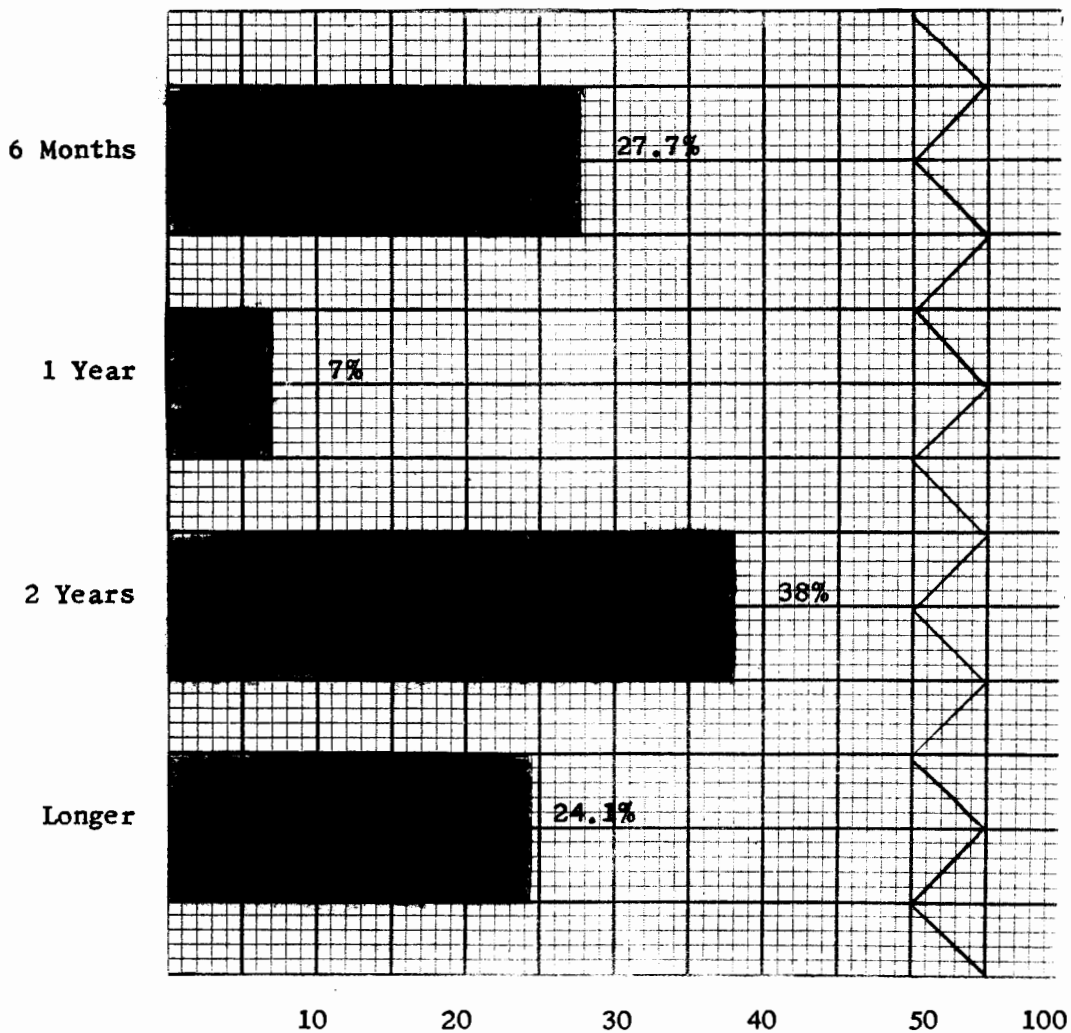
Three out of five students have been employed in the same place for two years or longer. Approximately one out of three have been working in the same location for one year or less. The implications from this table are not too significant because of the recency of the students' graduation. Undoubtedly, the major reason accounting for these results has been the fact that the questionnaire was sent to students who have just graduated in the last five years. There were more students who graduated in the last three years than formerly; therefore, this group has had less opportunity to be employed for any length of time.

Seven out of ten students expected to remain on their present jobs at least two years or longer. Slightly over one-tenth did not plan to stay with their jobs for more than one year. Approximately one-seventh did not indicate any time element in their job expectancy.

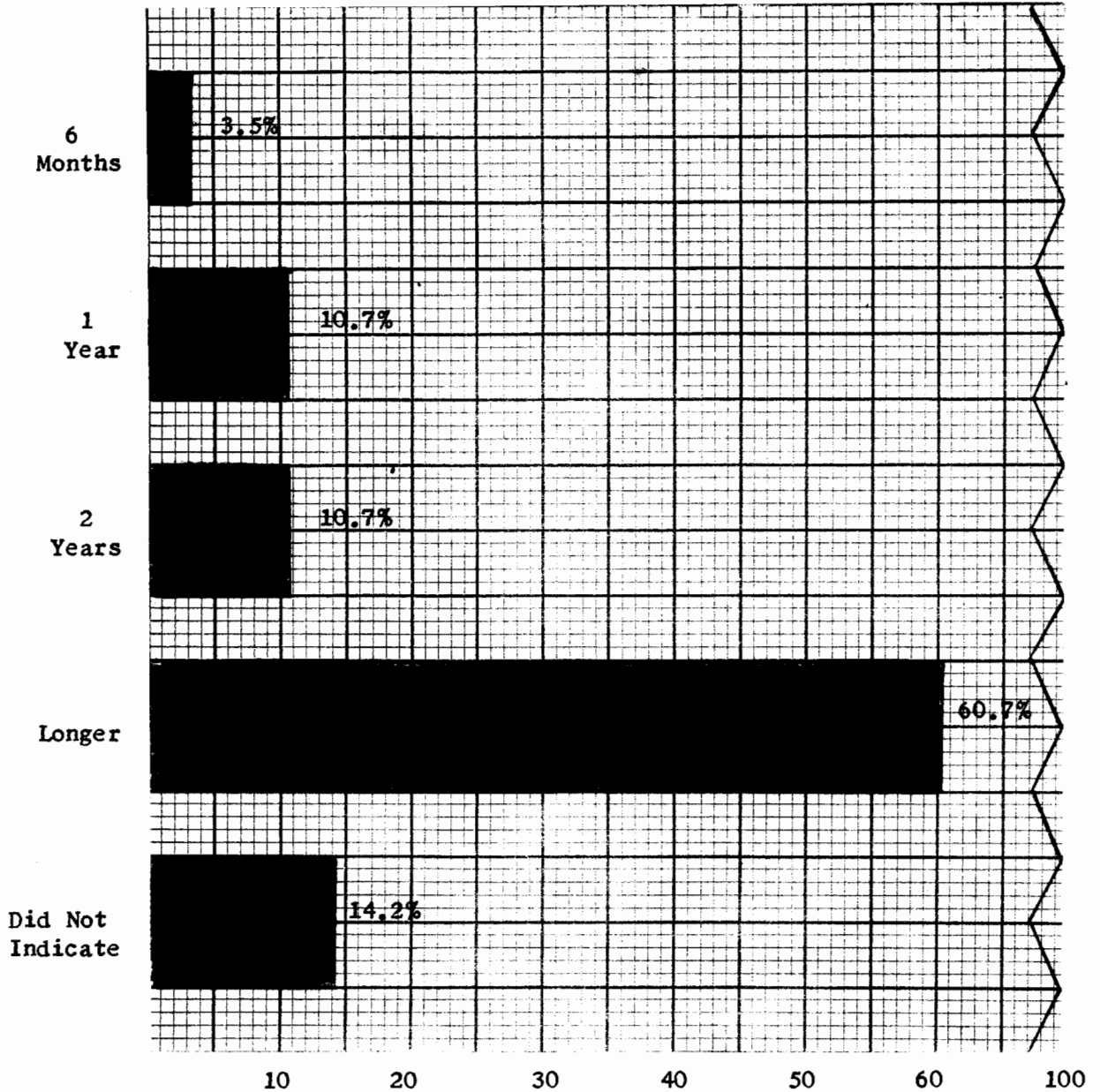
To carry this relationship a little further, the immediate question arises as to whether or not their job expectancy had any effect on their job satisfaction. In other words, were they more satisfied if they expected to work in the same place for at least two more years, or did it make any difference?

According to Table III, of the twenty students who have expressed satisfaction with their jobs, eighteen expected to continue in those same jobs for two years or longer. Only two of the twenty have a job expectancy of one year or less. On the other hand, of

GRAPH II
LENGTH OF TIME STUDENTS HAVE WORKED
ON THEIR PRESENT JOBS



GRAPH III

LENGTH OF TIME STUDENTS EXPECTED TO CONTINUE
ON THEIR JOBS

the eight people who indicated only partial satisfaction, two of these expected to remain with their jobs longer than two years. There were two who expected to be employed in the same place one more year, and four did not answer the question. This table graphically illustrated that the length of time these students expected to stay with their present jobs would seem to have a definite effect on the degree of their satisfaction.

TABLE III
RELATIONSHIP OF JOB SATISFACTION AND JOB EXPECTANCY

Satisfaction	Job Expectancy				
	6 Months	1 Year	2 Years	Longer	Not Indicated
Very Satisfied (77.7%) 20	(3.5%) 1	(10.7%) 1	(10.7%) 3	(60.7%) 15	(14.2%)
Partially Satisfied (22.2%) 8		2		2	4

Even though the selected group to whom the questionnaire was sent was not asked any specific questions regarding home conditions, marital happiness or dissatisfaction, or any other factors which might reveal their attitudes toward their private lives, they were asked simply to indicate their marital status, if they owned their own home

(they and the bank), rented a house, rented an apartment, or lived with parents. It was interesting to determine whether or not any of these personal situations had any effect on their satisfaction with their jobs. According to Table IV, no startling relationships were revealed.

TABLE IV
EFFECT OF MARITAL STATUS, SEX, AND HOME CONDITIONS
ON JOB SATISFACTION

		Job Satisfaction	
		Very Well Satisfied	Partly Satisfied
I. Sex			
Male	10	6	
Female	10		2
II. Marital Status			
Married	6	5	
Single	14		3
III. Home Conditions			
Own Home	2	4	
Rent Home	2		0
Rent Apartment	8		0
Live With Parents	8		4

Of the sixteen men and twelve women included in the working group, an equal number from both sexes indicated complete satisfaction in their work. Fourteen of these twenty people were single, and six were married. Twelve of them were renting an apartment, renting a

house, or owned their own home. Eight were living with their parents.

Sex, marital status, and home conditions in this particular survey have not seemed to be contributing factors to job satisfaction. At least this has been true insofar as the questionnaire has been able to measure. There are several factors which may account for the lack of significant effect on job satisfaction of any of the conditions as shown in Table IV. The sampling has been fairly small, and this in itself might account for a lack of a definite trend. The time element has probably been of major importance. It has been previously pointed out that many of these people have only been working for a year or two; therefore, they have had little opportunity to notice any decided relationship between their marital conditions or home situation and their work. Some have been living temporarily with their parents while they were looking for a suitable apartment; others were living in an apartment while they searched for a house to rent or buy. Several of these students have only been married for a year or two and were still in the process of establishing a home. There has not been sufficient time to develop chronic attitudes of behavior which might have a definite effect on their working situation.

Since its initial opening, the main emphasis of Wenatchee Junior College has been on the college transfer program. The changing needs of the community, as a result of the economic growth and expansion, have focused an increasing amount of attention on the potential values of an adequate terminal education for students who complete their higher education in two years.

The Junior College has four areas which might be considered terminal: (1) agriculture, (2) secretarial training, (3) radio and speech, and (4) farm mechanics.

This sampling of the students who have graduated from these fields over a span of five years, 1950 to 1954 inclusive, has revealed that all have either found employment, entered the service, continued their education, or as in the case of several girls, entered the marital ranks. Of those who went to work, the largest majority found the kind of job for which they had prepared. Over three-fourths of them were very satisfied with their working situation. Three factors contributed in some measure to that satisfaction: (1) working in their prepared field; (2) having the possibility of advancement or promotion; (3) expecting a reasonable amount of permanence with their job. These students have indicated in several ways that their junior college education has been a decided asset to both their living and working situations.

The actual development of an adequate terminal program is still in its infancy. Just as it has taken several years for the junior college to become an accepted integral part of higher education, so has it required time and experience to train teachers, administrators, students, and the public in the philosophy of terminal education. Only as the school remains continually aware of the needs of these two year students will it be possible to make available to them a satisfying and enriching program.

Individual Comments on the Junior College Program

Even though the working group has received the most consideration in this discussion, the individuals in the other groups also made some valuable comments on the advantages as well as inadequacies of their junior college education. Each person was asked to specify the ways in which his junior college training had helped him to adjust to his present situation and also to suggest ways in which it could have been improved. The comments, both pro and con, have been categorized and are shown in Table V.

It should be remembered that these have all been written-in comments, and general areas to consider were not suggested in any way by the promoter of the questionnaire. One field was mentioned almost three times more often than any other. Many students stated in some form or another that the foundation of a good basic general education from the junior college had been more valuable to them than any other one particular area. Since general education might be interpreted to mean a number of things, it should be kept in mind that all of these terminal students, in order to graduate, were required to take a minimum number of hours in social science, humanities, and biological science as well as their physical education activities and electives in their special interest fields. Several of the girls who took two years of nurse's training wrote in comments such as, "The fact that the nurses were included in general education courses with the rest of the students helped to broaden their viewpoint and stimulate better thinking"; also, "Junior college did not separate the nurses from the

TABLE V
ADEQUACIES AND INADEQUACIES OF PROGRAM
AS INDICATED BY STUDENTS

Ways In Which Junior College Training Helped	
Comments	Frequency
Gave a good basic general education	22
Made it easier to work with people	8
Helped to secure a better job	7
Made social adjustments easier	5
Increased ability to converse	5
Individual attention offered encouragement and stimulation	5
Offered cultural improvements such as music, art, and general appreciation	5
Helped specifically to choose a vocation	5
Small student body prevented cliques and clannishness . . .	4
Developed ability to think independently	4
Suggested Ways To Improve Junior College Training	
Need more thorough counseling and guidance	7
Should have broader selection of courses	5
Need more courses in second year agriculture	4
Need specific rather than general business courses	4
Should have more on-the-job training	2
Should have a more difficult testing program	2

rest of the school in such courses as Psychology and Physiology; and as a result, we got a more well-rounded education." These remarks would certainly indicate, from a students' viewpoint, that intense specialization in a given field, to the exclusion of courses which are of general interest and value to the whole student body, would be most undesirable. After two years of college training, many of these students have answered from their own experience one of the major educational questions of today; namely, should there be a core of minimum required courses for all students, regardless of special interests, in the field of general education? From the uniformity of opinions expressed in this survey, for this particular situation, the answer would be in the affirmative.

By referring to Table V, it may be noted that at least eighteen individuals specifically emphasized their improvement in the area of social adjustments and ability to get along with people. Greater tolerance for other peoples' ideas, mannerisms, and activities were definitely itemized in individual cases. A more proficient ability in the art of conversation was mentioned as a specific improvement in five individual instances. One lad who was an officer in the United States Air Force and had decided to make a career of military life, was most enthusiastic about his experiences in the square dancing and ballroom dancing classes which he had attended in junior college. As a matter of fact, as opposed to the suggestions of his counselor, his physical education activities were primarily concerned with dancing for over a year. He sincerely felt that the associations and demands

of these classes were highly responsible for his learning, what he considered, the necessary social graces. From his simple and sincere description, one could almost experience the feeling of a silent witness to the gradual growth, expansion, and social adaptability of a boy who had been very shy, retiring, and nearly always fell over his feet or "lost his tongue" at an inopportune moment. He sincerely felt that one of the major reasons for his initial advancements in the Air Force was his ability to get along with people which he attributed in a large measure to his associations during his junior college years.

Three of the girls who were doing clerical work in different business offices but were required to meet with miscellaneous visitors at the office during a major portion of each day indicated how desirable it was to feel at ease with all types of people and be able to converse with them and listen intelligently to their conversation. Two of these girls had lived in the dormitory and in conjunction with their other school experiences, felt that this had contributed more to their ability to adjust to all types of people and situations than anything else. It has not been difficult to visualize dormitory life and the innumerable demands and interruptions which constantly occur. Either one learns to adjust readily and adapt himself constructively to the complexity of personalities and regulations, or he is continuously unhappy and maladjusted. These girls evidently profited a great deal from their life in the dormitory.

It has definitely been recognized that social adjustment and ability to enjoy and get along with people, a reasonable amount of

tolerance, and the ease of conversation are all characteristics which are most desirable. At least eighteen of the people in this study decided that one or more of these attributes had been encouraged and developed or improved at junior college, and that they were contributing factors to their happiness in living or working situations.

Seven people stated that they were given better job opportunities because they had had a junior college education. This item was not so meaningful as some of the other more specific suggestions as shown in Table V, but it could be assumed that some employers recognized that two years of college, per se, were an important asset to an individual seeking a job promotion. This point was well illustrated by the experience of one of the men who was working at Alcoa Aluminum Company. An opportunity for advancement in a particular division presented itself, and several men applied for the job. The fellow who had graduated from junior college received the promotion since he was the only one of the group who had had two years of higher education beyond high school. His employer told him that his two years of college gave him a distinct advantage over the other men.

Other items which provoked approximately an equal amount of comment included the individual attention which was given to the student and the close teacher-pupil relationship, both of which offered additional encouragement and stimulation in college work. Four students specifically emphasized that as a result of their two years of college, they were developing the ability to think independently. It was interesting to note that three of these four were fellows who

were in the Armed Forces. They gave the impression that their increased independence of thought and more critical attitude allowed them to adjust more readily to military life.

Five students were grateful that they had been helped specifically to choose a vocation. Since this study was concerned primarily with those people who did not intend to continue their education and planned to go directly to work on a job, it might be expected that a larger percentage would have indicated specific assistance in vocational choice. The question arises as to whether or not more intense vocational guidance and exploration should be made available to the students of junior college.

On the bottom half of Table V have been listed the written-in suggestions which occurred most frequently on how to improve the present junior college program. Two items appear to be the most outstanding: (1) the expressed need of a more thorough guidance and counseling program; (2) a broader selection of courses which would include more specialized training in a few special interest areas.

Guidance and counseling has been a tremendous and varied field in itself. It has included such phases as academic guidance, vocational counseling and guidance, personal counseling of individual problems, and sometimes job placement which has been part of the follow-up program of vocational guidance. To determine the effectiveness of any or all phases of the guidance program and possible methods of improving its organization and functioning would involve an entirely different study. However, the guidance program, per se, is an integral part of

the junior college. The fact that at least seven students from this group have expressed dissatisfaction with its results would suggest the rather pertinent need and advisability of an objective evaluation of guidance procedures and techniques. Is not enough time being given to each student? Is more vocational guidance needed? Should a study be made of counseling techniques? Are the present teachers qualified, personally and ideologically, to do effective counseling? These questions and many others would have to be answered to determine adequately whether or not the guidance and counseling program at junior college has been as effective as it should have been in meeting the needs of the young people who attend.

The curriculum content was another area which needed improvement according to thirteen students who expressed a definite need for a broader selection of classes from which to choose. This situation was understandable and is a condition which has been a basis for the whole modern junior college concept. By referring to Chapter I, the reader may again be made aware of the tremendous potentialities of the junior college. It was originally organized to meet the definite needs of liberal arts students who wanted a college education, but for various reasons, were unable to leave home. Gradually, other people who simply desired a year or two of higher education beyond high school joined the junior college ranks. As the college became aware of the growing needs of the community and the individuals within that community, changes, revisions, and additions have continually been made to the curriculum. However, as long as one important function of the junior college is to

provide training for those students who plan to transfer to a senior college or university, it is apparent that a certain amount of the course requirements will be standardized and largely determined by institutions of higher learning. Very little flexibility has been allowed in this area. On the other hand, as the junior college continues to expand its terminal program to meet the expressed and varied needs of the community, and more emphasis is placed on vocational and general education training, greater flexibility and less standardization will undoubtedly prevail.

One method of pointing out the inadequacies and shortcomings of the curriculum has been through an evaluation by the students who have graduated from that curriculum. Several of the students in this study seemed convinced that a greater variety of courses should be offered. Specifically, a need was expressed for more second year agriculture courses and also for more classes in specific business procedures in addition to the broad general business courses. Two boys were very disappointed because they were taking a terminal program in agriculture, but there was only one agriculture course offered during their second year. Each of the four people who felt that additional or different types of business courses should be included made a similar comment. The general business courses which were offered had definite value, but more time should be devoted to specific business procedures and practices.

These comments have posed a number of problems. How should the junior college curriculum be evaluated? Has the junior college been

cognizant of the changing community needs? Has it attempted to adjust its curriculum content to the needs of the community? How successful has the adjustment process been? Generally speaking, the continued growth of the community college concept and its identification and meeting of the needs of both the youth and adults of the community should greatly affect its future expansion and acceptability. The comments of the students in this survey have very clearly pointed out that a continual evaluation of the terminal curriculum is necessary to insure an adequate adaptation of its program to their changing needs.

In addition to the suggestions which were made on the questionnaires, several students enclosed full page letters which more adequately explained their true feelings toward the junior college. They described many ways in which their college experiences had affected their present situation whether they were working, homemakers, students, or in the military service.

One of the most interesting letters was from a man who had the official title of Regional Supervisor of the Commercial Trades Institute, Chicago, Illinois. He has been responsible for the hiring and training of men in ten states who have been in charge of the sales of home-study or correspondence courses. His case was particularly outstanding because of his disinterest in his studies in grade school and high school. He quit school when he was in the tenth grade and joined the Armed Forces. He secured his high school diploma through the cooperation of his high school principal and the United States Air Force. When he was released from service, he entered Wenatchee Junior College "just

for something to do". In his own words he states, "The two years I spent there were the most well-chosen years I have ever had the fortune of selecting. I'd have been lost without them." He was especially grateful to three of the instructors, whom he named, who helped to furnish him with the needed inspiration to decide on a vocation and finish two years of college. His letter read like a true confession in the annals of education. It was sincere, direct, and very gratifying to those instructors who had had the opportunity to work with him.

Another outstanding notation was received from a graduate student who was a full-time accountant at the Alcoa Aluminum Company where he had been working for two years. He had attended another college for a year, became dissatisfied, and finally entered junior college. It was there that he first received individual encouragement and decided to try a business course. He was particularly indebted to one instructor who insisted that he concentrate and stick with a job until it was completed. He expressed his feelings very well when he wrote, "If junior college accomplished nothing more than to teach the 'kid' out of high school how to study and work, it would have reached a supreme goal."

One girl to whom a questionnaire had been sent wrote the equivalent of an Emily Post "thank you" letter and addressed it to the faculty as a whole. Prior to entering junior college, she had no special interest in continuing her education and only consented to go to please her parents. She graduated from a terminal course in business education but became so interested in the possibilities of higher

education that she attended a state teachers' college and expected to graduate in one more year.

Several students indicated that their successful graduation from two years at junior college and the records they made while there had been one of the primary considerations of their employers when considering men for an advancement on the job. The man who was one of the foremen at the Keokuk Electro-Metals Plant was one of those individuals who had been promoted to his present job because his employer felt that his experience on the job plus his two years of college made him more valuable to the company.

Of the nineteen students who developed an interest in continuing their education after completing a terminal program at the junior college, four have graduated and were successfully employed. Three of these were teachers in the state of Washington, and one was a full time public accountant. All of these individuals indicated in various ways on their questionnaires that the individual attention and personal encouragement which they received while attending junior college gave them the needed stimulus to complete their education.

It probably should be mentioned that three of the fellows who were in some phase of military service in different parts of the world expressed their unhappiness with their present situation, but they were convinced that their junior college training would be of some assistance to them in civilian life. They all indicated facetiously that a good substantial course in "long numbers to memorize and pronunciation of odd names" would be of the greatest help to the lowly private in the

Army. Perhaps an investigation should be made of the possible transfer of training which might take place in this area!

Space will not permit the reviewing of all the individual letters which were received, but an attempt has been made to highlight those which were most interesting and indicative. The fact that so many students took the time and energy to write personal letters in addition to answering the questionnaire could be interpreted as a real expression of interest and enthusiasm on their part toward the junior college.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

According to a survey made in 1929,¹ more than ten thousand junior college students throughout the country were asked whether or not they planned to continue their education after completing junior college. Even though 80 per cent indicated their intention of going on to a senior college, only 21 per cent actually went beyond junior college. These data indicate what has been well established at Wenatchee Junior College, namely, that the typical junior college student is a terminal student.

For many years junior colleges have recognized that one of their important functions has been to provide the advantages of higher education for those people who intended to terminate their formal education two years beyond high school. Terminal students may be classified into three major divisions:² (1) those pursuing a curriculum of general education with little or no vocational training; (2) those rather superior students who are pursuing vocational training on the semi-professional level; (3) a considerable number who are taking straight trade education with only as much general education as can be brought in, in connection with trade instruction. Since a large percentage of junior college graduates do not go on to institutions of higher learning

¹W. C. Bells, "Intentions of Junior College Students," Junior College Journal VII, No. 1 (October, 1936), pp. 3-10.

²John A. Sexson and John W. Harbeson, The New American College (New York: Harper and Brothers, 1946), p. 305.

to prepare for professional careers, the junior college has accepted a dual responsibility: to provide these terminal students with the kind of training that will assist them in gaining occupational competency, and to educate them for civic and social responsibilities.

The junior colleges have expanded their vocational offerings greatly during the past few years, and at present the full time vocational enrollment in some of the community colleges equals or exceeds the enrollment in the lower division college courses. Many, however, recognize the need to increase and strengthen their terminal and vocational programs if they are to meet the educational needs of their communities. Wenatchee Junior College has been cognizant of the fact that its terminal program needed revision and expansion. The results of this study which have expressed the opinions of those students who have graduated from a two year course have revealed a number of conclusions and implications for further study which may be helpful in any type of curriculum revision.

It has definitely been established that the majority of the graduates found jobs in the particular field for which they prepared in college. They also discovered that their junior college training was appreciated by their employers who recognized the potential value of two years of specialized training. It might also be assumed that these same employers were saved the additional expense of having to train these students completely in their particular line of business. Most industries have indicated that they preferred to give a certain amount of specialized training to their employees. This was partially

verified by the indication that three-fourths of the newly-hired graduates received training in their jobs that was required regardless of the preparation which they had received in college. Evidently the Junior College has been doing quite an adequate job in this particular phase of its program.

It has been interesting to determine whether or not the possibility of a future promotion for these students on their jobs has been essential to realizing complete satisfaction in their work. Actually, the results of the study indicated that other factors besides potential advancement contributed to their liking or disliking their method of earning a living. Approximately one out of three students who said he was completely satisfied with what he was doing did not feel that he had any chance whatever for a promotion. This might suggest a number of implications. Perhaps he had no desire or ambition to forge ahead in his field; maybe he disliked the burdens of responsibility; he might even have felt that he was incapable of performing in any type of job other than that which he was doing. It might also imply that he was completely satisfied with the security of a regular pay check and did not wish to take the chance of jeopardizing that security. This group of satisfied individuals without any possibility for advancement might also include a number of girls who were in, what might be termed, transition jobs. As a matter of necessity, they were holding down a job and earning a living until something better came along. That "something better" might take the form of a Prince Charming or a Rich Uncle or a change in the home situation. In any

case, there have been many girls who had no particular desire for a career and were quite content to plug along on a routine job without any possibility of promotion.

The fact that over half of the group who were satisfied with their jobs anticipated advancement would seem to indicate that the possibility of promotion was at least one element which contributed to that satisfaction. The greatest consistency has been shown in the amount of satisfaction experienced when students were fortunate enough to find employment in their chosen fields. Nine-tenths of the students who were completely satisfied with their jobs had received specific training in that field in college.

There might be several reasons to explain why two out of twenty students who had not found jobs in the field for which they prepared in college were still satisfied in their work. They might not have had a strong interest in that field in the first place. It is possible that they might have drifted into it because of the influence of friends, parents, or even teachers. In some cases, students have not had a major interest in any particular area and have chosen the line of least resistance. It might also indicate a change in interests which might have occurred because of part-time jobs or associations with other fields of work. An individual might have been unable to find employment in his specialized field; and after accepting work in another area, he discovered he liked it equally as well as his original choice. An unusual opportunity for a different type of work might have presented itself. One or a combination of any of these factors might account for

job satisfaction without specialized college training.

The possibility of a permanent job or at least one that would last two years or longer, has seemed to be another contributing factor to the high percentage of graduates who expressed satisfaction with their jobs. The fact that approximately 70 per cent of these graduating students expected to continue on the same job for two years or longer is highly significant. It has indicated a certain amount of stability of these people, both mentally and professionally. These figures tend to imply that they have successfully found a satisfactory vocation which they intended to pursue. It could also be inferred that their employers were satisfied with their quality of work.

No definite relationships have been shown between home and living conditions of the individuals in this group and their satisfaction with their jobs. If the sampling were larger, there is a possibility that a definite trend might be indicated. However, to determine more adequately the effect of marital status and living conditions on job satisfaction, more definite questions concerning the situation in these two areas would have to be posed. A future study to determine the relationship of job satisfaction or job permanency and home conditions might be helpful and interesting.

It has been pointed out that the concern of this study has been primarily with the terminal students who went directly into some type of employment. Three other groups of terminal students have been revealed: (1) the girls who were married shortly after leaving junior college and had no opportunity to work; (2) the fellows who went directly

into some phase of the Armed Forces; (3) and the people who changed their minds about additional schooling and enrolled in a senior college or university. The needs of the transfer group have been fairly well-defined and studied by other elements of the college. At the end of each year a complete listing of the grade point averages of these transfer students has been sent from the senior colleges to the registrar at Wenatchee Junior College. These averages have been compared not only with the grades they received while attending junior college but also with the grade point quotients of regular four year students in each college. Every attempt has been made to maintain a comparable academic standard with senior colleges and to provide the courses of study required by students who continue their education.

Many of the fellows who have gone directly into the service have not had an opportunity to test their junior college training in the working world. However, the question arises as to whether or not these people have been well adjusted individuals in their military service. As a result of their two years of college, did they receive promotions or have opportunities to participate in any type of specialized training provided by the military? Many questions could be posed to aid in an evaluation of the school program as it affects the servicemen. One of the most important areas to explore might be the guidance and counseling program. Seven individuals made written-in comments on their questionnaires to the effect that they felt the need of more thorough guidance and counseling. This might have implied academic counseling, or it may have inferred the lack of interest by the faculty

in the personal problems of the students. During registration, each student was assigned to a faculty member who became his academic counselor. It has been the function of that counselor to assist the student not only with his school program but also with his personal adjustments to college life. The comments which were made on some of the questionnaires have indicated that the guidance program has failed to fulfill its purpose for some individuals.

The girls who were married shortly after graduating from junior college comprised about 13 per cent of the total terminal group. Very little consideration has been given to their specific needs. To graduate they must have taken the required ratio of courses in the fields of humanities, science, and social science besides their electives in their major area. This would lead to the assumption, then, that they have been exposed to the benefits of at least a minimum number of courses in the general education field. Therefore, they have had opportunities to develop and improve their social adjustments, cultural interests, associations with other people, and other recognized goals of general education studies. Has the college adequately aided in this development? What other phases of college training might have helped them in their role as home maker? Are there additional academic offerings which should be made available to future home makers? At the present time, home economics courses are not offered at the junior college. Lack of facilities and capital have been the fundamental reasons for their omission. Is there a definite need for them? Would enough students take advantage of such a program to warrant the additional

expense? These are just samples of the many unanswered questions which would have to be solved to aid in an evaluation of the type of program available and to determine the changes which would be necessary to meet effectively the needs of young home makers.

The voluntary written-in comments made by the students which expressed the ways in which their junior college training had been helpful to them proved to be very enlightening. Most prominent among the comments were those regarding social adjustments and general education. It has been interesting to note that these young people recognized the desirability of being able to get along with all types of persons, regardless of the circumstances. It might be assumed that they developed greater tolerance and understanding of their associates as a result of their two years at junior college. The remarks concerning the values of general education were extremely varied according to the individual. Several referred to general education as specific academic courses; others interpreted it to mean their entire college program of student government, formal classes, and social life. If the advantages of both points of view are considered, the comments on general education indicated that certain subjects which were required of all students have been very valuable in contributing to happiness in everyday living; and the combination of both the social and academic aspects of campus life have been a decided asset to many individuals.

At least twelve students mentioned that their junior college training specifically helped them to choose a vocation or to secure a better job. It was surprising, however, that more students did not

express this particular point of view. Since questionnaires were sent only to terminal graduates, it would seem logical that most of their junior college training was directed in a particular field. Had most of them decided on a vocation before they entered junior college? Should there be an active job-placement bureau? Do students need more help in securing satisfactory jobs? Should there be a follow-up program after graduates find a job? These have all been unexplored areas in Wenatchee Junior College. The terminal program, a placement bureau, and follow-up procedures would seem to be closely allied.

Several individuals suggested ways to improve the program which has been offered at the junior college. At least thirteen individuals suggested or inferred that a broader selection of courses should be offered. It must be assumed that there are always a few persons who would be dissatisfied regardless of the array of courses which might be available. However, several students specifically mentioned the areas which they considered were lacking in quantity or variety. Since two of these fields, agriculture and business, are definitely terminal, they merit additional consideration. Several students expressed a desire for more second year courses in agriculture and horticulture. Actually, the agricultural program has offered a full one year course with only a few scattered suggestions to fill out the second year. The necessity of having the agricultural instructor divide his time between the high school and the junior college may have partially accounted for this lack of a full two year program. However, Wenatchee lies in the heart of a farming and ranching locality. It has already been pointed

out that many of the young people of the junior college, after graduation, assume some or all of the responsibilities of the home ranch. Logically, the terminal agricultural program, to meet the needs of the community, should be one of the strongest specialized fields offered by the college. The dissatisfaction which has been voluntarily shown in this survey is highly indicative. To expand the present program additional studies would have to be made of the reaction of graduates, the growing needs of this region, the facilities available, and the type of equipment needed. The first step toward enlarging this field has already been taken, namely, the hiring of a full time agriculture instructor who will assume his duties in the fall of 1956. Such a move by the school administrators has indicated their awareness of the potential need for expansion of the terminal agricultural program.

The comments which were made concerning the business courses might be interpreted in several ways. Unlike the farming program, no requests were made for an increased number of courses. Suggestions indicated a desire for more specific rather than so many general classes in business techniques. This might have implied a need for opportunities to pursue on-the-job training. It might also indicate that these students found themselves in a working situation which required a highly specialized form of business knowledge, and they felt inadequately prepared. This might have been due to a number of reasons. The junior college has been fortunate to have the needed facilities to provide a well-rounded secretarial training course which included the usual classes in shorthand, typing, and bookkeeping as well as

instruction in the competent use of many of the modern business machines. However, to graduate from a secretarial training course has not necessarily implied that the student has completed a minimum number of hours in that field. He may have taken several courses in the business department during his first year and elected classes from several other departments during his second year. If he had completed ninety quarter hours which included the required general education courses with a major interest in secretarial training, he would have been considered a terminal student in the business department. It can be assumed that there might be several inadequacies felt by this student if he secured employment in a regular business office. The needed training was available to him, but he elected to take advantage of only a small portion of it.

Another reason for his failing to accumulate more hours in the business department might be attributed to poor counseling. Most of the secretarial majors have become counselees of the instructor in charge of the business department. However, if he were not available or too busy when a student registered, that person was assigned to another counselor. There have been cases where students with a professed interest in business completed one or even two full quarters before finally getting into their beginning business courses. It is highly probable that if a decision is reached to issue certificates of completion in specified departments, certain basic requirements will be set up for each terminal program. Such a procedure should more adequately insure the students of a well-rounded as well as specialized program.

Several suggestions for further study which might contribute

to the continual evaluation of the effectiveness of two years of junior college training have emerged from this survey. They are:

- (1) Curriculum and departmental evaluation by the faculty;
- (2) A survey of graduate students to determine the effect of their home conditions on job satisfaction;
- (3) A study of the effectiveness of the guidance and counseling program;
- (4) A survey to determine the need of a job placement bureau and on-the-job training;
- (5) An evaluation of the effectiveness of junior college training for the girls who marry shortly after graduation.

Wenatchee Junior College has the potential for a varied and well developed terminal education program. Whether or not this potential will be fully realized is dependent largely upon the complete understanding of the junior college movement.

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