JESSE PARKER BOGUE: MISSIONARY FOR THE TWO-YEAR COLLEGE

Thesis for the Degree of Ed. D.

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JESSE PARKER BOGUE: MISSIONARY FOR THE TWO-YEAR COLLEGE

By

Lloyd Dell Reed

AN ABSTRACT OF A THESIS

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ABSTRACT

JESSE PARKER BOGUE: MISSIONARY FOR THE TWO-YEAR COLLEGE

By Lloyd Dell Reed

It is the purpose of this study to examine and analyze the contributions of Jesse Parker Bogue to the two-year college movement in the United States to clearly identify his part in leadership and influence to its development.

Specifically this study is concerned with:

1. The contribution of the original writings of this man.
2. The contribution of his lectures and addresses.
3. The influence of his leadership as a junior college president.
4. The influence of his leadership as president of the American Association of Junior Colleges.
5. Developments in the two-year college movement during the period that he served as executive secretary of the American Association of Junior Colleges.

6. The influence of his leadership as a university teacher and consultant.

7. Secondary source remarks from his colleagues.

The two-year community junior colleges have been developed in most of the states to meet the varied educational needs of all the people with worthy educational objectives. It is hoped that administrators and teachers now in the two-year college field can be more capable leaders if they are imbued with the spirit and dedication of former leaders. It is further hoped that the findings of this study will be of value to present and future two-year college administrators and leaders responsible for providing guidance to the movement as the two-year colleges attempt to meet the needs of the society and the individuals they serve.

Method of Investigation

The data for this study were gathered from members of Mr. Bogue's immediate family including Mrs. Adah Newhouse Bogue and a son, J. Parker Bogue, Jr., from member administrators and teachers of the American Association of Junior Colleges who were active in the affairs of the Association during the time that Jesse Parker Bogue was actively engaged in a leadership role within the Association, from staff members of Green Mountain Junior College, Poultney, Vermont,

from staff members of the American Association of Junior Colleges, Washington, D. C., and from university staff members who knew and worked with Jesse Bogue. Additional data were secured from extensive research of general literature and correspondence written by and about this man pertaining to the history and philosophy of the two-year college movement during the mid-twenty years of the present century. These writings included articles and special sections in the Junior College Journal, the Washington Newsletter of the American Association of Junior Colleges, Bogue's lectures, books, addresses, and other writings, correspondence and records of Bogue's family, Green Mountain Junior College, the American Association of Junior Colleges, and the University of Michigan.

Findings of Significance

Jesse Parker Bogue was born and lived for eleven years in a rural community in northern Alabama. He was educated in the public schools of Indiana and studied for the clergy at De Pauw University. He was ordained a Methodist minister, and in 1930 he became Headmaster of the Troy Conference Academy, a Methodist secondary school, at Poultney, Vermont.

In 1931, Bogue was instrumental in creating and establishing Green Mountain College in Poultney. For fifteen

years he served this new institution as president. As a college president, Bogue attracted a strong faculty, and encouraged work toward advanced degrees. He was a friend of the students and had their needs and interests in mind at all times.

Bogue knew every operation of the college, and he worked continuously to improve the facilities, the equipment, the library, and the educational offerings. Under his leadership Green Mountain College became an accredited and recognized collegiate institution.

During Bogue's tenure as President of Green Mountain College, he served for a time in the Vermont State Legislature. He felt a sense of civic obligation, and this experience was to be of considerable value to him in a later mission.

In 1946, Bogue left Green Mountain College to become Executive Secretary of the American Association of Junior Colleges. At the time of his election to this new position, division and controversy prevailed within the Association. An aggressive and understanding force was needed to weld it together.

Bogue had served the Association as President in 1943, and had been a member of the Board of Directors for a

number of years. He was aware of the problems which existed and was challenged to seek solutions.

Dorothy M. Bell, President of Bradford Junior College, Bradford, Massachusetts, describes Bogue's qualifications:[1]

> He was one of the hardest working and most dedicated men I have ever known. Always calm, patient, and forbearing he had been a pillar of strength throughout the great crisis which nearly tore the American Association of Junior Colleges apart in the early 40's. His tireless work and quiet concentration on the positive strengths and issues made him the unanimous choice for the new Executive Secretary.

Assuming the duties of Executive Secretary, Jesse Bogue compared the responsibilities of the position to those of the navigator of a ship. He claimed that reliable navigation practices call for determinations of the ship's position, and in unknown waters, for frequent soundings. As navigator for the junior college movement, the executive secretary was under command of the president and board of directors of the Association. The chart of sailing was designed by the membership and guided by the compass of junior college principles and philosophy. The voyage which Bogue set out upon was cleared for the port of more and better education for the greatest number of people.

As a leader in the two-year college movement in the

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[1]Dorothy M. Bell, Bradford, Massachusetts, Personal Letter, July 26, 1965.

United States, Jesse Bogue was an advocate of a grassroots philosophy, good communications, adequate finances, good public relations, a positive image for the two-year colleges, strong instructional programs, expanding programs, equal educational opportunity, strong national security, federal aid to education, full cooperation with senior institutions and state departments of education, retention of the two-year programs, and unity and concerted action.

During the time that Bogue served the American Association of Junior Colleges as Executive Secretary, he authored The Community College and American Junior Colleges. Monthly articles appeared in the Association Journal, and he regularly reported to the membership in the Washington Newsletter.

Bogue was in great demand as a speaker, and he worked and traveled ceaselessly over the country helping everywhere he was called in the establishing of new community and regional junior colleges.[2] He never declined an opportunity to talk with administrators, teachers, students, taxpayers, board of trustee members, and laymen in the interest of the two-year college. He was universally liked and his integrity was of such calibre that he commanded the respect

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[2] Ibid.

of everyone who knew and worked with him.[3]

After twelve years of faithful service to the Association, Jesse Bogue retired as Executive Secretary of the American Association of Junior Colleges in the spring of 1958. At the time of his retirement he probably knew more about junior colleges in general and had been on the campuses of more of them than any man in his time.[4]

From 1946 to 1958, the two-year colleges made considerable gains. Enrollment increased from 294,475 students to 869,720 and faculty members increased from 11,859 to 29,651. Activities of the Association were expanded and the budget increased from $23,500 to $52,336. As a result of the efforts of Jesse Bogue, circulation of the Junior College Journal increased from 1,735 to 4,200. Finally, regional accreditation of two-year colleges increased from 171 to 348.

Upon retirement as Executive Secretary, Bogue accepted a position as professor of higher education and consultant to the community colleges of Michigan at the University of Michigan, Ann Arbor. He promoted better relations between the University and the community colleges and traveled

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[3] Ibid.

[4] Ibid.

extensively in the state visiting the two-year colleges, both public and private.

While at the University of Michigan, Bogue cooperated with the American Association of Junior Colleges in the solicitation and procurement of finances from the W. K. Kellogg Foundation for the implementation of leadership training centers for community college administrators. With the rapid expansion and development of the two-year colleges, Bogue was aware of the need for well qualified administrators for the new institutions.

Jesse Parker Bogue, minister, legislator, college president, educational executive, author and lecturer, died in Ann Arbor, Michigan, February 5, 1960, at the age of seventy. Bogue departed this life with the hope that a system of junior colleges would be established in the United States placing institutions of higher learning within commuting distance of all young people desiring post secondary education. The community college as envisioned by this missionary is developing in many of the fifty states. Time and history only will record the contribution of these institutions. The two-year college movement may well be recorded as one of the most significant developments in public education in the twentieth century, and the leadership and influence of Jesse Parker Bogue will be clearly evidenced in the historical reports.

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CHAPTER I

THE EARLY YEARS OF JESSE PARKER BOGUE, MAN WITH A MISSION

Socio-Economic Conditions Prior to Birth

The Civil War followed its tragic course through four horrible and trying years. The War began with the attack on Fort Sumter on April 12, 1861, and ended when Robert E. Lee surrendered at Appomattox Court House, April 9, 1865.

An assessment of the Civil War shows the sacrifices as well as the accomplishment. More than 200,000 men were killed in battle or died of wounds, and 413,000 others died of disease, accidents, and other causes.[1]

As a result of the war, the Thirteenth Amendment to the Constitution was passed which permanently destroyed slavery. Later the Fourteenth Amendment legally conferred full citizenship to the liberated Negroes. The Fifteenth Amendment forbade the denial of suffrage to the Negroes because of their race, color, or previous condition of

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[1]Edward McNall Burns, Western Civilizations; Their History and Their Cultures (New York: W. W. Norton and Company, Inc., 1958), p. 747.

servitude.

But the Civil War left many problems. It left the South prostrate, in a state of helplessness and exhaustion. The will and vitality of the people were in complete submission. Fears and prejudices had developed so that the South was incapable of taking any part in the democratic evolution of the country.

The Southern economy became very weak. A poor economy even before the War, with the physical damage done in the conflict, heavy expenditures from limited capital, the destruction of communications, the loss of lives, and the transition which followed of Negroes from slavery to free labor, it was much much weaker after the War.

For the man on the farm or plantation in the South during these times, his problem was long one of survival rather than concern for progress. Livestock had been killed, and machinery had been destroyed. Capital remained scarce below the Mason-Dixon Line for decades. The economic advance of the South was slow. Its educational progress at the turn of the century was even more limited. Low financial conditions, a scattered population, and the necessity, as a result of the Jim Crow philosophy, for maintaining separate schools for whites and Negroes, all led to the

retardation of education. As a result of these conditions, at the beginning of the twentieth century, one-fifth of all the white men below the Mason-Dixon line were illiterate, as were half of the Negroes.[2] Few students were in school. Teachers were inadequately prepared and poorly paid. High schools for whites were uncommon, and those that did exist were located in the larger cities. Not a single state that had been a part of the Confederacy compelled children to attend school. Higher education as well floundered for the old southern aristocracy had been liquidated and funds were not sufficient to maintain their institutions. The whole idea of public education suffered further from its association with the hated Reconstruction period and Yankee tyranny.

During these trying years, eleven children were born to Mary and Parker Bogue on a Northern Alabama farm. The ninth child was christened Jesse Parker at his birth August 16, 1889. This had been the given name of both his father and grandfather. According to his sister, now Mrs. Harriet Tanner, Winchester, Indiana, Jesse attended school in a one

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[2] John R. Alden, Rise of the American Republic, (New York: Harper and Row, Publishers, 1963), p. 528.

room school house a mile from his home.[3] He was quick and eager to learn. He and his next older brother Arthur always got along so well together, never quarrels or disagreements as so often happens in families. Holding true to the beliefs of the Quakers, the Christian group of which he was a member, Parker Bogue believed in simple living and strict honesty in business. He held that the truth should always be spoken, and he imbued this idea in the minds of all his children.

Existing Economic and Educational Standards During Childhood

By 1900, educational standards fell to a low level in Alabama. The bitter struggle went on over the education of the Negro. At the same time, however, education in the western states moved forward under the impact of Jacksonian Democracy, and as a result of an increased acceptance of the idea that formal education was necessary for economic betterment and community and national welfare. It was in the states west of the Allegheny mountains that the public school movement at all levels--elementary, secondary, and

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[3]Mrs. Harriet Tanner, Winchester, Indiana, Personal Letter, July 6, 1965.

higher--took on its greatest significance.[4]

With a large family, Parker Bogue became discouraged with the slow progress of the economic and the educational systems in Alabama. Opportunities in the Northwest appealed to him. Discontent with a school year of only three months in Athens, Alabama, Bogue moved his family north in 1900. He sold his small plantation and moved his family to Spiceland, Indiana, so that the boys could receive the full advantage of formal education. Jesse was eleven years old. His brothers did not like the name Jesse, so he was affectionately known to them as Jake.

Mrs. Tanner tells that the Bogue family lived at Spiceland only one year, but Jesse was enrolled in school there and made good grades. "Then the family moved to Huntsville, Randolph County, buying a hotel there where his mother kept traveling salesmen over night and served meals. Jesse attended school here and worked on a farm in the summer for his brother-in-law for the sum of $15.00 per month and room and board."

During the period that Jesse Bogue was a child, and a young man, the American nation, despite lapses and failures

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[4]William E. Drake, The American School in Transition, (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1955), pp. 190-191.

in some respects, achieved a remarkable measure of progress. The great American democracy set forth to correct its deficiencies. This was not an automatic process, and it did require considerable time. The progressive era was a time when belief in the eternity of moral values was joined with belief in the desirability of social change.[5] Persons whose voices counted for exposing and securing corrections of existing evils, adhered to no common political or religious faith, and differed widely to approaches and procedures to reform. However, the administrations of Theodore Roosevelt and Woodrow Wilson along with William Taft were in general liberal in tone, and accomplished considerable in the way of reform legislation.

Influenced by his church as well as the tone of the times, young Jesse Bogue at an early age became a boy evangelist. His articulate speech, fiery disposition, and broad vocabulary gave him the characteristics necessary for a career as a preacher. His early training gave him the belief that worship should be spontaneous, without fixed ritual, an order of service, or a prepared sermon. This era of national bouyancy and sense of mission in the United States appealed to him.

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[5]Henry F. May, The End of American Innocence: A Study of the First Years of Our Time. 1912-1917, (New York: Alfred A. Knopf, 1959), p. 29.

Mrs. Tanner, Bogue's sister, explains his early affiliation with the church as follows: "At the age of 14 years he was coverted at Huntsville, Methodist and tried to live up to his obligations. He felt the call to preach and preached his first sermon at 17, his text being 'Wist ye not, I must be about my Father's business, Luke 2:49.'". That first winter Bogue helped conduct revival services in several surrounding towns preaching every night.[6] Characteristics which he acquired during this time were to be of great value to him later as he embarked upon the problems of the two-year colleges in the United States.

With encouragement from his minister, Rev. Barrett, and with encouragement from home, Bogue entered De Pauw University, a co-educational school at Greencastle, Indiana. Founded by the Methodist Church, De Pauw University maintained the church influence which had been such a factor in the early years of Jesse Bogue.

The improvement of man's mind, the salvation of his soul and the conservation of human life were objectives on which Bogue fixed at an early age and never abandoned.[7] In

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[6]Tanner, op. cit.

[7]Howard S. Curtis, "Jesse Parker Bogue, A Famous Man," Jr. College Journal, Vol. 31, (February, 1961), p. 5.

a speech at De Pauw in 1913, on the topic of better social conditions, he said, "Public education will solve this universally vital question . . . Humanity will never be aroused by a religion that dreams merely of a future existence . . . Society will be awakened by a religion that also serves the eternal, now." Speaking about health, Bogue said, "Everyone is morally responsible to himself, to society, to the generation to be, for a sturdy body and a sound mind."

During his undergraduate years, Bogue permitted an argument over religious beliefs to develop with his father. This argument became one of the great regrets of his life. Bogue permitted himself to unintentionally dispute a fundamental belief which his father held. He matured rapidly, and at an early age, he developed the trait of understanding men, all kinds of men, in all walks of life.

Upon graduation from De Pauw University in 1914, Jesse Bogue pinned Adah C. Newhouse, who had also graduated from De Pauw.[8] Unable to make up his mind to a profession, he entered Boston University. Marriage was delayed.

As a student in Boston, Bogue became a great debater.

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[8] Mrs. Adah C. Bogue, College Park, Maryland, Personal Interview, April 24, 1965.

One of his most gratifying victories was against the men of Harvard.

Effects of World War I on Professional Career

At the time that Jesse Bogue graduated from De Pauw University, the son of a Presbyterian clergyman, who had also been born in the south, Thomas Woodrow Wilson, was serving the United States as President. The south had seemed to have little to offer Wilson, so he had migrated north to study at Princeton and John's Hopkins University. A brief career as a teacher and university president had led him into the political realm. After having campaigned for the governorship of the State of New Jersey as a reformer, Woodrow Wilson was elected. He served as governor in a moderately progressive style. His success as Governor made him a contender for the Presidency in 1912, and he was elected to the nation's highest office that year.

The European situation became highly explosive. A general war seemed imminent. Among the various factors that jeopardized the peace of Europe early in the twentieth century, nationalism, militarism, imperialism, and the system of alliances were most important.[9]

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[9] Jennings B. Sanders, A College History of the United States: 1865 to the Present, Vol. II, (Evanston, Illinois: Row, Peterson and Company, 1962), p. 273.

In 1914, war was declared in Europe. The United States remained neutral for two and a half more years. As the "Melting pot of the world," Wilson saw the need and desire to prevent American involvement in the War. In August 1914, the President proclaimed neutrality and requested "impartiality and friendliness to all concerned."

Challenged by the conditions of the time, and with the desire to improve humanity, Bogue accepted his first teaching position at Illinois Wesleyan University, Bloomington. For the school year 1915-16, he enthusiastically taught speech and English at this little university.

However, after only one year, Bogue left teaching to return to Indiana. Reacting to the developments in the world, in the fall of 1916, Bogue went back to the work of the church. During these years after graduation from De Pauw University, he had kept in close contact with Miss Newhouse. During a work camp in October, 1916, near Greencastle, Jesse Parker Bogue and Adah C. Newhouse slipped away to Crawfordsville, Indiana, and were married.[10] Later that year, he was ordained a minister in the Methodist Episcopal Church, and he accepted his first pastorate at Linden,

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[10] Mrs. Adah C. Bogue, College Park, Maryland, Personal interview, April 24, 1965.

in the Indiana Methodist Conference.

Personal Growth and Experience

War was avoided for four years and Woodrow Wilson was elected to the Presidency a second time, principally because "he had kept us out of war."

It did not take long, however, for him to see that a German victory would change the course of civilization. Without warning, on March 18, 1917, German submarines sank three American ships. Many Americans were killed. In a special session of Congress, April 2, 1917, President Wilson asked that war be declared upon Germany. In the address to Congress, he conceded that neutrality was no longer possible. Germany had permitted no other choice. "The world must be made safe for Democracy. It is a dreadful thing," he declared, "to lead this great peaceful people to war, and to the most terrible and senseless of all wars. Civilization itself seems to be in the balance. But . . . we shall fight . . . for democracy, . . . for the rights and liberties of small nations, for a universal dominion of right by such a concert of free peoples as shall bring peace and safety to all nations and make the world itself at last free."

War was declared which required immense sacrifice and shattering consequences. The ranks of the Navy and of the

Marine Corps were swelled by mass enlistments. This rapidly increased strength in the armed services was matched by a massive industrial effort. The necessary weapons, trucks, uniforms, gas masks, and other materials were manufactured in vast quantities. This American contribution was essential to victory for the Allies.

The news from the battle lines was almost uniformly bad for the Allies throughout 1917 in spite of the American contribution. Offensives which had been undertaken by the French and British in France brought small gains and heavy casualties. Americans had not reached France in large numbers before the end of the year. By April 24, 1918, "doughboys" were engaged in large-scale fighting with the Germans, however.

In February, 1918, Pastor Jesse Bogue enlisted in the military service as a chaplain. As a trainee in the chaplain training school at Pensacola, Florida, and at Louisville, Kentucky, he was given the assignment of administering the men's recreation programs. Other than as pastor of a church, this was his first exposure to administrative responsibility.

In October, 1918, Lieutenant Bogue was sent to overseas duty in France with the 49th Field Artillery. When the war ended, he returned to the states in April, 1919. This

brief tenure in France was the only opportunity that this internationally minded man had to travel outside the confines of the United States.

It was back to Indiana for Pastor Bogue and his young wife when he returned from France and was discharged from the military service. The need for someone to fill in as superintendent of the public schools at Bringhurst, Indiana during the 1919-1920 school year developed during the time that Bogue was serving the pastorate at the Methodist Church in that city. To accommodate the community, he accepted the superintendent's position for the school which included grades one to twelve. The role of superintendent at Bringhurst dictated that he also teach history in the high school.

Bogue's superiors in the church recognized his great ability to organize, and to tactfully and skillfully direct human resources. In the fall of 1920, Bishop Leete of the Indiana conference, whose office was in Indianapolis, called Bogue to assist him as his executive secretary. However, after serving the entire state in this capacity for two years, it was back to the pulpit for Pastor Bogue.

Bishop Leete had personally directed the purchase of land in north Indianapolis as a site for a new church. With the potential for a dynamic church, and with a special interest

in the success of the new church, Bishop Leete designated Jesse Bogue as pastor. With his leadership and ministry, the North Church of Indianapolis was created and grew.

A four year tenure in a new church was filled with finance drives, church board meetings, trustee actions, and architect counseling and advising. Long hours each day could be endured by Bogue as a result of his ability to relax and "cat nap" whenever the opportunity presented itself.

In 1926 Jesse Bogue and Mrs. Bogue left their home state of Indiana and moved to Knoxville, Tennessee. In Knoxville, the Bogue children were born. The eldest daughter, Mary Elizabeth, now Mrs. Ben L. Hoover, Virginia Beach, Virginia, became her father's writing critic. It was Betty who proofread his work and communicated with her father through her mother until it was firmly established that she was truly a capable contributing constructive critic.

Sadness over-shadowed the Bogue household in that two small daughters died in infancy. A fourth daughter, now Mrs. Ralph Marquiss, Baltimore, Maryland, was named Barbara Joy by her father. Considered a blessing from God, Jesse Bogue chose a happy name for the little girl.

A son, Jesse Parker Bogue, Jr., now of College Park, Maryland, and Odessa, Texas, was born while his father was pastor of Trinity Church at the University of Tennessee. Parker has followed, to some extent, the footsteps of his father in that he has been and is associated with the two year college movement in the United States. For three years, he was president of Pratt County College in Kansas. He has been associated with Odessa College, Odessa, Texas, for several years, and will return to the faculty and staff there after studying full-time toward his doctorate at the University of Maryland, College Park.[11]

Permanent Affiliation with School Administration and the Two-Year College

An assignment to a church in Buffalo, New York led indirectly to the affiliation of Jesse Bogue with the two-year college. Requested by the Bishop to examine the conference academy, Bogue and a close friend and co-worker, Earl Ledden, drove with their wives to Poultney, Vermont. To the Ledden's and Mrs. Bogue, the Troy Conference Academy had little appeal. Returning to Buffalo from Poultney, Bogue inquired of Ledden as to what his appraisal would be. Ledden replied, "For me,

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[11] Jesse Parker Bogue, Jr., College Park, Maryland, Personal interview, April 24, 1965.

no; for you, Jesse, yes."

Yes, it was for Jesse Bogue. Starting with nothing was always a big challenge to him. The Troy Conference Academy was a coeducational high school which was on the "skids." Jesse Bogue accepted the position as headmaster and moved his family to Poultney in 1929.

Bogue never found fault with too much work, and he lived his responsibilities: building, administration, and education. Even to make bricks out of straw was not impossible for Bogue as headmaster of the Troy Conference Academy at Poultney, Vermont.

CHAPTER II

THE GREEN MOUNTAIN COLLEGE YEARS

Headmaster of Troy Conference Academy

Troy Conference Academy was organized by the Troy Conference of the Methodist Church at Plattsbery, New York, August, 1834.[1] In the fall of that same year, a charter was granted to the school by the Legislature of the State of Vermont. The first session of the Academy was conducted in 1835 in the home of Reverend Spencer Mattison which was located in Poultney, Vermont, on the present site of Green Mountain Junior College. Troy Conference Academy was a coeducational boarding school for grades nine through twelve, and students came from the states of New York, Vermont, New Hampshire, Connecticut and Massachusetts. There was no high school in Poultney, so many of the local students enrolled in the Academy.

The Academy was maintained for the purpose of teaching and training young men and women.[2] In its program provisions

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[1] _____, Troy Conference Academy Annual Catalogue, 1930-1931, Volume 18, No. 4, p. 6.

[2] Ibid.

were also made for students who intended to enter some gainful occupation or business directly from the Academy training. Further, provision was made for all students for emphasis on character so that the graduates could become useful and intelligent citizens, and makers of happy Christian homes.

Poultney, Vermont is located twenty miles southwest of Rutland, Vermont, in the County of Rutland. It is ninety miles north of Albany and Troy, New York, 211 miles from Boston, Massachusetts, and 145 miles from Montreal, Canada. The village of Poultney, with a population of approximately 1,300, is situated in a beautiful valley between the Green Mountains on the east and the Adirondacks on the west. The town of Poultney was selected as the location of the Troy Conference Academy for several reasons:[3]

1. Two important stage coach lines ran through Poultney, one ran east and west, and the other north and south.

2. The morals of the citizens were known to be especially good. The people were praised for their industrious and God fearing characters. . . There were few temptations that might lead one astray.

3. Fuel was cheap. Plenty of wood could be

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[3]Jean Louise Smith, "A History of Troy Conference Academy and Green Mountain College, 1834-1947," Unpublished paper, Green Mountain College Library, Poultney, Vermont, 1947, p. 1.

secured for $1.50 to $2.00 a cord. This was a practical, businesslike consideration for a thrifty people.

4. The people of Poultney could furnish board and room to the students at a reasonable rate.

5. Building materials were cheap in Poultney. Plans eventually called for the erection of a large school building so this was no small consideration.

6. Other considerations favoring Poultney included an unlimited water supply, healthful surroundings, fresh air, proximity of the mountains, and the country living.

Land for the Academy was purchased for $2,500 which was raised by subscription and donations.[4] The Academy had financial troubles beginning in the early years and extending through the closing of its doors in 1936. Originally money had been pledged for new buildings, but problems of collecting the money became a continuous chore. Around 1865 the Academy passed out of the hands of the Troy Conference of the Methodist Church and became Ripley Female College, a private endeavor, for girls only. In 1873 the citizens of Poultney joined with other interested people in raising $15,000 necessary for the Troy Conference to re-purchase the school.[5] During the late 1800's the Academy campus grew

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[4] Ibid., p. 2.

[5] Ibid., p. 4.

as a new classroom building, a chapel, and a gymnasium were erected. The changes and advancements during the twenty-five years from 1880 to 1905 were considerable and the Troy Conference Academy was an institution of distinction.

By the late 1920's it became obvious that the New England academies had served their day. Public education had increasingly filled the need for elementary and secondary education and the private academies were experiencing a steady decline in enrollments. Only a few of the private academies survived the development of the public secondary schools.

In Poultney, Vermont, where the Academy had served as the local secondary school, plans were set in motion for the construction of a new public high school. It was during this era that Jesse Parker Bogue moved to Poultney to become headmaster of the Troy Conference Academy.

A One Man Executive

When Bogue arrived at the Troy Conference Academy he found his assignment to be one of considerable detail to every aspect of the Academy's operation. He was responsible for the supervision of the three hundred students, both day and night including weekends, for recruiting of students from throughout the region in several states, for recruiting

and hiring of faculty, for supervising instruction, for maintaining and developing the physical plant, which consisted of six buildings, the heating plant, and the college farm, and for financing the total operation on limited capital. Regulations for the students as listed in the 1930-31 issue of the Troy Conference Academy Bulletin clearly identified much of the responsibility of the headmaster:[6]

1. Students must in every instance report at the Academy immediately upon arrival in Poultney.

2. No student may disconnect himself from the Academy except at the close of the semester, unless excused by the Headmaster.

3. Students must not be absent from town without authority from the Headmaster's office.

4. Studies may be dropped or changes made by permission of the Headmaster only.

5. Students in residence at the Academy shall not be allowed to maintain automobiles at the school or in the village without permission from the Headmaster. . . .

6. Nothing shall be presented at any public exercise of the Academy nor in any of its publications which has not been passed upon by authority of the Headmaster.

7. Other regulations of the school life, such as hours of study, privileges, personal conduct and appearance, and so forth, are as binding when duly announced as if printed in the catalogue.

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[6]Troy Conference Academy Annual Catalogue, op.cit.,p.32.

As Headmaster of the Academy for the initial year of his tenure at Poultney, Jesse Bogue became conditioned to the demands of the job and developed characteristics and procedures which were to be followed and used during his years as a college president.

President of Green Mountain College

As the citizens of Poultney, Vermont were considering the building of a public secondary school, the trustees of the Troy Conference Academy forsaw the effect this would have upon the Academy. Although many of the Academy students came from some distance, a considerable number of students enrolled from the immediate area. The trustees and administration of the Troy Conference Academy rose to the emergency as it had risen to emergencies in the past, and sought methods of adapting the school to contemporary educational trends.

Jesse P. Bogue, who had come to the Academy as Headmaster in 1930, studied the situation carefully and recommended to the trustees that two years of college work be added to the Academy program. In May, 1931, the trustees responded to the recommendation and established Green Mountain College. This recommendation was urged by Bogue because of demands made by parents for a school of the type

and character of the junior college. The May 9, 1931 issue of the Rutland Vermont Herald carried an article with the following caption: "NEW COLLEGE WILL OPEN AT POULTNEY," and stated:[7]

> A new Junior College to be known as the Green Mountain College of Poultney will open its doors to students next fall, this important move being noted upon at a special meeting of the board of trustees of Troy Conference Academy held Thursday in Poultney.
>
> A bond issue for $75,000 was voted and a sum exceeding $10,000 was subscribed during the first five minutes after it was announced. The board announces that a two-year junior college course will be offered, the college work to be entirely separate and distinct from the Academy work. The teachers, some of whom have already been secured, are of college rank.

During the summer of 1931 a faculty was organized, curricula were outlined, many changes and improvements were made, new equipment was purchased, and a class of sixty college students was enrolled under the guidance of President Jesse Bogue. Green Mountain College enrollments during the early years showed a continuous increase. In its second year of operation one hundred students registered. Subsequent years the enrollments were 142, 162, 177, 246, and 266 consecutively. During the early years of the College, the Academy continued in the same facilities. However, in 1936,

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[7] _____, "New College Will Open at Poultney," Rutland, Vermont Herald Newspaper, May 9, 1931, p. 1.

the public secondary school of Poultney was opened for operation and concurrently, the Troy Conference Academy was closed.

Consoler of the Alumni

The establishment of Green Mountain College in 1931 met with much favor with the citizens of Poultney, the church membership throughout the Conference, and with the alumni of the Troy Conference Academy. However, as the death of the Academy was announced, Bogue saw the need for a complete explanation to go to the alumni. In a brief statement, he explained "Why Troy Conference Academy Developed Green Mountain Junior College." Bogue explained that the Troy Conference Academy developed Green Mountain Junior College in the first place because an extensive revolution had taken place in high school education. With the increase in number of high school age students, local high schools were being built. Students were attending high school at home, and proportionately the number of boarding students decreased. Without an adequate number of boarding students, it was impossible for the Troy Conference Academy to balance the budget and continue operation, Bogue wrote.

In his explanation, Bogue stated further that the

second reason was one of finances. Compelled to operate on student tuition, during the depression years and the period of high school revolution, the Academy was not financially successful, whereas, the Junior College had been established in 1931 and was a success financially, and was now showing a balance each year in the operating income. For a number of years previous to the development of the Junior College, deficits had invariably resulted.

In the explanation to the alumni, Bogue pointed out that without contradiction, the plant of the institution was in better condition than at any time in its history. Debts were being paid, improvements were being made, and sound fiscal policies were being practiced. "The School is not out of the financial woods. It is headed in the right direction, and it is on its way," he emphasized.

"Your Alma Mater may have added a little to her name. She may have changed her duties and functions somewhat, but she has the same ideals and purposes: namely, to send into the world well-trained young men and women of sound Christian Character," he concluded.

A Member of a Family Team

Jesse Parker Bogue was approaching his fortieth birthday when he accepted the position as Headmaster of the Troy Conference Academy in June of 1930. His first contract at Poultney during this depression year called for a cash salary of $3,200.00, and the Trustees agreed to furnish living quarters for the President and his wife and three children, and such servant's work as was necessary for cleaning such quarters together with table board, light, heat, water and laundry for the entire family. The living quarters were housed in a part of the college dormitory complex. This placed him close to the students, but it denied the family of the normality of family life. Not until 1937 did President Bogue move his family into a house adjacent to the campus.

Mrs. Bogue possessed many of the same characteristics as her husband. Mr. Robert Long, chemistry teacher at Green Mountain, describes her contribution to Dr. Bogue's leadership by stating, "Mrs. Bogue certainly complemented him in the whole scheme. She was always wanting to help people. She was personally always interested in families of faculty and students."

Mrs. Bogue was an official member of the Troy Conference

Academy and Green Mountain College faculties for many years. She taught music and represented the college throughout the area personally and with students with music concerts and presentations. The 1941 issue of PEAKS, the college yearbook, was dedicated by the students to Mrs. Bogue. The dedication statement reads as follows:[8]

> There are silent forces which work unseen. The wheels turn, things are done, but the hidden power is often unnoticed. Thus during the past ten years, and more, Mrs. Bogue has worked quietly, modestly, but incessantly as the constant companion of the President of the College, as a faithful instructor for ten years in voice and piano, and as a true friend of her students.
>
> During the hard years of the early 1930's, when the depression made life for the Academy and the College unusually difficult, Mrs. Bogue carried more than a full-time teaching schedule, trained choirs and quartets, planned music for chapel five times a week, and in one season made fifty concert trips in the interest of the school.
>
> Therefore, we dedicate this volume of PEAKS to Mrs. Bogue in well deserved recognition of a sincere friend and a constant worker for all that is best at Green Mountain Junior College.

The Bogue children were young when the family moved to Poultney. Betty completed grade school in Poultney and entered the Troy Conference Academy in 1932. Upon graduation from the Academy in 1936, she entered Green Mountain Junior College as a freshman. She was an active part of the

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[8] _____. PEAKS, Green Mountain College Yearbook, Poultney, Vermont, 1941, p. 2.

College and made every attempt to escape the fact that she was the President's daughter. Upon graduation from Green Mountain in 1938, Betty Bogue went on to complete a bachelor's degree in English and dramatics. She aspired to teach so she returned to Poultney and joined the faculty of Green Mountain College as an instructor of dramatics in the early 1940's. Bogue himself received a doctor of divinity degree from De Pauw in 1936.

With the closing of the Troy Conference Academy in 1936, Barbara Bogue spent her high school years at Poultney high school from 1938 to 1942 before enrolling at Green Mountain Junior College.

World Depression and Second War

The American Depression of 1929 followed a dramatic stock-market crash on October 24 of that year. By 1929 factories and farms of the world were producing more food and more manufactured products than the world's people could afford to buy. The people could have used the goods if there had been money to buy them. As a result of the surplus, prices fell, banks closed, mortgages were foreclosed, unemployment spread, and countries faced bankruptcy.

Following brief recoveries in the stock market in 1930 and 1931, stocks continued their downward course until,

in July, 1933, their prices represented a loss with reference to pre-crash days, of two-and-a-half times the decline on October 29, 1929.[9] Herbert Hoover was president when the depression began. A former Secretary of State, Hoover represented the Republican Party. By the early months of 1933, however, between twelve and fifteen million workers were out of jobs and were idle, and local systems of relief were breaking down under the strain of the times.

Near the peak of the ruinous depression the American people paused to select a new president. The Republicans had no choice but to renominate Hoover. Long before the Democratic national convention assembled in Chicago, there had been a strong drift in favor of nominating Governor Franklin D. Roosevelt of New York.[10] Despite a substantial physical handicap, Roosevelt campaigned vigorously and created an impression that he was the salvation of the economic conditions which prevailed. In the November, 1932 election, Roosevelt and the Democratic Party won by a landslide, and carried all but six states. He was able to inspire confidence of the people by his buoyant nature and his resolute

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[9] Jennings B. Sanders, A College History of the United States, Vol. 2 (Evanston: Row, Peterson and Co., 1962), p.374.

[10] Ibid., p. 378.

determination to solve the country's ills as quickly as possible.

It was a dark hour economically in the United States when Roosevelt took office in 1933. "This great nation," said Roosevelt, "will endure as it has endured, will revive and will prosper." Under Roosevelt's leadership, legislative marvels were accomplished, aid was given to agriculture, a housing program was developed, improvement was made in labor and industrial conditions, social security was improved, and trade agreements were made. Thus, Roosevelt's pledge of a "New Deal" to the "forgotten man" was implemented.

The 1936 election resulted in Roosevelt's election with only two states going to Alf Landon and the Republican Party. This was the most disastrous defeat ever suffered by a major political party in the United States. Roosevelt continued his "New Deal" which was geared to the welfare of the people. By direct relief payments, by public works, and by creation of new jobs through stimulation of business, along with new regulations pertaining to wages, hours, rights of workers, and ways of carrying on trade, new hopes were realized by most of the people. However, problems of a different nature were rising on the world scene in Europe and

Asia.

During the period of world depression, each country was combating its own problems in its own way. The political effects were profound. In several countries parliamentary government came to an end and dictators rose to positions of power. In Germany, a new government rose to power under the leadership of Adolf Hitler. Hitler openly attacked the whole philosophy of democratic government. Japan and Italy also witnessed serious consequences as a result of the world-wide depression. In all three countries, dictators embarked on programs of imperialistic expansion in the hope that by gaining possession of new territory, relief would come to the economic pressures at home.

Adolf Hitler believed that the Germans were meant to rule the world. He became the leader of the National Socialist German Workers' Party in 1921, the party which later became known as the Nazi Party.

By 1933 Hitler and his Nazi Party had become the government of Germany. German democracy was dead. Benito Mussolini, ruler of Italy, was making plans for war against Ethiopia, and in October, 1935, the war began. Ethiopia was taken by the Italians in 1936. Austria was then invaded by Germany and annexed to that country in 1938. In the same year Hitler demanded that Czechoslovakians surrender to

Germany. Japan had joined with the Germans and Italians in a pact that suggested a triple understanding among these three powers.

The United States during these trying years had appealed, protested, and offered advice, but found more and more the world problem growing. The United States had declared neutrality through formal legislation and indicated its determination to avoid involvement in foreign wars. However, the neutrality did not last. The United States was forced to become involved in the War, and destroyers were exchanged for naval and air-base leasing rights in foreign seas and lands. The imminence of America's entrance into the war was demonstrated when Congress narrowly passed the Selective Training and Service Act in 1940. This act was to affect institutions of higher education throughout the country as young men would be entering military service rather than enrolling in colleges and universities after graduation from the secondary school. Under the Selective Service Acts of 1940, 1941, and 1942, approximately 8,700,000 men had been enlisted into the United States armed forces.[11]

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[11] William Habberton et al., World History: Story of Man's Achievements, (Rines Forest, Illinois: Laidlaw Brothers, 1962), p. 537.

The crisis in foreign affairs was sufficient in 1940 to induce the American people to abandon their anti-third-term tradition, and Franklin D. Roosevelt was elected to a third term as President of the United States. December 7, 1941 was the date that ended what had been a war of words with Japan and Germany, and a war of bombs was begun. Japanese bombers attacked the great American naval base at Pearl Harbor, Hawaii. Congress declared war on Japan the next day, and three days later, the declaration was made by the United States that war would be waged with Germany and Italy as well. From December, 1941 to August, 1945, the United States waged war on two widely separated fronts, one in the Pacific, the other in Europe.[12]

A ticket of Roosevelt and Harry S. Truman, Senator from Missouri, was elected to the presidency and vice presidency in the war time election of 1944. Roosevelt died just three months following his inauguration, and Truman promptly assumed the responsibilities of the office of President. Under the leadership of Harry Truman the war continued vigorously, and the decision to use the atomic bomb was made during his first year as president. It took two bombs to subdue

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[12]Sanders, op. cit., p. 237.

the Japanese army. On August 10, the Japanese asked for peace, and four days later, American terms of surrender were accepted. Russia had declared war against Japan a few days previous to the use of the atomic bombs, but historians credit the bombings with the early termination of the war.

War had ended in Europe in May, 1945, with the announcement that Hitler had committed suicide. Thus, World War II had ended as the most costly war in history.

Interpreter of the Junior College Program

From 1940 to 1946 the enrollment at Green Mountain Junior College averaged from 275 to 300 full-time students. With World War II in progress, young men were not enrolling in the colleges. As a result of the absence of male enrollments, in 1943, Green Mountain discontinued the admission of men to the college. To this date Green Mountain College had offered two years of collegiate studies to all high school graduates. The variety of curricula had offered opportunities for students to discover the particular field best suited to their needs. The curricula were now to change. Changes were reflected in the College Catalogue as the program was altered to meet the needs of a female clientele only. The objectives of the College were geared to the many

talented young women who, for various reasons, did not expect to spend four years in college, as well as to those who aspired to the four-year college or university. Emphasis was now being placed upon benefits which would come from social and cultural contacts in college life.

Prospective students studying the materials published by Green Mountain College learned that the experience of transferring from high school to college, from the environment of a home and the supervision of parents to that of the campus, and life beyond the home is one of the most critical which young women must face. Adjustments are made to new methods of study; greater independence is exercised in the use of leisure time; wider choice is given in the selection of friends; and many fundamental life purposes and ideals are formed.

Advocate of Christian Principles

Green Mountain College was established as a Christian institution. Bogue, as president of the College, never lost sight of the fact that the College was established and conducted as a result of the interest of the Methodist Church in sound education and Christian citizenship. He early developed an atmosphere in the practical daily work which was

broad, tolerant, and positive. From its inception, it was the aim of Green Mountain College that the personality and influence of each teacher, the general appearance of the entire physical plant, the place of the College's program of recreation and social activities would create a Christian atmosphere.

In keeping with the desire of the College to assist students in the development of character and a sense of reverence, chapel services were conducted daily, visiting ministers and speakers were brought to the College, good music was fostered, and worship in local churches was encouraged. Baptist, Catholic, Episcopal, and Welsh Presbyterian Church members as well as Methodist members were enrolled at Green Mountain. Churches for these denominations were also located in Poultney.

Educational Leader

Bogue instilled in his faculty an attitude of unsparing of their efforts to assisting students. Green Mountain College offered educational fellowship between teacher and students. Faculty and students mingled together in social affairs and enjoyed each other's companionship and mutual help in extra curricular activities.

Classes were reasonably small so that the teacher

could know each student, understand her aptitudes and difficulties, and help work out programs suitable to and compatible with students' individual differences. Through a system of faculty advisors, students were given the individual attention which is a part of the two-year college concept.

Mr. Andrew Vargish joined the Green Mountain faculty as an instructor of art in 1937. He is currently serving as Dean of Instruction at Green Mountain. Dean Vargish remembers President Bogue as an aggressive and determined administrator who desired to have a good college. Bogue had the ability to attract a competent faculty even though the salaries were below average.[13] According to Dean Vargish, Bogue knew every detail of the operation of the college; he knew where everything was and what function it played. As chief administrator of the College, Bogue directed the development of the curricula, but in the classroom, the teacher was permitted to teach without interference.

Bogue was a hard worker, and he expected the same from his staff. In his extreme desire to maintain an excellent institution, he developed a sense of arbitrariness which

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[13]Andrew Vargish, Poultney, Vermont, Personal Interview, July 6, 1965.

hindered to some extent his effectiveness as a college president. He saw no need for the committee system of faculty organization.

According to Mrs. Sarah Williams Thomas, former secretary to the President at Green Mountain, Jesse Bogue was very methodical in his work and never let things pile up.[14] "Dr. Bogue was like a clock," Mrs. Thomas explained, "Fifteen minutes after he arrived at his office each day, he was ready to respond to each bit of mail received. He never failed to respond immediately to his correspondence, whether from a prospective student, a parent, a teacher, a church layman, a fellow college administrator or a member of the board of trustees."

Bogue combed the countryside for students annually. After interviewing prospective students in their homes, "he could call all of them by name when they arrived at Green Mountain." He called on all valedictorians in the conference and attracted many top students to the College.

Mr. Robert Long, chemistry teacher at Green Mountain, claims that Bogue was a tremendous salesman of educational

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[14]Sarah Williams Thomas, Poultney, Vermont, Personal Interview, July 6, 1965.

plans.[15] "Bogue could convince people that an educational plan should be set up. He could anticipate the future and the educational needs of that future. He possessed a tremendous personality and could influence people and sell his ideas," Long explained. "Bogue was a friendly man who took a great deal of interest in everyone: faculty, students, families of students and faculty, and friends of the college."

Dean Vargish summarizes his appraisal of Bogue's leadership as a college president by pointing out that Bogue was very satisfied to be devoting his full effort at the ground level of the operation of Green Mountain College. Bogue understood the students, especially the boys, and the students liked him. He had arrived on the scene at the Academy at a period when times were extremely difficult, but he never permitted himself to become discouraged.

Mrs. Thomas was a graduate of the College and stayed on to work in the office of the president. She concludes that "Bogue was the kind of person you desired to do things for." She admits that as a student she possessed a bit of fear of Bogue, but "he was always the President to the

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[15]Robert Long, Poultney, Vermont, Personal Interview, July 6, 1965.

students." According to Mrs. Thomas, Bogue was meticulous in dress and was always meticulous about the appearance of the Green Mountain College campus. He was interested in local activities and served for a time in the Vermont State Legislature. During the months each year that the legislature was in session, Bogue was at the College on weekends and Mondays and was at the state capitol during the week.[16] Bogue was unopposed in his bid for the seat in the state legislature, and the only explanations given for this act was that he felt it his civic duty to serve. It is not clear whether he professed to be a Democrat or a Republican, but with the strength of the Republican Party in the State of Vermont, it is believed that he was registered as a member of the majority party in the state.

Friend of the Students

Bogue knew that the junior college movement represented an ideal in democracy and education. The plan of the junior college was for large numbers of high school graduates to be enrolled in colleges of various types receiving the benefits of further educational and social contacts. In the April 9, 1944 Green Mountain College Annual Catalog, Bogue explains

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[16] Sarah Thomas, op. cit.

the role of the junior college:[17]

> In the interest of a more enlightened citizenship, and for the sake of a more dependable democracy, ever increasing numbers of American students should have and will have an opportunity for more education and wider social contacts than they may receive in high school. American democracy will inevitably be stronger because of the contribution of the junior college. It is in reality the people's college.

Green Mountain was truly the people's college. Students worked their way through college, and the College farm was operated to permit boys to be employed to pay for part of their expenses. The College farm of more than one hundred acres along with adjacent land leased by the College was cultivated and maintained with student help. Bogue loved the farm and after school in the afternoons he would help with the animals and the farm equipment. Land farmed by the College provided a hunting ground for the President during the pheasant season each year.

"Dr. Bogue was very fair to the students and never scolded," according to Mrs. Thomas, his secretary. Development of the total personality of each student was one of the essential objectives of Green Mountain during Bogue's administration. To Bogue and his faculty, character, personality,

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[17] Green Mountain College Annual Catalog, Poultney, Vermont, April 9, 1944, p. 5.

and good manners were just as important as any phase of education. Training the intellect for insight or the body for skill is not the total problem of education, Bogue claimed.

In keeping with the ideal of culture and appreciation, Green Mountain College provided opportunities to its students to hear people of outstanding ability in various fields of thought and accomplishment. Among the programs which were presented, the following are significant:[18]

> Carl Sandberg, famous American Author.
> Eugene Lyons, Editor, The American Mercury.
> Mill Murriel Kerr, Pianist.
> Dr. William Beebee, Author, Scientist and Explorer.
> Miss Hilda Burke of the American Opera Company.

Chapel was always a highlight of the daily activity at Green Mountain College for President Bogue. He presided over the chapel and the faculty was required to sit on the platform. According to Dean Vargish, Bogue would make a few brief notes before going to chapel, and would then talk "off the cuff to the students and faculty." On the days before holidays, Bogue delighted in pretending that he had a long prepared speech for chapel, and then would suggest to the students that the prepared address be discarded and that classes be dismissed for the balance of the day. This act of course met with great favor on the part of the students.

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[18] Green Mountain College Catalog, Poultney, Vermont, 1945-46, p. 8.

Bogue was popular with the students, and in 1937, the PEAKS, the official college yearbook, was dedicated to the President. The dedication statement reads as follows:[19]

> To Dr. Jesse P. Bogue, President of Green Mountain Junior College, we dedicate this third volume of the PEAKS. His magnetic personality, moral integrity, courageous determination, and frank generosity have made Green Mountain the exponent of the true education, that which goes beyond books and beyond theory.

On the occasion of Bogue's departure from Green Mountain, the 1946 edition of PEAKS bade the President farewell:[20]

> It is not just a class of 1946 that will bid farewell to Green Mountain in June, but a man who had a great influence upon the College for a number of years will no longer be here to greet the numbers of incoming freshmen. As a college president, Dr. Bogue has guided the activities of Green Mountain in a manner which has proved beneficial to the College and the students.
>
> Though reserved and somewhat stern on first appearance, "Doc" has proved himself a kind and understanding friend to many.
>
> Although we leave behind the material things found here, the memory of Green Mountain and the part Dr. Bogue played in shaping our experience will long be remembered.
>
> We thank you, Dr. Bogue, and hope that we may justify your efforts and be a credit to the college from which we graduate.

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[19] PEAKS, Green Mountain College Yearbook, Poultney, Vermont, 1937, p. 1.

[20] PEAKS, Green Mountain College Yearbook, Poultney, Vermont, 1946, p. 1.

Leaves Green Mountain College

Jesse Parker Bogue served as President of Green Mountain College during the first fifteen years of its operation, and an appraisal of these years indicates that he served the college and students in a commendable manner. Bogue aspired to have an outstanding institution and in the third year of operation, Green Mountain College was fully accredited by the New England Association of Colleges and Secondary Schools, the highest accreditation available to an educational institution. Under Bogue's leadership the College grew in enrollment, curricular offerings, buildings, equipment, and total college program. Three hundred twenty students were enrolled during the 1945-46 school year. During his period as President of Green Mountain College, Bogue had been an active participant in local, regional, and national educational organizations, having served on the board of directors of the American Association of Junior Colleges and as president of that organization in 1943.

During these fifteen years, Bogue had devoted full time to the responsibilities of the Presidency of the College. The initial years of any organization or endeavor are always trying times, and the operation of Green Mountain College was no exception. By 1946 it developed that a change was

needed at Green Mountain. Although it was a tremendous disappointment for Dr. Jesse Bogue to leave Poultney, there were larger and more important tasks ahead for him to perform. Others would follow him at Green Mountain College, and to keep abreast of the times and for the welfare of the College, one man only could not fully fill the gap left vacant by Bogue's departure.

On the occasion of Bogue's leaving Green Mountain College, the faculty most ably summarized his leadership as a college president in the following citation:[21]

June 10-1946

TO: DR. JESSE P. BOGUE:

On this Commencement day the Faculty of Green Mountain Junior College wishes to honor you for your accomplishments and your achievements during a long period of service as the President of this College.

In the words of the Class of 1937 your "magnetic personality, moral integrity, courageous determination and frank generosity have made Green Mountain the exponent of true education." For the last 16 years you have served as its President, and during that period your qualities of administration and

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[21] Elizabeth M. Brood et al., "Citation to Jesse Parker Bogue," Poultney, Vermont, June 10, 1946.

leadership have been recognized, each successive year, alike by the student body, by the Faculty, and by the community. You have been primarily instrumental in the growth and development of the College over this period of years, and its growth from a small graduating class of 21 in 1933 to 106 on this Commencement day.

You have taken a prominent position in matters of civic betterment and community interest. You have ably represented the Town of Poultney in the State Legislature.

You have been signally honored in having served as the President of the American Association of Junior Colleges. During World War I you contributed your services as Chaplain.

In recognition of the qualities so characteristic of your individuality, and of your accomplishments and success as the President of this College,

The faculty of Green Mountain Junior College confer upon you the **GREEN MOUNTAIN MEDAL** as an expression of our appreciation and esteem.

(signed) .....
(Elizabeth M. Broad, Dean)

.....
(Evangeline Markwick,
Secretary of the faculty)

.....
(C. E. Akerstrom, Vice-
Chairman of the faculty)

Since Bogue's departure from Green Mountain College, this two-year college for women has continued to grow both in student enrollment and in physical plant. In February of 1960 a newly-completed dormitory was named "Bogue Hall" in honor of the college's first president. During the 1963-64 academic year a total of 601 students were enrolled. Two hundred thirteen were second year students and 388 were freshmen. Students came from twenty-six states and eight countries.[22]

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[22]Green Mountain College Catalogue, Poultney, Vermont, 1964-65, pp. 116-117.

CHAPTER III

THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES PRIOR TO THE BOGUE ERA

The Creation of the Two-Year College

The two-year college is a product of the twentieth century, but the idea for it was germinated earlier by such university presidents as Folwell of Minnesota, Tappan of Michigan, and Harper of Chicago.[1] The notion was initiated by President William Raney Harper during the establishment and opening of the University of Chicago. Seven hundred forty-two students enrolled in the University, October 1, 1892.[2]

> What they found was a new model American University, one which divided the twelve months of the year into four academic quarters, and invited the students to take a minimum three or accelerated four; a university which divided the traditional four collegiate years into two equal parts--the first to be known as the junior college or academic college, where the spirit would be collegiate and preparatory, and the

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[1] Leland L. Medsker, The Junior College: Progress and Prospect (New York: McGraw-Hill Book Company, Inc., 1960), pp. 10-11.

[2] T. W. Goodspeed, A History of the University of Chicago: The First Quarter Century (Chicago, 1916), pp. 1-44.

> second to be known as the senior college or the university college, where the spirit would be advanced and scholarly; a university where a system of major and minor studies permitted a student to pursue one subject in depth while less time to another.[3]

William Harper not only coined the term "junior college," but was also highly influential in the establishment of the first public junior college which is still flourishing: Joliet Junior College, Joliet, Illinois, founded in the year 1901.[4] Four different methods were used in the establishing of two-year colleges, and were identified by the terms amputation, stretching, decapitation, and the independent creation method.[5] The amputation method was used by colleges or universities which decided that their services could be improved by cutting off the first two years, and establishing a separate institution or division as was done by Harper at Chicago. The stretching method was used by a number of preparatory schools and academies. In a time when transportation was somewhat difficult, and few rural students had an

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[3] Ibid.

[4] Jesse P. Bogue, "The Development of Junior Colleges," American Junior Colleges, Fifth Edition (Washington, D. C.: U. S. Government Printing Office, 1960), p. 10.

[5] Walter Crosby Eels, The Junior College (Cambridge, Massachusetts: Houghton Mifflin Company, 1931), p. 31.

opportunity to commute to college, some academies, especially along the eastern sea-board, expanded their programs to include the first two years of college work.[6] Both public secondary schools and private academies used this method from the beginning of the twentieth century through the depression years of the 1930's.

The decapitation method occurred extensively during the first twenty years of the present century occasioned by small colleges realizing that they were not adequately equipped, staffed, or financed to satisfactorily offer a strong four-year program.[7] The elimination of the two upper years resulted in a two-year institution.

The independent creation method of establishment has been used almost exclusively since World War II. Designed to fit the needs of the local community, these institutions are disassociated from the secondary schools below, and from the universities above, are fitted to perform their educational function as Collegiate institutions, and are giving true college education in the sense of general cultural education, somewhat higher than the restrictions of the secondary school

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[6] D. G. Morrison and S. V. Mortorana, Criteria for the Establishment of Two-Year Colleges (Washington, D. C.: U.S. Government Printing Office, 1960), p. 2.

[7] Ibid.

and somewhat lower than the scholarly specialization of the university.[8]

Purposes of the Two-Year College

Proponents of these two-year institutions charged them with heavy responsibilities. Among the functions which are usually ascribed to them, the following are significant:[9]

1. Providing terminal curricula of two years and less in length.
2. Providing curricula preparatory to advanced undergraduate education in four-year institutions.
3. Providing general education for all students, terminal and preparatory.
4. Aiding students to make educational and vocational choices that are consistent with their individual characteristics.
5. Offering a wide range of general and special courses for adults.

Across the expanse of America, from Florida to Washington, from Massachusetts to California, from Hawaii to Alaska, and from Guam to the Canal Zone, two-year colleges have been established. The 1965 Junior College Directory of the American Association of Junior Colleges lists a total of 719 such

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[8]Eels, op. cit., p. 67.

[9]Medsker, op. cit., pp. vi-vii.

institutions, enrolling 1,043,963 students. The Directory further shows that forty-one of these colleges are listed for the first time this year, and several more are slated for enrollment later in the year.

The seven hundred nineteen two-year colleges have only a single characteristic which is common to them all. That characteristic is their diversity. In name, organization, control, size, support, program, staff, student body, objectives, and facilities, the variations are extreme. However, whether referred to as junior colleges, community colleges, city colleges, technical institutions, academies, colleges of applied science, or simply as colleges, these institutions have an identity of their own. Further, whether financed by public or private funds, whether controlled by elected or apointed boards of control, whether housed in an obsolete-abandoned elementary school building or a multi-million dollar modern structure, whether enrolling two hundred students or twenty thousand students, their total resources are directed toward programs which meet particular educational needs of their clientele--needs which usually extend not more than two years beyond the secondary school.

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Early Leaders in the Movement

In addition to the leadership provided by William R. Harper, and the encouragement given by Folwell and Tappan, later educators to exert great influence on the junior colleges included A. F. Lange of the University of Michigan and later the University of California, Leonard V. Koos, who taught at the University of Minnesota and later at the University of Chicago, and Ellwood Cubberley and Walter Eels, of Stanford University. In 1920 the junior colleges of America joined together to form the American Association of Junior Colleges to stimulate their professional development and growth.[10]

For sixteen years, Doak S. Campbell served as executive secretary of the American Association of Junior Colleges on a part time basis. He was followed by Walter C. Eels in 1938 as executive secretary.

By the year 1939, a total of 575 two-year public and private colleges were operating in the United States with an enrollment of 196,710 students; by 1958 these totals had expanded to 667 colleges with a total enrollment of

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[10]Edmund J. Gleazer, Jr., American Junior Colleges, Fifth Edition (Washington, D. C.: American Council of Education, 1960), p. 495.

892,642 students.[11]

Jesse P. Bogue in a Leadership Role

As the year 1943 approached, it was apparent that the junior colleges were feeling the full impact of the war. Enrollments were down, regular teaching staffs were depleted, and the future seemed uncertain. However, leaders of the junior colleges were giving consideration to the postwar role of their institutions. The American Association of Junior Colleges was in financial trouble, and there was some consideration given to curtailing many of the activities of the Association, even to the extent of closing the Washington office. Jesse Parker Bogue, President of Green Mountain Junior College, Poultney, Vermont, who had been an active leader on the Board of Directors of the American Association of Junior Colleges, was elected president of the National Association. His dynamic leadership ability was evidenced from the very beginning of his administration when he turned to the solution of the problem of finance. Bogue called for an immediate inventory of association holdings, and a Certified Public Accountant audit. A formal budget with adequate control, and an increase of income through higher dues as

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[11] *Ibid.*, Tables V and VI.

well as through special contributions were requested. And finally, Jesse Bogue set in motion the necessary steps for incorporation of the Association.

Members of the American Association of Junior Colleges did not will that the Washington office be closed, or that association activities be curtailed. Overwhelming sentiment was in favor of retaining the Washington office. The increase in dues was studied and contributions from both individuals and from regional associations were received. During the tenure of Jesse Bogue as association president, by April, 1944, all accounts were paid, all indebtedness of the Association was liquidated, and a substantial cash balance was established. Much of the credit for these accomplishments was due Bogue.

Throughout the year as president of the National Association of Junior Colleges, Bogue's influence prodded the junior college administrators of America. In the president's address to the annual convention of the American Association of Junior Colleges held in Cincinnati, Ohio, in the spring of 1944, Jesse P. Bogue spoke on the topic "The Future of the Junior College." Quoting Abraham Lincoln, Bogue said, "If we could know whither we are drifting, we could better know what to do and how to do it." Comparing the words of

Lincoln to the junior colleges, Bogue continued:[12]

> His words (Lincoln's) are applicable to the junior colleges today. All indications point to the fact that the junior college is at the dawn of a new day, not only in the United States, but in other countries. It is my conviction that one of the advantages of the junior college has been its liquid state. . . . As long as it remains in a liquid state, it will be adaptable to the needs of various communities in America as well as in various countries.

Bogue's prophecy proved to be true. The liquid state to which he referred remained a trait characteristic of the developing junior colleges as well as the new institutions being established.

President Bogue continued the convention address by expressing his great faith in the junior colleges:[13]

> Surely no one would attempt to predict just what the future of the junior colleges will be, but it would seem to be reasonable to have faith in the future of the junior colleges as an instrument in behalf of the best interests of the American people as well as those of other countries and nations.

Jesse Bogue was a humble person with deep convictions for the democratic process, and a genuine friendliness to all his colleagues, characteristics which are evidenced in

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[12]Jesse P. Bogue, "The Future of the Junior College," Junior College Journal, Washington, D. C., (May, 1944), p. 342.

[13]Ibid.

his concluding remarks of the president's address in Cincinnati:[14]

> It is my belief that in looking forward to the future of the American Association of Junior Colleges, we shall never go wrong as long as we follow the convictions of the majority of members. I say this in all seriousness, because the membership is made up of people whose intelligence must be considerably above the average, and who, being engaged in the field of education, must be animated by motives of unselfish service to their fellow men. Men and women of intelligence and character probably will not go very far from the right path if they are given an opportunity to express themselves.

All the problems confronting the junior colleges of America were not solved during the administration of Jesse P. Bogue as president of the National Association. When World War II ended, federal aid for all facets of American education was being considered.

Unresolved Issues in the Association

A total of 14,601 veterans were enrolled in higher educational institutions in the United States under provisions of the G. I. Bill of Rights on June 30, 1945, according to reports of the Veterans Administration. A concern of the junior colleges was that only 318 of these veterans were in the junior colleges, while 13,761 were in senior colleges,

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[14] *Ibid.*

universities, and professional schools. Teachers colleges could account for 522.[15] The question of why only two percent of the veterans were in two year colleges while these institutions were enrolling about ten percent of all other students in higher educational institutions was of concern to the junior college leaders.

Investigation showed that there were two explanations for this situation. In California, the great majority of the veterans enrolling in the public, no-tuition junior colleges had chosen to ignore their G. I. Bill benefits, shrewdly saving them for later use at senior colleges where their expenses would be greater. The real villain, however, for low enrollment of veterans in the junior colleges was considered to be insufficient publicity. Many of the men whose educational needs could be best met by junior college enrollments had never heard of the junior college. When the veterans were thinking of education, they thought apparently more of the large four year colleges and universities.

Advisors in the Veterans Administration often were no better informed. The A.A.J.C. set out to do something about this problem. Directories listing each of the two year

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[15] Winifred R. Long, Washington Newsletter, American Association of Junior Colleges, Washington, D. C., Volume I, Number 1 (September 21, 1945), p. 1.

colleges, its location, accreditation, control, affiliation, enrollment, faculty, size, and administrative head were distributed to Army educational service officers all over the world. Statements were prepared explaining what the junior colleges had to offer for inclusion in military bulletins of information. Daily inquiries were answered from education-minded servicemen and their counselors. Individual colleges promoted the establishment of Veteran's Administration Guidance Centers, wrote to servicemen telling of offerings for veterans, mailed catalogs and other information to dischargees, and worked for the development of adequate housing for veteran enrollees. Improvement through revision of the original G. I. Bill of Rights received the continuous support of the junior college leaders.

Jesse Bogue, chairman of the legislative committee of the American Association of Junior Colleges, in late 1945, was calling for clarification and interpretation of the Vocational Education Bill, S. 619, and its relationship to junior colleges. President Harry S. Truman and General Eisenhower were renewing the fight for compulsory military training. Questions being debated included (1) Is compulsory military training, in and of itself, necessary, and (2) If some form of compulsory military training is

essential, is it possible and desirable to so frame the law as to work the least possible interference on the education of youth?[16]

Other problems studied by the junior college leaders included the possibility of excessive federal control of education, and the temptation to yield to the clamor of the times for substitution of terminal and technical education in place of liberal arts programs. Both of these dangers were quite evident in the discussions of the convention of the American Association of Junior Colleges held in Cincinnati. They were also prominent in the deliberations and proposals of the Committee on Postwar Plans of the Association.

Another concern was the rumblings within the Association which showed evidence of a possible split between the public institutions and the private colleges. Dr. James W. Reynolds, Professor and Consultant in Junior College Education, University of Texas, Austin, who served as editor of the Junior College Journal for a number of years, reflects that the serious rift in the American Association of Junior Colleges stemmed from what was regarded as the

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[16]Winifred R. Long, Washington Newsletter, American Association of Junior Colleges, Volume I, Number 3, (November 21, 1945), p. 1.

divergent interest of the public and private junior colleges.[17] He explains that many of the public junior college administrators believed that the late Dr. W. C. Eels favored the private junior colleges. Eels was then serving as Executive Secretary to the National Association. Reynolds continues, "Ever since the publication of Dr. Eels' book, The Junior College, in 1931 there had been a definite feud between Eels and Koos." Leonard V. Koos was at that time Professor of Education at the University of Chicago. According to Reynolds, the rift grew out of the fact that Eels devoted approximately one-third of his book to an attack on the position Koos had taken regarding the desirability of four-year junior colleges.[18]

The final threat to the Association was the ever present North-South problem. During the period from 1943 to 1946, Jesse P. Bogue continued with leadership roles in the National Association as a member of the Board of Directors, and with the administration of the Green Mountain Junior College.

Walter C. Eels resigned his position as executive

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[17] Dr. James W. Reynolds, Austin, Texas, Personal letter, June 9, 1965.

[18] Ibid.

secretary of the American Association of Junior Colleges in 1945, to accept a position on the overseas staff of the Army's University Education Center for the Mediterranean Theater of Operations.[19] The Washington office was then filled by Mrs. Winifred Long as acting executive secretary.

Jesse P. Bogue as a Spectator

A National Convention of the American Association of Junior Colleges was always a joyous occasion for Jesse Bogue. He had presided over one convention as President of the Association, had reported to others as a committee chairman, and was an active participant in many other conventions. At the 1945 convention in Chicago, Bogue enjoyed himself immensely in that he had been responsible for the previous annual meeting. As chairman of the legislative committee, with a brief report to the Association, he was permitted the privilege of being free from the main pressure of the gathering. As a spectator, he heard speeches on the theme "Have We Grown Up?" The major impression growing out the meeting was one of long-latent power finally grown to maturity and ready

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[19]Winifred Long, "Junior College World," Junior College Journal, Washington, D. C. (September, 1965), p. 39.

for unleashing.[20]

In the opening address of the Convention, President Lawrence Bethel said:[21]

> The junior college has developed from a mere babe of an extended prep school, or small addition to the public high school, to a size in terms of registration as large as the largest of the universities--registrations that in some instances run into the twenty thousands in a single institution with perhaps a 60 acre campus. . . .

President Bethel continued with the following analogy in the form of a question:[22]

> Is "junior" with his increased size only yet a "fat boy" in our national educational structure, or has he also grown in maturity of purpose, judgment, and prestige to the extent that he may be recognized among men?

In emphasizing the progress made by the junior colleges, Bethel said:[23]

> One bit of significant evidence of our maturity is that we are learning how to live together. . . . The East and West have met. The private and public institutions have found common ground. Stories of

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[20] Winifred R. Long, Washington Newsletter, American Association of Junior Colleges, Washington, D. C., Volume I, No. 4 (January 28, 1946), p. 1.

[21] Lawrence Bethel, "Have We Grown Up?" Address, National Convention, American Association of Junior Colleges, Chicago, January 17, 1946, p. 1.

[22] Ibid., p. 2.

[23] Ibid.

> our all-night fights, remembered by some of us from years ago, may soon be collectors' items. . . .

To this claim, Bogue and other spectators probably responded to themselves with the thought, if it were only true. Most would not disclaim that much progress had been made, but many were aware that much remained to be done.

President Bethel continued the introductory presentation as follows:[24]

> As well disciplined youths, we have been brought up with the understanding that we should "speak only when spoken to." And in our rattle-brained youthfulness, that was as it should have been. We really didn't have too much to say of which we could be very certain. We were small. Our research activities were necessarily limited. The breadth of our contact with the lawmakers in Washington and in the respective states was small. We have played the appropriate role of little brother to our educational associations. And they have been most kind and helpful to us. When we wanted something done we went to them and they did all within reason to get it for us.
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> But now the load is just too big. . . In this country, action by states promises within five or ten years to move junior college education into a volume even beyond our own dreams . . . WE MUST CHANGE OUR WAYS.

In the concluding remarks of the address, the Association President outlined the specific "musts" for the immediate future in which Jesse Bogue, the spectator at this

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[24] Ibid., p. 4.

moment, was to play such a significant role:[25]

1. As a national organization, we must participate in junior college developments within states. . . direct relationship with state departments of education and with state legislatures.
2. We must make ourselves heard on all educational issues of national importance. This should be by our own voice and pen. . . .
3. Means must be found for an intensive program of public relations that will reach down to the very grass roots--taxpayers and parents. . . .
4. We must develop our own program of organized research. . . .

"Are we ready for this responsibility? Are we willing to develop a voice of our own? Have we grown up?" Bethel had asked the questions and in part had given his own answers. However, it was the responsibility of the conference participants to answer the questions.

President Truman's telegram to the meeting was interpreted to be no message to an adolescent:[26]

> I am happy to send greetings and good wishes to the American Association of Junior Colleges. The extension of general education and of terminal college grade vocational education represented by the Junior Colleges in this country constitutes a real contribution to democracy in education. Social, economic and political conditions prevailing throughout the world can be solved only in terms of a lengthened period of education made available to an increasing proportion of the population.

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[25] Ibid., p. 5.

[26] Harry S. Truman, Washington, D. C., Telegram to Convention, Chicago, January 17, 1946.

General Omar Bradley, for the Veterans' Administration, praised the junior colleges in his message to the Convention:[27]

> . . . . The junior colleges of America are well equipped to furnish the answer to the educational problems of our young veterans. They are able to furnish a higher education in the veterans' own home town, thus relieving him of the problem of housing. They are able to make up his deficiencies in high school credits. They are able to give him the best possible foundation for specialized university training.

State Departments of Education in six different states were represented at the meeting, indicating their approval of the Association activities. Illinois, Kansas, Minnesota, Oklahoma, Texas, and Washington were the states represented by State Department of Education personnel.

Development of a Blueprint for Action

Mrs. Winifred R. Long, Acting Executive Secretary of the American Association of Junior Colleges recalls that from the convention in Chicago there "first of all came the basic realization that at this convention there was developing a meeting of minds, a blending of all shades of junior college

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[27] Omar N. Bradley, Washington, D. C., Telegram to Convention, Chicago, January 17, 1946.

opinion, into a complete readiness to work together on even the most controversial questions." Next came the parade of research committee reports, with their nudgings toward an Association research program of adult and vital significance.[28]

Standing committees which reported to the convention included: (1) The Student Personnel Committee, with an outline of research problems in its field pressing for investigation and solution. (2) The Committee on Teacher Preparation for Junior Colleges, with its report of work already done in securing understanding in the nation's graduate schools of the special requirements for training good junior college teaching staffs, and the vast work to be done. (3) The Curriculum Committee, telling of a dozen or more fields in which it wanted to go to work. (4) The Legislative Committee with a resolution urging national action for the expansion of educational opportunities for all, and with an appeal for united effort by the educational groups of the nation. And finally, (5) The Administrative Problems Committee reporting on the important areas it wanted to investigate, and making an on-the-spot survey at the convention

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[28] Winifred R. Long, Washington Newsletter, American Association of Junior Colleges, Washington, D. C., Volume I, No. 4 (January 28, 1946), p. 3.

of the way junior colleges had not "barred the doors to Veterans."

A report had been made in some of the newspapers that many of the leading colleges were unable to take further veterans. The survey at the convention showed that junior colleges were not barring veterans from enrolling. On the contrary, evidence showed that there was considerable room for veterans in many of the member institutions.

Research staff and facilities of the University of Chicago were made available to the Association. This active guidance was accepted, and the research of the Association became an adult manifestation.

At a meeting at the Drake Hotel in Chicago the American Association of Junior Colleges adopted the arrangement by which they would farm out (1) their research activity and (2) the editing of Junior College Journal.[29] Eels was no longer serving the Association as Executive Secretary, but the feelings which had developed earlier between him and Dr. Koos were still very much in evidence. Since Dr. L. V. Koos had long been active in the junior college movement, and since he had just retired as Professor of Education at the

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[29] Reynolds, Letter, op. cit.

University of Chicago, it seemed appropriate to secure his services in discharging both of these responsibilities.[30] There were those in the meeting who did not favor the appointment of Koos. In a compromise move, to prevent Koos from remaining for very long in the position which he was invited to take, a three year limitation was placed upon the contract with the University of Chicago. At the close of the third year, the contract went to the University of Texas, Austin.

On the floor of the convention in Chicago, and in committee meetings, the conviction grew that the Association was taking on the characteristics of an adult. One thing that was lacking, however, was a strong, vigorous, adequately staffed and financed, program of public relations and service, administered by a top-flight Executive Secretary. Dr. Eels, as the first full-time Executive Secretary, had attained considerable prestige and influence in educational affairs for the Association. These brilliant and indefatigable efforts were everywhere recognized by the convention, and a resolution of deep appreciation, unanimously adopted by the delegates, was sent to Dr. Eels. Dr. Eels and others

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[30] Ibid.

had laid the foundation for the movement, and the job remaining, which was a vital one, was one of enrichment and adult development, of building upon the solid foundation which had already been developed. The delegates felt that greater expansion of public relations and service would be followed by even greater returns in service, and increased prestige and recognition for the junior college movement.

Recognition of Immediate Needs

The very immediate need of the Association was a top-flight full-time Executive Secretary, a man who could walk into Senatorial offices and appear before Congressional committee hearings and be heard with unquestionable respect. A second need was an adequate budget, a budget that would provide sufficient allowance for the Executive Secretary to travel to the various states when necessary and requested to give strategic services. Convention delegates gave as the third need for now as never before, an intensive centrally emanating program of public information that would reach down to the very grass roots--to the millions of taxpayers and parents--the effects of which would be felt in every junior college in the nation. A fourth, and final, need was the major revision of the constitution of the Association, revisions which called for changes in the committee structure

of the Association to provide for wider participation on the part of member administrators.

The delegates had identified the needs of the Association. It was the responsibility of the delegates, now, to provide for the financing of the program if it were to be realized. A budget had been prepared by a committee previous to the opening of the convention, a budget which called for the expenditure of an amount equal to the previous dues of the Association. With the convention in progress, the committee quickly went back into session to draft a different budget, one which requested a considerable increase of revenue to finance an expanded program of activity.

After the budget committee had completed its report, delegates began to speak in favor of it and the raise in dues which it proposed. No possible doubt was left that the membership were 100% behind the assuming of responsibilities and activities of adulthood for the junior college movement; and certainly no doubt whatever remained that they considered 13½ cents instead of the old 8 cents a day a cheap price per junior college for the change.[31]

The dues were raised from $30 per year per college to

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[31]Winifred R. Long, Washington Newsletter, op. cit., p. 5.

$50 per year. The Junior College Journal had its face lifted and its contents enriched by a staff which was adequate to its importance. The constitution was completely revised. Soon the Association was to have the new full-time Executive Secretary.

To President Bethel's earlier questions, the convention had answered: We are ready for this responsibility. We are willing to develop a voice of our own. We have grown up.

Jesse P. Bogue as Executive Secretary

After the close of the 1946 convention in Chicago, and after an interim period of a few months with an Acting Executive Secretary, it was necessary to turn to the task of filling the position with a permanent appointment. Meeting in Chicago, during the summer of 1946, the Board of Directors of the American Association of Junior Colleges elected a successor to Dr. Eels. Dr. Rosco Ingalls was President of the Association, and presided over the meeting. Dr. Bogue was at that time a member of the Board of Directors representing the New England States. Dr. Curtis Bishop, President of Averett College, Danville, Virginia, who later served as President of the Association, was also in attendance. Dr. Bishop, who is currently at Averett College, vividly recalls

this vigorous meeting:[32]

> After a rather lengthy discussion beginning in the middle of the day and extending until late into the night, the Board adjourned and began its deliberations again the next morning.
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> Once again the discussion lasted through the day and well into the early morning hours of the following day. The Board had agreed in the beginning to make a thorough canvas of prospective Executive Secretaries. Near midnight of the second day, the Board agreed that it must discard the unanimity rule. It then proceeded to elect a candidate from the Middle West, a candidate who had subsequently proved to be an outstanding leader in the field of junior college education. However, he declined to accept the appointment.

According to Dr. Bishop, the field had been narrowed to three candidates, one of whom was Dr. Bogue. Two of the candidates, including Dr. Bogue, were present in Chicago, but naturally, had withdrawn from all discussions. Mrs. Bogue indicates that her husband went to the Chicago meeting with the genuine hope of being selected for the job.[33] Apparently there were others who aspired to the position, or at least others who had their own candidates to promote for the high office.

Dr. Bishop recalls further that "at four o'clock on the morning of the second night, Dr. Bogue was called out of

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[32] Curtis Bishop, Danville, Virginia, Personal letter, May 20, 1965.

[33] Mrs. Adah Bogue, Personal Interview.

bed, invited to the room in which the Board was meeting and was informed that he had been elected Executive Secretary. In typical Dr. Bogue genteel fashion, he not only agreed to accept the appointment but confirmed it by taking the members of the Board, who were still willing to sit up, to accompany him to an early breakfast."

It was now official. Meeting in Chicago, July 28,1946, the Board of Directors elected unanimously Jesse Parker Bogue to the position of Executive Secretary of the American Association of Junior Colleges,[34] reported the official minutes of the meeting written by Board Secretary Theodore Wilson. Nearly twenty years later, Dr. Bishop, reflecting upon this action concludes, "It is to be doubted that a single junior college official who knew Dr. Bogue as Executive Secretary would question the statement that the Board of Directors in that memorable Chicago meeting made a wise choice, for it was Dr. Bogue who led the Association through these difficult days and into an era of success unsurpassed in the history of higher education in America."

The official minutes of the Chicago meeting state:[35]

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[34] Theodore H. Wilson, "Report of the Board of Directors," Junior College Journal, Washington, D. C. (September, 1946), p. 25.

[35] Ibid.

> The Board of Directors is confident that with his back-ground of experiences in the South, the Central States, and in the East, in both public and private institutions, as President of the American Association of Junior Colleges in 1943, and as President of Green Mountain Junior College for sixteen years, Dr. Bogue will prove to be an efficient and successful Executive Secretary.

Editorializing in the September, 1946 Junior College Journal, Rosco C. Ingalls, President of the American Association of Junior Colleges, stated: "Welcome to a new executive secretary, Jesse P. Bogue, who brings extensive experience and superior abilities focused on the aggressive advancement of the enlarging program of the Association."

CHAPTER IV

JESSE PARKER BOGUE, MAN WITH A MISSION

By 1946 the National Association was twenty seven years old, was considered past the stage of infancy and adolescence, and was now entering early maturity with strength, vitality, enthusiasm, and high purpose. A new constitution had been adopted at the 1946 annual meeting in Chicago which called for decentralization of activities by calling representatives from all parts of the country to participate in research activities, and to serve on major standing committees. Consideration was given to legislation, teacher preparation, curriculum planning, administrative problems, student personnel services and adult education, through standing committees. Assuming the duties of Executive Secretary, Bogue compared the responsibilities of the position to those of the navigator of a ship:[1]

Reliable navigation practices call for determina-

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[1] Jesse P. Bogue, "From the Executive Secretary's Desk," Junior College Journal, Washington, D. C., (September, 1946), p. 47.

tions of a ship's position, and in unknown waters, for frequent soundings. In a sense, the executive secretary is the navigator, under command of the president and Board of Directors, charged with the chart of sailing designed by the membership of the Association, guided by the compass of junior college principles and philosophy, with papers cleared for the port of more and better education for the greatest number of people.

President Ingalls quickly designed the chart for sailing which Bogue desired:[2]

1. How shall the junior colleges provide adequately for an unprecedented enrollment for veterans, oncoming high school graduates, adults of the community, and foreign students?
2. How can the junior colleges provide more effective occupational training for competency of the semi-professional type to match the effectiveness of our work in the pre-professional types?
3. How, where, and under what circumstance shall new junior colleges be built to meet tomorrow's needs?
4. What are the best procedures for strengthening public relations?
5. How can junior colleges recruit and train teachers for America?
6. How can junior colleges improve training programs for civic competency so as to aid in stabilizing democracy in the new world of tomorrow?
7. How can the junior colleges advance understanding through UNESCO to build a United Nations for security, happiness, and the welfare of men everywhere?

A grassroots philosophy of operation was adopted by

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[2]Rosco C. Ingalls, "Looking Ahead With the Association," Junior College Journal, Washington, D. C. (September, 1946), p. 2.

the new executive secretary of the American Association of Junior Colleges which called for the consideration of the basic tasks as identified by President Ingalls. Reporting to the Association in his column entitled "From the Executive Secretary's Desk," in the Junior College Journal, Dr. Bogue wrote:

> From October 24 to December 15, 1946, the executive secretary's desk has been in his vest-pocket. The grass roots program of the Association has carried the Secretary from Massachusetts to California, and from Michigan to Tennessee. . . . Field work is one of the most valuable aspects of the activities of the Association. Unless you go, you cannot know the college administrators, faculties, problems, trends, atmosphere, needs, relations with senior institutions and state departments of education, and the great buzzing United States in which the colleges must do their work.

Advocate of Grassroots Philosophy

A part of Bogue's grassroots philosophy was use of the Association Journal. He continuously promoted the subscriptions to the Journal in the hope that a larger number of junior college instructors, trustees, and friends of the movement could become better informed. "Why not let the Journal work with and for you in your college and community," he wrote. "Surely, we, all of us, would be glad to accept another good assistant at half salary. Well, of course, this is a little sales talk, but think it over. The Journal

is our best medium for spreading the philosophy of the junior college."

Advocate of Good Communication

Bogue was convinced that group subscriptions would enlarge the circulation of the Journal, and by late 1948, eighty-eight junior colleges with over 1300 subscribers were particpating in the group plan. The group subscription plan permitted colleges with twenty or more teachers to form clubs with not less than ten subscribers; colleges with less than twenty teachers could form clubs with at least one-half of the teachers subscribing. Subscriptions under the group plan were $2.00 per year per subscriber while the individual

subscription was $3.50 per year.

Junior colleges followed various plans in getting the Journal into the hands of the faculty members and board members. In some, the individual paid the $2.00 per year. In others, the total amount for the group subscription was paid by the college, justified on the grounds that the reading of the Journal would assist the teacher to do a better job. Still others used the "jack-pot" system, as Bogue called it, where the teachers each paid $1.00 each and purchased as many subscriptions as the finances provided, with the journals placed conveniently for easy access to the faculty members.

"In-service thinking, planning and study is characteristic of a good junior college. Why not make the Journal one of the publications for consideration for in-service training of your staff and faculty?" Bogue suggested. The same group terms were established by the Association for distribution of the Association Newsletter which was periodically written and mailed to member institutions, faculty members, members of boards of trustees, and friends of the Association.

Back in the Association headquarters office in Washington, C.D., Bogue was busy in part at the task of

interpreting legislation pertaining to faculty deferments, educational facilities, and veterans' housing, and of communicating his findings to the Association membership. "Public Law 697, 79th Congress, is the outcome of S. 2085 to provide surplus government facilities to colleges for use as classrooms, dining halls, laboratories, faculty housing, etc.," he reported. Bogue prodded the junior colleges by asking the question, "Is your junior college cooperating as a community force and influence to do something about veterans' housing?" "Why welcome a veteran home if there is no home to be welcomed into," he emphasized.

Advocate of Adequate Finances

Reporting futher on federal legislation, Bogue called the attentior of the junior colleges to S. 2499, a bill which had been introduced by Senator James Murray of Montana, Chairman of the Committee on Education and Labor, for himself and Senators Morse and Pepper. Known as the Murray Bill, S. 2499 proposed a ten-year program for the development of education--at all levels. Federal aid would be provided to help equalize educational opportunities for everyone in the United States without regard to sex, race, color or creed. Such legislation fit closely

into the philosophy of the two-year colleges. Commenting on the future of the Bill in the Association Newsletter, September 5, 1946, Bogue stated, "It will be one of the most important and dramatically debated bills in the next session. Your views and those of your friends will be important factors in the further progress of this legislation. It is of equal interest to both public and private institutions."

Jesse Bogue became Executive Secretary of the A.A.J.C. the year the junior colleges experienced the greatest enrollment boom to date. There were 585 junior colleges in existence. Forty-five additional colleges were preparing for operation within the year. Several colleges which had been casualties of the War were included in the new developing institutions.

Advocate of Good Public Relations

A total enrollment of 355,000 students were expected to enroll in the junior colleges in the fall of 1946. Veterans made up 43 per cent of this total. Despite their tremendous enrollment, Bogue proclaimed that "junior colleges could admit a total of about 33,000 more students." The problem, however, was that the excess capacity was not distributed evenly over the junior colleges throughout the

country. Sixty per cent of the junior colleges estimated that their September enrollments would fill every available seat, despite the large increases in capacity which so many of them had farsightedly been making. Bogue urged the relatively few areas where many junior colleges had additional capacity over and above anticipated September enrollment, as a national service in the period of emergency, to cooperate and give wide publicity to their availability.

At a time when the major concern was that of providing seats in classrooms for a very deserving clientele, the American Association of Junior Colleges did not lose sight of the need for a strong on-going program. A report from the administrative problems committee on junior college public relations was presented to the Association members. Bogue was aware of the importance of public relations. In requesting data from junior colleges for use in publicity, he said, "If you will give us the facts, we can use them to help the junior college movement. This means in the final analysis, a real service to more men and women." Bogue's motives were never selfish. His concerns were usually for others.

The Washington Office was right up on the front national firing line. Bogue needed ammunition at all times.

He pleaded for up-to-the-minute facts about the junior colleges. "Estimates, opinions, and guesses do not have high explosive qualities," he warned. In his plea for facts, Bogue reminded the administrators, five minutes or less of your registrar's time will give all of us valuable material for the following:[3]

1. To present to governmental agencies whose decisions can be tremendously helpful to you.
2. To present before Legislative Committees where nine-tenths of the work is done for the passage of proper laws, both national and state.
3. To present before other educational associations and voluntary organizations with whom our standing and prestige are important.
4. To present before citizens groups in various states which are now making surveys for the future development of educational systems.

Scarcely a day went by without an appeal to the A.A.J.C. for facts about the junior college movement, its present status, and its future trend. To dramatize his need, Bogue expressed a wish that every Director, Dean, or President could come to Washington, make the rounds with him, and see for himself just how vital this action was. Bogue was optimistic about federal legislation for education. He was confident that the 80th Congress and the

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[3] Jesse Parker Bogue, Washington Newsletter, American Association of Junior Colleges, Washington, D. C., Volume 2, No. 3, (November 4, 1946), p. 3.

tate legislative sessions of 1946 and 1947 would give reater and more serious attention to education than had ver been given in the history of this nation.

Advocate of Positive Image

The prestige and standing of the junior colleges were ontinuously the concern of the Executive Secretary. "No onger can 'Junior' sit in the corner to be seen but not eard," he warned. "'Junior' is no longer a youngster. He s doing things and has some ideas of his own to present for he general welfare of this nation. Let us back up his ideas ith facts so that his voice may be clear and articulate."

In the nation's capitol, with the national legisla- ors, Jesse Bogue found fertile ground for promotion of the wo-year colleges. At the February, 1947 meeting, the Assoc- ation Board of Directors "voted unanimously that Secretary ogue be authorized to speak for the Board of Directors be- ore the legislators along lines in keeping with the Board's olicies."

Bogue was the spokesman for the Association, but he onsidered the various standing committees to constitute the yes and ears. He knew that the information he needed could ome only from the local and state levels, and that only hrough the committees with the wide participation of the

membership from all regions of the country, and from both the public and independent colleges could the vital and practical needs of the Association be identified. The committees carried on studies of their own determination and conducted the discussion groups at annual meetings.

Problems which existed at the time the committee system was restructured existed up through the years, but from year to year solutions gradually emerged. The system was extended to the six regional associations and councils, and considerable effort was expended to organize identical committees at the region level with participation of members from the national committees. Although much progress was made in some regions, Bogue was disappointed with the lack of committee action at the regional level.

Advocate of Strong Instructional Program

In the area of instruction, Bogue pushed for aggressive exploration and adoption of new methods to speed up and improve the quality of teaching in the junior colleges. He pointed out that open minded colleges have boldly cut loose from the tail of the senior college kite and built curricula for terminal students based on the needs of students in relation to actual life situations.

From the beginning of his tenure as Executive

Secretary of the American Association of Junior Colleges, Jesse Parker Bogue worked closely with such educational organizations as the National Education Association. He never failed to pass along to the junior colleges information which would be of value to administrators and teachers. Bogue was keenly interested in the formulation of The World Organization of the Teaching Profession. Sponsored by N.E.A., delegates from 38 national teachers associations from 28 different countries met in Endicott, New York, August 17 to 30, 1946, to form the Organization. The declared purposes of the organization were:[4]

1. To make available to all, without discrimination, the highest standards of full and free education.
2. To improve the professional status of the teachers of the world and to promote their intellectual, material, social and civic interests and rights.
3. To promote world-wide peace through the building of good will founded upon cooperation between nations in educational enterprises, based upon pertinent and accurate information.
4. To advise the appropriate organizations of the United Nations and of other international bodies on educational and professional matters.

Detailed programs were drafted by the Organization for the teaching of international understanding. Bogue

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[4]Bogue, Washington Newsletter, A.A.J.C., Washington, D.C., Vol. 2, No. 2 (October 3, 1946), p. 2.

appraised the objectives of the World Organization of the Teaching Profession, and quickly saw application of the objectives in the junior colleges. "Through this organization, junior college teachers will have a down-to-earth chance to come to close grips with the solution of international problems," he claimed.

Advocate of Expanding Programs

February 19-22, 1947, meeting in St. Louis at the American Association of Junior Colleges national convention, junior college administrators under the leadership of Jesse Bogue were discussing such items of importance as "The Issues of Higher Education for 1947," "Can We Educate the World for Peace?" "UNESCO and the Junior Colleges," "The President's Commission on Higher Education," "Junior College Building Programs," and "Scientific Aids to Instruction." The grassroots parts of the program consisted of reports and discussion of the five research and service committees of the Association. New officers were elected for the coming year and the new Board of Directors took up the reins of the group.

Reporting to the Association membership in the Newsletter in March, Bogue outlined tasks to be considered. "The new Board faces a challenging year with an expanding program of research, with ever increasing requests for sound

information on how to organize, operate, and finance junior colleges, with extensive building projects, endowment drives, and fair legislation, with an enlarged Junior College Journal beginning in September, with a goal of at least forty new institutional members, and with a current budget of over $40,000. There will be plenty to do, and much is expected." Bogue set forth the formula to accomplish these tasks: Look ahead, work ahead, and get ahead.

The spring of 1947 was a time of success stories for junior colleges throughout the country. Additional new junior colleges were being established. Existing junior colleges were capitalizing upon federal legislation which permitted them to obtain surplus equipment and buildings for the implementation of educational programs. Press clippings and letters from various parts of the country indicated great interest in many cities and counties in the establishment of two-year colleges. Baltimore, Maryland; Lakewood, New Jersey; Marianna, Florida; Copperhill, Tennessee; New Hanover County, Wilmington, North Carolina; and Pensacola, Florida are but a few of the cities considering or opening new junior colleges.

Advocate of Equal Educational Opportunity

As his first year as Executive Secretary of the American Association of Junior Colleges approached a close, Jesse Bogue was called before the Senate Committee on Labor and Public Welfare to testify for Federal Legislation for education. Speaking as he had been authorized to do for the 650 junior colleges in the United States with an enrollment of approximately 325,000 students, Bogue clearly stated the position of the American Association of Junior Colleges:[5]

> In regard to proposed legislation now being considered by your committee "to assist the States and Territories in financing a minimum foundation education program of public elementary and secondary schools, for the general welfare and for other purposes," the American Association of Junior Colleges desires to be placed on record as in favor of such assistance.
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> The American Association of Junior Colleges pledges complete support to a policy of education throughout the United States so organized and financed as to extend full and equal opportunities whereby each individual may develop his capacities for his own benefit and for the best interests of the nation as a whole.
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> In this educational system we recommend that all unjustified forms of discrimination be eliminated and opportunities be equally available without regard to sex, race, color, or creed, and that it be the purpose of the schools and other educational institutions to teach the principles and practices of democracy, of respect for the dignity of the

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[5] Jesse P. Bogue, Washington Newsletter, A.A.J.C., Washington, D. C., Volume 2, No. 7 (April 30, 1947), pp. 1-2.

> individual, and for such fundamental human rights as freedom of assembly, speech, the press, and religion, with unrestricted pursuit of objective truth and the free exchange of ideas and knowledge.
>
> Such an educational system is required in the interests of world peace and security, the common defense, democratic participation in government, the development of sciences and the arts, employment in a fruitful economy, the wise use of leisure, and the general welfare. These are the essential factors in our long cherished American way of life.

Advocate of Strong National Security

Testimony was requested of Dr. Bogue by the Armed Services Committee in July, 1947. Emphasizing that the American Association of Junior Colleges believes in a program for National Security, Bogue pointed out that there was divergence of conviction regarding the best methods by which such a policy may be attained. As early as January, 1946, the Association had formally resolved at its national convention in Chicago:[6]

> That, in view of the present widespread discussion of universal military training we urge that a far more careful study be made of the plan in all of its implications as a measure of national defense and world peace, and more especially so when we consider the ever-changing methods of highly technical warfare and the advent of atomic energy.

At the national convention in St. Louis, February, 1947,

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[6] Bogue, Washington Newsletter, A.A.J.C., Washington, D. C., Volume 2, No. 10 (August 4, 1947), p. 1.

additional consideration was given to the subject of universal military training. The following resolution was unanimously adopted to support earlier resolutions:[7]

> That, the Association affirms its faith in education as an essential means of creating understanding between nations and establishing the foundations for a peaceful world; it also affirms the importance of education as an instrument of national unity and as the basis of our technical and industrial strength. It, therefore, reiterates its stand in favor of an extended program of education for all the people and wishes to emphasize the conviction of educators that education is the only means of maintaining national strength and creating international good will and understanding.

Bogue reported the findings of a poll he had taken of the junior college administrators only recently. A total of 268 administrators had voted as follows: for universal military training, 102; against, 160; undecided, 6.

After clearly stating the position of the A.A.J.C. on universal military training, Bogue continued independently and outlined a plan for national security which he claimed would be superior to universal military training. In considerable detail, this preacher-educator set forth a plan which called for a continuation of the size and efficiency of the Navy, and an expansion of the Marine Corps with retention of its high standards of personnel and training. His plan

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[7] *Ibid.*, p. 2.

requested a united and up-to-date Air Force with the best equipment our skill could devise. Terminal vocational-technical education should be extended greatly to provide better trained personnel for the Air Force. Assistance should be given to junior colleges and technical institutes to train large numbers of qualified young men on a voluntary basis.

Enlargement and extension of the Civilian arm of the Air Force to every part of the nation was another part of Bogue's recommendations. He advocated that men living at home and engaging in their favorite occupations and professions could be secured in large numbers to provide for effective patrol duty in this field of service. Bogue claimed further that an extension of aero-mechanics through high schools, junior colleges, and technical institutes could supply the needed ground forces in the different communities where the civilian units might be organized. He suggested improvements in the Army, changes whereby it would become more attractive as a career for well-matured men on an ever higher selective basis than at that time.

Probably the most radical change proposed by Bogue was the reorganization of the National Guard into a National Army. Operated on a voluntary basis with considerable

increase in pay, he predicted that the National Army would bring in large numbers of well-qualified and seasoned men who had actual battle experience. Men would train in their own communities and be ready at an instant's call for duty.

Bogue's plan further called for continuation and expansion of R.O.T.C. units in junior colleges as well as four year colleges and universities. Finally, Bogue's plan identified further the role of an extended educational system. He urged the committee members to take the steps necessary to assist the several states in extending equal educational opportunities to all the children of all the people. "We believe that such a program is necessary for the national defense and security as well as for the national economy," he told the committee. Bogue concluded his testimony by reminding the committee members that "if another war comes, which God forbid, we cannot afford to burden the Army with an educational program to make fit enough illiterate men for at least three divisions of troops as was the case in the last war."

The question of national security and universal military training remained as a hot iron on the anvil of the country. Bogue, as a leader of a great movement, spent well the time he was given to attempt to shape the hot iron into

some workable form. Many hammers pounded on the problem long after Bogue left the hearing room.

Report of the First Year

After a full year as executive secretary, Bogue reported in detail on the itinerary of the year's activity. Physical aspects of the report included the extensive travel to all areas of the United States visiting many colleges. In addition to the traveling, Bogue reported:[8]

> Correspondence has been heavy at all times. Addresses have been numerous, conferences, consultations, personal interviews on practically every phase of the junior college; meetings on both the state and the national levels regarding legislation for education, assistance in founding new junior colleges, directing the distribution of information, press releases, and many contacts with various departments of the National government and with other educational associations have filled the days with activity. Moreover, writing has consumed more time than was anticipated. This phase of the work has been most welcome, because it has opened several avenues for spreading the news and philosophy of the junior colleges.

Travels to the Grassroots

Requests for counsel and advice from the Executive Secretary of the American Association came to the Washington office from all parts of the country. As Bogue began his

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[8] Jesse P. Bogue, "From the Executive Secretary's Desk," Junior College Journal, Washington, D. C. (September, 1947), pp. 37-40.

second year with the Association, he was in Holyoke, Massachusetts, for a mass meeting of educators and citizens interested in the further progress of the new junior college in that city. The Mayor of Holyoke, the School Board, members of the State Legislature living in that city, members of the faculty, students, officers of the local school system and citizens were present. An interesting meeting was held, Bogue reported, and the movement in Holyoke called for plans for expansion that included a separate building for the college and the development of two-year programs of formal education along with university parallel and adult education curricula.

On invitation of the State Department of Education, Bogue visited for two weeks in the State of Iowa. Equal time was devoted to both the private and public institutions. Careful and detailed planning of the visit permitted him to meet all appointments during the two-week visit on time, visiting thirteen colleges and traveling over twelve hundred miles. As Bogue boarded a train in Des Moines for Madison, Wisconsin, he could enumerate a number of facts and impressions: The public junior college of Iowa were relatively small. Graceland, a private institution, was the largest with an enrollment of 600 students. There had been no real

plan for the location of junior colleges. They had grown up from local interest which had outstripped the legal interest and assistance of the state. There was no state support and no authority for the creation of junior college districts. All public institutions operated with and in high school plants with the exception of one, at Ellsworth. Plans in some cities called for new wings to high school plants to house the junior colleges. Educational support and authority in the State of Iowa was lagging.

On the positive side, Bogue could see that progress was being made and directives had been given in recent legislation for the reorganization of the public schools in every county in Iowa. The farmers of the state were showing increased interest in education. He was convinced that once they were fully aroused to the fact that their children must have as good an education as city children, and once the citizens of the state awakened to the injustice of education being almost fully supported by local taxes, changes would be made rapidly. State aid, junior college districts, greater authority to the State Department for the location and supervision of junior colleges would inevitably result in an astounding growth in the numbers, enrollments, and the development of educational programs designed for large numbers of

students who want and who will take not more than two years of formal schooling beyond high school graduation. It was on to Wisconsin for Bogue confident that Iowa had the resources to develop a strong system of junior colleges. He would do what he could in his own way to assist the Hawkeye state in accomplishing these tasks.

Bogue was intrigued with the Extension System of the State University in Wisconsin. Extension centers in Wisconsin were comparable to junior colleges in other states. With the State as its campus, the extension centers were enrolling more than 30,000 students. Bogue met with heads of the departments of instruction at the university and then visited six of the fourteen center campuses. He could quickly see the influence and philosophy of the university in the personnel and equipment of the centers. Plants had been provided by local communities, while the equipment, personnel and educational programs stemmed from the State University. He did not question their excellence although he could see improvements in the making for plants, equipment, and programs. With an attitude that the university parallel curricula should be firmly established before extensive "terminal" programs were undertaken, Bogue summarized, that it will be of great interest to watch the Wisconsin plan relative to:

1. The extent to which the Centers may be located within the state,
2. The type of programs that will be offered,
3. The philosophy of education that will emerge from a university and the functions it proposes to perform in the state,
4. The responsiveness of the Centers to the unique educational needs of the several communities,
5. The manner in which local pride and interest may be constantly stimulated without local autonomy,
6. The degree to which a centralized system and a single philosophy of education emanating from a state university may allow for community expression, influence and the growth of a certain enrichment in atmosphere, tone and what may be called the "personality" of the different centers. 9

On to Minnesota, Bogue scheduled his travels to be in Minnesota for the meeting of the North Central Council of Junior Colleges. The question of regional accreditation in the North Central region was one of serious thought for junior colleges. As things stood at that time, accreditation of junior colleges operating with senior high schools was determined by high school standards. Bogue identified the need to consider for adoption standards more in keeping with the functions of the junior college as a unique institution.

Only one day was spent in Bismarck Junior College in North Dakota, but this was an important visit for Bogue.

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[9]Bogue, Washington Newsletter, A.A.J.C., Washington, D. C., Volume III, No. 3, (December 9, 1947), p. 6.

Governor Anandahl had asked for a brief conference with the Executive Secretary. The Governor was very much interested in the progress of the junior college movement, and had given support to the Bismarck institution, even to the extent of enrolling his daughter there.

Junior college personnel at Lake Coeur d'Alene, Idaho, honored Bogue and expressed their faith in his leadership by initiating him into Phi Theta Kappa. After visiting in Boise, he expressed his delight in seeing the development of a totally new campus on a 110 acre site. Bogue knew that this plan should be the aspiration of many junior colleges throughout the country. Separate facilities away from the secondary schools, with a separate board of control responsible only for the junior college, and a separate tax base would permit these institutions to develop to full potential and provide adequately for the post high school educational needs of students in the college districts. Stops such as the one in Boise seemed to give Bogue even greater enthusiasm for his cause. Boise could be used later as a model organization after which other institutions could pattern their own development.

So that the State of Washington and the junior colleges located there could receive the greatest benefit from the

visit of Jesse Bogue, a two-day workshop was held at Everett Junior College with approximately 200 people in attendance. Reporting on the workshop, Bogue wrote, "We have seldom seen a group take hold of subjects, presented under the panel system, more enthusiastically than did the people at Everett." So that other colleges might be influenced by their actions, he reported further that "Washington Junior Colleges pay state dues of $100 per year and thus have funds to provide outstanding programs."

Other bits of information which Bogue found in Washington which he desired to pass along to other states were that state support for junior colleges that year would be about $240 per student in average daily attendance, and that the State University would offer a summer workshop in 1948. These were two signs of progress and hope for the further development of junior college programs in the Northwest.

Down the coast to Oregon went Jesse Bogue. At Portland, Multnomah and Vanport were campaigning for funds for new buildings. Bogue was pleased with the technical curricula offered there with a booming enrollment. Although housed in temporary buildings at a former ship building site, he could describe the use of facilities and equipment at Vanport only as excellent. Contacts were made in Portland

with the Chamber of Commerce, the Rotary Club, and a dinner meeting with educational ledaers. He had high praise for the public relations in Portland for Multnomah and Vanport.

Bogue's schedule allowed very limited time for the junior colleges in California. Stops included only the junior colleges in Sacramento, San Mateo and San Francisco. The brief visit in California did include meetings with the state vocational education supervisors, the deans and directors of the junior colleges in the northern section of the state and with a committee on post-high school education. He praised the Sacramento College for its fine campus and buildings, superior faculty, and a library which was about the final word for a junior college. Leaders at San Francisco were commended by Bogue for actually providing an education program that really met the needs of the city.

November 8, 1947 was the date for a one day state conference and workshop for junior colleges at Grand Island, Nebraska. Bogue entered into this meeting with the same interest and enthusiasm that he displayed in more fertile areas. Although not burning very brightly, he could see a small spark of interest in junior colleges in Nebraska. He was impressed with studies which were being made by the State Department in the area of curriculum.

The final stop for Bogue on his seven week trek was Chicago. It was possible in a brief time for him to see something of the work at the several branches of the Chicago City Junior College. At that time, Chicago was the only city in the country with a definitely planned system of junior colleges. "Other cities would de well to study what Chicago has done and probably will continue to do in locating junior colleges on a city-wide basis," he pointed out. "One is impressed favorably with the splendid combination of general and vocational education, and especially with the advantages of the personnel work directed for all branches through the central system."

Probably no one profited more from these travels, conferences, visitations, and dinners than did Jesse Bogue himself. Any profit, however, that he may have realized from these travels would be fully utilized for the advancement of the junior college movement. All the pleasures of the entire journey could not match the pleasure that he felt upon returning to Washington, D. C., his office, and home and family.

Interpretation of Federal Legislation

In the spring of 1948, Bogue was interpreting for the junior colleges a bit of federal legislation which was called

the Fulbright Act. This Act was of special interest to him because of a genuine interest he possessed in international understanding. The Fulbright Act, Public Law No. 584, authorized the Department of State to use a portion of the foreign currencies resulting from the sale of surplus materials abroad for educational activities with foreign countries. By this time, the junior colleges throughout the country had become fully saturated with surplus equipment. In a status report to the member colleges, Bogue reported that agreements had been signed with China and Burma, and negotiations were in progress with Australia, Austria, Belgium, Egypt, Finland, France, Greece, Hungary, Iran, Italy, the Netherlands East Indies, New Zealand, Norway, the Philippines, Siam, Turkey, and the United Kingdom. While the term educational activities, as used in the Act, could be interpreted very broadly, the following activities were envisaged:[10]

> Aid in international reconstruction by assisting foreign countries to secure the services of Americans with specialized knowledges and skills and to assist the peoples of these countries to understand the American people, their achievements, and their ideals.

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[10] Jesse P. Bogue, Washington Newsletter, American Association of Junior Colleges, Washington, D. C., Volume III, No. 8, (May 19, 1948), p. 4.

> Provision for Americans to study, teach, and conduct research abroad in connection with American schools or with institutions of higher learning, and to add to the store of knowledge of foreign areas, peoples and cultures.
>
> Opportunities for a limited number of foreign students to study in American institutions abroad and to assist foreign students and teachers to engage in educational activities in the United States by paying for their transportation wherever foreign currencies can be used for this purpose.

On September 22, the Governments of the United Kingdom and the United States signed an agreement under the provisions of the Fulbright Act. The agreement made available the sum of $50,000,000 realized from the sale of war surplus properties in the United Kingdom for educational purposes. Forty per cent of this amount was to be used for the benefit of advanced students in both countries. Bogue encouraged the junior college personnel who were interested in applying for study in the United Kingdom under the Fulbright Act to file their requests with the Committee on the International Exchange of Students.

By 1950-51 nearly 700 nationals from nine countries could come to America for study, teaching or research under the provisions of the Fulbright Act. Opportunities in United States educational institutions were now available to citizens of Belgium, Luxembourg, Burma, Greece, the

Netherlands, New Zealand, the Philippines, the United Kingdom and France.

Promotion of Summer Workshops

Summer workshops at four year colleges and universities for junior college administrators and faculty members were continuously promoted by Jesse Bogue during his tenure as Executive Secretary of the American Association of Junior Colleges. Many of the universities had indicated a desire to offer more work in the junior college fields of study, but they were waiting for assurances of interest on the part of the junior college personnel. Bogue encouraged the discussion of the summer workshops in the state and regional associations, and pointed out that success would depend largely on the interest of the junior college people.

In encouraging participation in the summer workshops, Bogue reminded the junior colleges that they had greatly desired the cooperation of senior institutions. Several of the universities had been making efforts to assist the junior colleges. Greater numbers of them had realized their responsibilities and were ready to cooperate to the fullest extent possible. "It costs money to provide conferences and workshops and to offer courses of study," he wrote. "It is now up to us in the junior college to arrange for the largest

possible attendance from the staffs and faculties, as well as from personnel interested in becoming junior college teachers." Universities planning summer workshops dealing with junior college were asking will there be enough people interested to justify the trouble and expense? One suggestion for promoting the attendance at the workshop set forth by the Executive Secretary was that local school boards provide at least $50 per teacher to those who would attend the state workshop.

In the summer of 1948, approximately forty universities and senior institutions were affording opportunities of various kinds in the junior college field of study. Bogue himself participated in workshops at the University of Colorado, University of Wisconsin, Harvard University, and Texas A. and M. College. State workshops and conferences included West Virginia, Iowa, Maine, North Carolina, New Jersey, Florida, and Oregon.

Contemporary Consideration of Problems

Cooperatively with the Division of Higher Education, U. S. Office of Education, the American Association of Junior Colleges in the summer of 1948 began extensive research on a number of questions pertaining to the junior colleges.

These questions included: What is the minimum size and wealth of the supporting area necessary to maintain an effective junior college? Up to this time about the only criteria needed to establish a college were an interest by a few people, a building for classes, sufficient financial resources to pay expenses, and a few students to justify the establishment of such an institution. A second question was how can the junior college be made to serve the community vocational, cultural, health, social, and other needs more fully? At this point the two year college was beginning to take on responsibilities beyond that of providing only college transfer curricula for the students aspiring to earn degrees from four year colleges or universities. A third question to research was what are some of the better methods of organizing junior colleges or lower division faculties to promote their in-service growth in teaching ability? Closely related to question three was the question of how may the lower divisions of colleges of arts and sciences and junior colleges best be organized for effective relationships with high schools on the one hand and with the upper divisions of colleges and universities on the other?

A final, and probably the most important, question

identified to be researched was how can the program of instruction be organized to provide for students a balanced program of studies to meet vocational, civic, and avocational objectives? It would appear that by this time the junior colleges were truly ready to consider important issues which would shape and influence their future pattern and development. The "nuts and bolts" concerns which had prevailed since the war were gradually disappearing.

Examination of the many articles written by Bogue in the Junior College Journal, The Bulletin of the National Association of Secondary School Principals, The Journal of the National Education Association, the School Executive, and state and regional journals, shows that he was a prolific writer. Projecting into the future, he identified problems which he said would persist for years to come. They included adequate finance; problems of physical space; difficulties in securing an adequate number of qualified teachers and staff members; and acquisition of books, teaching materials, and scientific equipment. Considerable attention must be given to curriculum and adult education, and greater emphasis must be placed on guidance. Adequate funds must be sought for an expanded program of research. A final point of deep concern to Bogue was his desire for junior colleges to give

greater emphasis during the coming years to world understanding and cooperation, through exchange of students and teachers, and better teaching for an intelligent understanding of international relations.

Accomplishments of the Association

The humble and modest person that Jesse Bogue was caused him to never boast of the accomplishments of the National Association, and the great strides made under his leadership. However, after two years as executive secretary, he did report the following observations:[11]

1. The writer has heard the junior college praised by men in high places who only a few years ago roundly denounced it as a passing fad and unsound educational adventure.
2. He has witnessed former silence and indifference on the part of universities and state departments of education turned into audible interest and active participation.
3. He has seen the first stirring of action to create more and better materials for the teaching of the unique course of study for two year curriculums.
4. He has seen more action in more communities to find out the unmet needs of communities that could be met by junior colleges.
5. He has seen private colleges push ahead with financial and building programs.

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[11] Jesse P. Bogue, "From the Executive Secretary's Desk," Junior College Journal, Washington, D. C. (September, 1948), p. 48.

6. Colleges are re-examining their philosophy of education, their programs of study and services, and are overhauling organizational plans.
7. A movement has been started for cooperation among junior colleges, industry, and the armed services for vocational-technical education.

The extent of Bogue's influence in effecting these changes in attitude toward the junior colleges, and accomplishing these advancements cannot be fully measured. However, few would disagree that the influence was great.

A New Concept in Higher Education

With the increasing enrollments after World War II and the broadening of offerings in the two-year colleges, it was inevitable that a new conception of the purposes of higher education should emerge. The Report of the President's Commission on Higher Education, published in 1947, under the series title "Higher Education for American Democracy," gave a big boost to the junior colleges. The report set forth the following purposes for the colleges:[12]

> Education for a fuller realization of democracy in every phase of living.
> Education for the application of creative imagination and trained intelligence to the solution of

[12] President's Commission on Higher Education, Higher Education for American Democracy, Vol. 1 (New York: Harper and Brothers, 1947), p. 8.

social problems and to the administration of public affairs.

Education directly and explicitly for international understanding and cooperation.

Volume I of the Report played up the role of the "community" college for the extension of education of college level. It gave due consideration to the part being taken by private institutions as well as public supported colleges. Commenting on the Report, Bogue stated that "the public was somewhat startled judging by editorial comment, by what appears to be a revolutionary suggestion, namely, that two additional years of free education be now added to the twelve years already provided. Perhaps nothing has taken place since the founding of junior colleges a half-century ago that has so deeply stimulated public interest in these institutions."

Specifically, the report read as follows:[13]

> Whatever form the community college takes, its purpose is educational service to the entire community, and this purpose requires of it a variety of functions and programs. It will provide college education for the youth of the community certainly, so as to remove geographic and economic barriers to educational opportunity and discover and develop individual talents at low cost and easy access. But in addition, the community college will serve as an active center of adult education. It will attempt to meet the total post-high school needs of its community.

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[13] *Ibid.*, pp. 67-68.

Following publication of the Report, considerable debate and writing evolved from college administrators. Many institutions which were community-minded in purpose and function were changed in name from junior college to community college. To some administrators the term "junior college" remained as the more appropriate title. They argued that nearly fifty years of publicity for the two-year institutions would be lost in the name change. Proponents of the title change were quickly willing to shed the word junior. Ralph R. Fields, in The Community College Movement, says,[14] "the shift in name signifies two slowly achieved but significant changes, both of which make 'community' accurate as a description of those institutions which exemplify the changes. First, the current public junior college is community-centered. Second, the new term bespeaks the shift of emphasis of the college from a single-purpose to a multi-purpose institution. 'Junior college' connotes a small edition of a college; the term 'community college,' on the other hand, connotes a breadth of services."

In attempting to influence junior college leaders to attend the annual national convention scheduled for Kansas

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[14]Ralph R. Fields, The Community College Movement (New York: McGraw-Hill Book Company, 1962), pp. 61-62.

City, February 24-27, 1948, Bogue wrote that a great deal will be said about the Report on the President's Commission on Higher Education. "Great things are in the making for junior colleges. The iron of public opinion grows hotter every day. Surely this is the time to strike hard and continuously to beat out the kind of action that will insure a better education for the youth of this country."

During the decade to follow, many of the two-year colleges changed their names to include the word community. With the change of name came the new concept of education; it was not just a new label for the same contribution which was being made by the junior colleges with the two year transfer curricula. The new label signifies the development of an educational program based on the needs of the whole community, rather than just the need for students who planned to take their first two years of liberal arts or pre-professional training before transferring to a four-year college or university.

In accepting the concept of community college, the junior college function remains. As a core of the pattern, the liberal arts offerings are complemented by curricula which are related to most of the social, civic, business, and industrial agencies in the community. The community

college concept has breathed life into the American ideal that education beyond the secondary school can be good for everyone, if designed to fill the specific needs of the college clientele. This the two-year colleges desired to do.

Writing for the 1955 issue of the Women's City Club of Detroit, Michigan, Annette Cummings describes the ground breaking ceremony for the new Henry Ford Community College, Dearborn, Michigan, and elaborates on the new concept of this two-year institution of higher education. She describes the change in concept as follows:[15]

> The need for this change arose after World War II, when many returning veterans inadequately prepared for college but who had gained skills, training, and experience in four years of service found themselves matured beyond the high school level. With an increased--and sometimes belated--respect for education, these young men and women were in many ways ready for higher education. They could not return to the high school, associating with immature youngsters, to continue their interrupted studies. The community college, recognizing this problem, admitted veterans without high school diplomas on the basis of scores made on their General Diagnostic Tests, instituted remedial courses when necessary, and worked on the problem of creating an adult atmosphere in which both liberal arts education and technical training could be continued. The success of many of these students gauged from their completion of four year college courses in

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[15] Annette Cummings, Women's City Club, Detroit, Michigan, (February, 1955), p. 1.

the post war years justified the experiment and has paved the way for further well-thought-out deviations from the conventional pattern.

This new type of education attempts to seek both problems and solutions. It has been challenged to experiment in finding the solutions to some of the problems of the community. Young people and adults alike have found through the community college opportunities to find direction towards worthwhile living and the fulfillment of their greatest capacities.

Continuation of Federal Aid Promotion

Federal funds for education was the topic of debate in the fall of 1948. Bogue was encouraging junior college leaders to clarify in their own minds the role of the Federal Government in education in the United States. Quoting from a report entitled "Federal Government, Funds for Education," made by the U. S. Office of Education, Bogue pointed out that it was estimated that two billion dollars were made available for education or closely related purposes, by the Federal Government for the fiscal year 1948, for distribution to the States and Territories, or to individual schools within them. The above total did not include another two billion dollars being spent for education and training of veterans. Bogue asked the junior college leaders the

questions, "how does your state stand in these appropriations, and how were the funds applied within your state?" He queried further, "do you know to what extent Federal control, if any at all, is being exercised over the schools of your state because these Federal funds are being appropriated, or for any other reason?"

Opponents of Federal Aid bills for general appropriations to the several states were constantly insisting that Federal funds meant Federal control and nothing less. Bogue was questioning the truth of this contention, and was asking for evidence from these opponents to support their claim. He was aware that if Federal aid came, it would be because the people wanted it and insisted upon having it. Junior college leaders were encouraged by the Executive Secretary to write to committee chairmen in the House of Representatives and Senate, and more importantly, to write to their own Congressman in Washington. Bogue wrote, "As we have said several times before, it's the folks back home in the Congressman's own District who count, because there's where the votes for re-election come from. We can't emphasize this point too strongly! When you write or talk to your own Congressman, he is bound to listen to you or read your letter and reply to it. It's your Congressman who can have the

greatest influence with the Chairmen and members of the Committees now holding the king-pin position." Bogue warned that people close to the situation were convinced that unless public interest was expressed then, more strongly than at any previous time, action on the bills might be unduly delayed or side-tracked.

Other educational agencies were also promoting federal legislation for education. Reporting to member institutions of the American Association of Junior Colleges in the Washington Newsletter on a National Education Association regional conference which had been held to review and clarify the reasons and issues involved in the failure of legislation for Federal Aid to education being passed by the 80th Congress, Jesse Bogue cautioned that Federal Aid was not the only issue in providing better education. More equitable local taxes, better state financing, more efficient organization and administration of schools and higher professional standards for educational personnel also needed to be considered. Amplifying these points, he indicated that no matter how much Federal Aid may be given, if the organization of school districts in many states were not improved, such funds would simply be poured down "rat holes." Higher professional standards naturally wait on better financing, so that adequate

support can be given to school personnel, regular increments in salaries provided, tenure of office guaranteed, and retirement provisions secured.

Bogue's only argument for Federal Aid to education was the need for better education. He recommended that better education be secured by all legitimate means and that all persons and organizations be used who would help in this great cause.

Promotion of New Frontiers

"Education--The Creator of New Frontiers," was the general theme of the American Association of Junior Colleges national convention in San Francisco in early 1949. Keeping with the spirit of the gold rush of one hundred years earlier, junior college leaders traveled to the west coast for the meeting. According to Bogue, the theme was selected by the Board of Directors for a number of reasons:[16]

> 1. The American Association of Junior Colleges is a progressive organization, pioneering in the field of education. It is one of the distinctive contributions to education made in the United States and Canada. While it has done many things unique in education, its greatest field of usefulness is in the future. We look,

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[16] Jesse P. Bogue, Washington Newsletter, American Association of Junior Colleges, Washington, D. C., Volume IV, No. 4 (December 8, 1948), p. 1.

therefore, to the frontiers that are to be created and conquered by the right kind of education. What are these frontiers? What kind of education is necessary for this kind of creative conquest? These are the questions that will be answered at San Francisco.

2. During the year 1949, California will be celebrating its first 100 years. The pioneer theme has been adopted in keeping with the spirit of the general state celebration. Junior colleges think that they, too, have struck pay dirt in organizing distinctive programs of college work of two years duration, in making college education more popular with the masses of the people, in extending the privileges and opportunities for further education to all who can profit by it, in devising educational programs in response to the needs of the communities discovered by scientific community surveys and in offering continuing opportunities to all the people of communities regardless of their ages or levels of educational attainment.
3. Many of the physical frontiers in terms of geography have been reached. There are, however, "acres of diamonds" under our feet and in every backyard. Our processes now point in the direction of intensive conquests. But there are frontiers of greater importance than the mere physical: social relationships in the family and civic life; international relationships that cost billions in money and rivers of blood; educational relationships in which millions of our own people are frustrated in their desires for intellectual advancement or even worse in that schools are so poorly housed and of such low grade that inspiration for advancement is totally lacking; governmental relationships, ever expanding into an ever-increasing number of fields of cooperative enterprises. . . .

In stating the reasons for the adoption of such a theme for the 1949 convention, Bogue had done a good job of summarizing the position of the junior colleges in that year. In

addition, he had established and identified additional areas of study which merited the time and consideration of the junior college leaders.

Selective service, federal aid, national scholarships, and the United Nations were but a few of the areas to receive the attention of the junior college leaders.

Role of the Community College

As a result of the President's Commission on Higher Education Report of 1947, Bogue had once again alertly recognized another need of the two-year institutions of America, an identification of the role of the community college. Largely the outgrowth of practical experiences, observations, personal judgments regarding currents of thought, present trends, and perhaps here and there an attempt at prophecy for the future, Bogue set forth accurately and precisely the essential functions and objectives of the present day public institutions in The Community College. This voluminous book also gave full recognition to the independent institutions in their retention of their own specific and distinctive roles. The Community College deals with philosophies, basic functions, historical perspective, future trends, educational cooperation, general education, technical education, adult education, organization, administration, and critical problems

of the community colleges. After expounding at considerable length in The Community College on the basic functions of community colleges, Bogue summarizes with an excellent description of the institution:[17]

> By examination of life situations, of identifiable problems that need solution, on national, state, and local levels, we arrive at conclusions regarding the basic functions of community colleges. They are guidance and counseling for all students regardless of vocational objectives; technical and other vocational training, and that on a continuing basis, for all students who will not advance to upper division collegiate studies; the further democratization of higher education by surmounting barriers of geography and family difficulties; the popularization of higher education by breaking down family traditions and creating greater personal interest and motivation; adult education and university-parallel studies for those students who should continue formal education.

Overall, The Community College presents an optimistic future for the two-year community colleges and independent colleges alike. While optimistic views were expressed, enough problems have been identified that cry for solution to keep even the most optimistic humble. These include:[18]

> The rapidity of growth, predictions for future development, increasing favor of the movement in circles competent to judge of educational needs

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[17] Jesse P. Bogue, The Community College, (New York: McGraw-Hill Book Company, 1950), p. 76.

[18] Ibid., pp. 301-302.

> and values cannot blind the eyes of those who are interested in the future of the community college to many problems which demand research, experimentation, and the combined judgment and wisdom of educational leaders and citizens.

Challenging the proponents of the community college to recognize their responsibilities to the future, Bogue writes:[19]

> There is no disposition, however, to predict that the movement will really continue to move unless those who believe in it are ready to work and fight for its place in American education. Regardless of the needs of the people, leaders must sense them, reveal them to the people, and, by patience, wisdom, and persistent effort, attempt to provide for their satisfaction. The course of education in America has been upstream, not down. It is still upstream. Any tendency to drift, to leave well enough alone, to rest on laurels already won, or to pursue the course of least resistance regardless of the goals to be reached would be fatal. The community college, like domesticated plants and cereal grain, requires careful cultivation by man and the favor of atmosphere from the "powers that be." The former can be supplied by intelligence and hard work; the latter by the principle of justice.

The challenge was clearly stated. Jesse Bogue was not disappointed with the progress made through 1960. The Community College was chosen often as the text for graduate study in the area of junior and community colleges.

During the time that Jesse Bogue was writing The Community College, he did not slight his responsibility to the

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[19] Ibid.

National Association. Salary schedules, improvement of instruction, retirement plans, libraries, building standards, eligibility and subsidization of athletes, enrollment reports, supervision by state and other agencies, minimum standards of junior college education, general education, family life education, audiovisual education, placement and follow-ups, relations with high schools, and teacher preparation were studies promoted by the American Association of Junior Colleges under the direction of Jesse Bogue.

Bogue, University Professor and Philosopher

The best news for the junior colleges in the fall of 1949 was the reports of workshops, conferences, seminars, and courses of study offered at universities throughout the United States. Several hundred junior college teachers and administrators participated in the twenty-seven workshops as faculty members, visiting professors, and as students. Promoted and sponsored jointly by the American Association of Junior Colleges and the participating universities, the universities themselves became more aware of the junior college contribution, and appeared to be deeply interested in cooperating as fully as possible. Workshops were held in California, Florida, Iowa, Massachusetts, Kansas, Maryland, North Carolina, Texas, Pennsylvania, Washington, Illinois,

Michigan, Louisiana, New York, Colorado, and Utah.

Harvard conducted a six-weeks seminar with thirty-three participants from fourteen states. Jesse P. Bogue was instructor assisted by other junior college leaders. One feature of the Harvard seminar was the building of a simulated junior college by each participant. The project formed the framework within which plans for buildings, curricula, teaching personnel, teaching and recreational facilities, organization and administration, finances, and other features were designed. Bogue approached teaching in the same thorough way in which he administered the business and activities of the American Association of Junior Colleges.

He arrived at Harvard University, Cambridge, Massachusetts, on July 4, 1949, for the Harvard Seminar on Junior Colleges. Bogue was a guest professor at a number of universities and colleges from time to time and Harvard was always one of his favorite schools. Describing the Yard at Harvard, you never speak of the campus in Cambridge, he recorded, behind the high brick walls, among stately buildings and statues, one seems to be in another world. "By tradition, by the availability of research materials and equipment, by scholarly leaders and teachers, by its thoroughly democratic

attitudes and practices, Harvard University is beyond doubt one of the greatest centers of culture in the world," he proclaimed. "Time and again, the courageous stand of this University has unsheathed the flaming sword of intellectual liberty . . . that has 'turned in every direction' to protect the freedoms of all schools of learning."

Bogue took this opportunity to make an important point to the junior college leaders of America, by relating the following story. During World War I, a Harvard professor by the name of Hugo Munsterberg is reported in the biography of President Lowell to have been a man of some controversy. A certain Harvard man had "threatened to annul a bequest to the University of $10,000,000 unless Munsterberg was immediately deprived of his professorship." Munsterberg offered to resign if the proposed ten million were reduced to a check for even half the amount. The resignation was refused by the Harvard Board with this pronouncement: "It is now officially stated that, at the instance of authorities, Professor Munsterberg's resignation has been withdrawn, and that the University cannot tolerate any suggestion that it would be willing to accept money to abridge free speech, to remove a professor or to accept his resignation." The statement continued, "There are no 'For Sale' signs on Harvard's gates--

no matter how high the bid!"

To make his point, Bogue continued, in a sense of warning to the junior college leaders:[20]

> Those who believe in freedom in American education would do well to refresh their spirits by re-reading the famous Dartmouth College case, the Nebraska case and the Oregon case. . . . Those who say, "It can't happen here" should read history again. They may be surprised to find how many times it has almost happened here. Except for eternal vigilance, the high price of freedom, there can be no freedom. This is the Fourth of July. We are almost in sight of Bunker Hill Monument, the Boston Commons, Old South Church, a few miles from Lexington and Concord. We can hear the bells in the tower of Memorial Hall, in the Harvard Yard, erected to the honor of Harvard men who gave their lives in World War I. May those chimes always ring with the notes of freedom to the honor of free men in a free Nation.

With the opportunity still at hand to continue to express his feeling about freedom and security, Bogue continued the warning:[21]

> Of course the question of security is always at stake. But where does the security rest? In the police state or in the minds, hearts and determined efforts of men to find the truth and proclaim it to the Nation. Abridge the rights of men to seek and publish the truth as they honestly see it, stifle free inquiry in an atmosphere of suspicion and political witch hunting, then where shall either freedom or security be found? Plainly, if

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[20] Jesse P. Bogue, Washington Newsletter, American Association of Junior Colleges, Washington, D. C., Volume IV, No. 11, (July 15, 1949), p. 5.

[21] Ibid., pp. 5-6.

> the Constitution is clear, those who advocate its destruction by violent means are in rebellion against the Constitution. . . . Real dangers to all freedom creeps in when efforts are made by law, by threat or by pressure to throttle the freedoms of men guaranteed in the Constitution and the Bill of Rights. . . . The real issues have been confused to such an extent that advocates of constitutional freedom have been singled out at times as the enemies of security. Oaths are being required of teachers and certain groups, as though an oath could increase the loyalty and devotion of a free American who holds his liberty by the power of understanding, or deter a criminal from his crime by the signing of an oath! Criminals can and should be punished without abriding the rights of free men or calling their loyalty into question.

Re-Examination of Basic Policies

The 1950 summer meeting of the Board of Directors of the American Association of Junior Colleges and the Coordinating Committee for Research and Service was held at the University of Chicago in late July. The meeting had originally been scheduled for Denver, but was changed to Chicago when it was determined that a savings of $475 could be made by such a change. A differential in traveling costs permitted the savings. Because of the limited finance of the Association, this conservative attitude prevailed. Bogue, as well as the other officers of the Association, was eager to spend money only when there would be full return in the best interests of the total membership.

This summer meeting was devoted quite largely to a

re-examination of the basic policies of the Association. Five years earlier, in the Chicago convention, and with the election of a new full-time executive secretary, a blueprint for the future had been developed. The blueprint had called for a decentralized program for the Association and this had been carried forward. It was now considered wise to look at what had been accomplished, the principles on which the work had been done, and to see in what respects the work could be done better in the future. Problems had arisen from time to time which were demanding guiding principles and policies for their solutions. Bogue was calling for the development of the necessary principles and policies to cope with these questions and problems: the total program of the Association with respect to its financial structure and how the two issues could be kept in proper balance; the problem of minimum standards for membership in the Association, especially from states which had no standards for approval or accreditation for junior colleges and from those states where standards were very low; the problem of post-season and national athletic contests; further research and research publications; how to reach the rank and file of the junior college staffs, faculties and boards of control with the essential philosophy, functions and objectives of the

junior college movement; policies regarding the recognition of junior college honor societies; the further extension of nursing education and the part to be played by junior colleges; and the problem of a national plan for student and faculty insurance and whether or not it should be a concern of the Association.

Bogue solicited from the Association members suggestions and recommendations for the proposed work at the Chicago meeting. He compared the Association to the individual junior college, and reminded the members that the best way,in fact the only way a junior college could keep in close contact with its community was to make continuous surveys of the needs, both vocational and cultural, of the people. In a like sense, he continued, the only way the Association could maintain close contact with the membership was by a somewhat similar process. Bogue indicated a desire to visit all junior colleges and pointed out the advantage of such visits to ask questions as to their needs, problems. best methods of work for success, and to learn what the junior colleges as a total body of educational effort could do to strengthen the local institutions. He reminded the membership that, "The United States is a big nation and over 600 colleges require a great deal of time for visitations."

The Chicago meeting was held, and considerable time was devoted to considerations for the future work of the Association. Such matters as finance, expansion of committee work on a national scale, closer cooperation with regional and state associations, the enlistment of more universities in research projects and programs of education for junior college personnel, expansion of membership opportunities to junior college teachers and amendments to the constitution for the establishment of better standards for membership in the Association were discussed.

With respect to standards for institutional membership, the constitution adopted in 1946 had given colleges then listed as provisional members five years in which to qualify for active membership. Failure to qualify by 1951 would cause these institutions to be dropped from the Association's rolls. They were required, under provisions of the constitution, to be accredited or approved by a regional association, state department of education, state university or other recognized accrediting body. Bogue urged junior colleges who were then on the list of provisional members and which were so listed in 1946 to take prompt action to qualify for active membership. Junior colleges admitted to provisional membership subsequent to 1946 have five years in

which to qualify for active membership. It was in no way the desire of Bogue and the Board of Directors to exclude these struggling institutions. They were merely attempting to prod them into taking the necessary action and to making the necessary improvements within their own structure, if possible, so they could and would become accredited. Some form of accreditation would permit the retention of membership in the American Association of Junior Colleges. Further, Bogue and the Board pledged that they would render all possible assistance to provisional members to reach standards required for active membership.

Retention of the Two-Year Programs

Aspirations of some of the junior college leaders to make their institutions four-year colleges were the continuous concern of Jesse Bogue. In the fall of 1950, with the announcement that Northeast Junior College, Monroe, Louisiana, had been recently made by an act of the State Legislature a state four-year college, Bogue took advantage of the opportunity to express his beliefs on this kind of action. The announcement from Monroe said nothing about the continuation of the junior college department. Bogue suggested that colleges expanding into four-year programs might well examine with care the needs for two-year programs of a variety

which may still be needed. "If they existed in the first place, what has happened to cancel these needs, if anything?" he asked. "When it is a fact that not more than 50 percent of entering freshmen survive to the junior year of colleges, it is a serious matter to overlook the essential needs of these students which might be better served by shorter and different kinds of programs."

Bogue cited Peoria Junior College, Peoria, Illinois, as a good example of this kind of an institution being organized, in this case by Bradley University, whose beginnings itself were in a junior college. When the University was developed, a look at the community was convincing evidence that many of the needs for which the first junior college was organized still existed in the Peoria area. As a result, Bradley University organized Peoria Junior College in 1946. He pointed further to a survey in Ohio where twenty-seven colleges and universities were asked if two-year junior college programs should be developed in that state. All but three of the institutions expressed conviction that they should be. Bogue concluded his discussion of this topic by suggesting that, "History should be consulted and some of its lessons seriously considered, as is probably the case in many situations, before final plans are made which might run

counter to present-day trends."

War in Korea

As World War II ended in 1945, at the Potsdam Conference a line was determined which was to later become the battle line for another war. Korea had become free and independent. The 38th parallel of latitude had been designated as the dividing line between Russian occupation forces on the north and American occupation forces on the south.[22] In 1948-49, occupation forces of both powers were withdrawn. The affairs of Korea were then left to the Republic of Korea in the south and the People's Democratic Republic of Korea in the north. During the occupation period the United Nations had failed in its attempt to bring about unification. Korea was then divided.

On June 25, 1950, the North Korean army invaded South Korea.[23]

President Harry S. Truman supported the action taken by the United Nations Security Council to resist the aggression of North Korea. American troops were sent to Korea, as were Red Chinese troops from the north. A very costly seesaw war continued for three years in the vicinity of the

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[22] Sanders, op. cit., p. 480.

[23] Ibid.

38th parallel.

There was little victory in Korea. In a sense, newly elected President Dwight D. Eisenhower, the Republican candidate, brought to a close the long-drawn-out armistice negotiations and the war was halted at the 38th parallel.[24] During the conflict in Korea, there were 157,530 casualties with 54,246 dead. The major accomplishment of the war was that the United Nations showed it could and would resist aggression. It showed further that there were no easy solutions to the evils and ailments of the world.

Effects of Korean Conflict

With fighting in Korea in the early 1950's, the world situation in general was quite uncertain. The question in the minds of many thoughtful people was, "how long can the cold war remain cold?" Junior College administrators were concerned with the influence the world situation would have on their institutions. In September, 1950, writing for the Journal, Jesse Bogue once again provided the guiding light, and clearly defined the duties of the junior colleges in this critical period:[25]

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[24] Ibid., p. 481.

[25] Bogue, "From the Executive Secretary's Desk," Junior College Journal, Washington, D.C. (September,1950), pp.51-52.

1. Work for the democratization of education for all the people to the extent that each person may profit thereby.
2. Demonstrate in every possible manner within the junior colleges the democratic way of life.
3. Exert all legitimate influence to assist students and people of the several communities to maintain the sanity of well-balanced judgments.
4. Whenever and wherever conversion of ordinary procedures within the colleges is required to speed the efforts for security and defense, make them as completely as may be necessary as quickly as possible.
5. Make use of all just methods to focus the attention of those who plan for civilian competency and national security upon the unique contribution which junior colleges can give.
6. Be sure that all students have an opportunity to improve their knowledge and understanding of American Democracy and the rich heritage of our socio-humanistic culture.
7. Do all that is possible to inspire all students who may be in college to make the most of their opportunities, privileged as they are to enjoy this kind of life while others, fully as good and deserving, fight to help preserve these very rights and privileges.
8. Move ahead with courage, determination, and intelligence to make each college and every phase of its work the very best.

The New York Times, Sunday, August 20, 1950, in an editorial, "What We Fight For," stated: "Korea is only a single battle in a long war whose sphere of action is the greater part of the world. This is an acute phase of the struggle in which our liberty and our whole way of life are at stake." The editorial continues with an observation regarding the mind of the soldier in Korea and in all future

areas of combat: "He must, then, know what communism means and how it works in practice. He must be able to know that there is no ground for compromise between Soviet communism and Western democracy." Bogue responded to the editorial by agreeing fully with it, but he posed the questions of what is communism and what is Western democracy; what is our way of life? Regardless of any other consideration in the curriculum of colleges of that day, Bogue was convinced that it was the duty of all colleges to all students and adults in the communities who would hear, to make these issues clearly understood. "Such an understanding is basic to all other issues," he pleaded.

Bogue claimed that an understanding of the fundamental facts and principles of American history and institutions should be a requirement for all high school and college students. He felt that if American democracy were to be compared and contrasted to Soviet communism, then it would be necessary to study communism objectively and understand what it is, how it works, and what its aims really are. He was aware that there would be some opposition to this thesis on the ground that all information about communism should be shunned. "To learn about communism is altogether different from indoctrination in communism, just as a study about

disease is different from inoculation with disease germs," he wrote. "Physicians must know about disease in order to deal with it; citizens must know about communism and other forms of anti-democratic isms in order to deal effectively with them."

Bogue sought information regarding publications which were available which would give objective, scientific information about communism, reliable in nature, so that he could recommend them to the junior college leaders. He pointed out that it is the duty of all colleges to give students a chance to know definitely what they stand for; specifically, objectively, point by point what they stand against. He knew that mere emotional reactions against "something bad" are not enough for trying times such as these, nor for that matter, for any time. It is the responsibility of education to assist students in answering the questions of what do we believe, what is our philosophy of life, and how does it stand out in contrast to other systems? Bogue concluded, "It's bad enough for our young men to fight in hell holes around the world; it's worse that they should be compelled to do so without knowing why."

During the Korean conflict, there was no greater demoralizing influence upon college age young people than the

frustration that develops from inability to plan for the future because of certain national policies which dictate to the student what he would do. Also, there was the frustration which came from inability to plan for the future because of certain national decisions which had not yet been made. In this period of trial, many college age students doubted that future planning was worthwhile. A "what's the use" attitude developed which made for impulsive action, uninformed decisions, and mere drifting.

Bogue saw the situation as one in which the young men and women wanted to do two things: (1) to secure the best education possible whereby they could become efficient workers, good citizens, and establish their own families and homes; (2) to become intelligent and well-trained militarily and as auxiliary workers for the common defense and national welfare of the United States and associated nations in the free world. He was aware that there were variations with respect to these ambitions, but he believed that by and large they were applicable to the rank and file of the youth of the country.

Bogue and the junior college leaders in the American Association of Junior Colleges through resolutions and various publications had contended for several years and still

believed that both of these objectives could be achieved for vast numbers of young people at one and the same time. Senator Morse of Oregon was strongly advocating what he called "the marriage of education and military training." Points of controversy such as the age of induction into military service as a part of the Universal Military Training, the time of service, time to be spent in reserve status, were not settled at this time, but all were aware that there would be considerable conflict with plans for college for the young men affected.

Senator Morse's plan was in direct agreement with recommendations and plans advocated by the American Association of Junior Colleges. Bogue believed there was one way to settle the matter for the youth of the land and for the Nation: "Provide for a combined program of military training and further education at one and the same time for all young men wherever units of at least one hundred may be formed. When they have completed such education and training, call them into active duty as demand for their services may require such action."

What Bogue was suggesting was this: attack the problem of military training and education with all possible force at the local level, with local resources and personnel, but

in full cooperation with local military units. If enough local units could demonstrate the wisdom of this action, and show how it could be done, he claimed, a pattern would be set for the whole country.

The fact that the United States and some other nations were determined that the security of the world shall be guaranteed as far as this can be done was endorsed fully by Bogue. To accomplish this pledge, laws had been passed, plans made, and actions initiated. Universal Military Training, which was now the law of the land, demanded an almost complete reorientation of the views and attitudes of the young men and the colleges which were educating them. Bogue was asking, if youth must serve for six months in basic military training, starting at age eighteen, just how will adjustments be made in scheduling the college year? He was encouraging colleges to provide for greater flexibility in scheduling, in educational offerings, couseling and all other matters relating to the young men who would have their educational career interrupted with military training, and who must serve in some active reserve unit for seven and one-half years after discharge from active duty.

Needs of the Changing Times

To meet the needs of these changing times, Bogue was encouraging the development of more and better programs of different kinds: nursing education, a wider variety of business curricula, technical training and adult educational interests were being developed universally. He encouraged every junior college to re-examine its program in light of rapidly changing conditions, to anticipate in each college and community what these changes would be, and to make ready to meet them. What should our own college do is the question which should be raised and answered by every college.

Bogue was convinced that directions could be discovered and problems identified best in the in-service faculty workshops, and he asked that all colleges hold such workshops during the 1951-52 school year. In outlining what a faculty and administration could accomplish, Bogue pointed to Pueblo Junior College in Colorado as a good example. This institution had gone along for many years in the traditional pattern. It had one of the best academic facilities and programs in the country. But now, across the street from the academic facility was another new million dollar plant for the technical-vocational work, occupied for the first time in 1951. There had been no magic in the development of the

program and the building of the building. It had resulted from careful study of the community, hard-headed planning, and the conviction of the staff, faculty, trustees, and citizens that this further extension of services was greatly needed. Bogue told that the program was meshed into the activities of the community and was running day and evening, twelve months in the year for any and all people who could profit from what could be offered. The educational program became an integral part and basic function of community life and work. This college program had become a necessity in the way and life of the people. It was no longer a luxury reserved for the few.

Of course Bogue knew that mere imitation of programs was not the key to this kind of success. He knew that the key and secret lie in the attack upon the problems of the community by the people who live and work there. He knew that every community was different, and that if junior college leaders did not face up to the task, the changing conditions of the times would throw their traditional programs out of balance. "What is to be done? How shall we do it? Start the ball rolling with the best possible in-service workshop to find out what the needs are, how they can be met, and to create agreement and conviction to meet them,"

he suggested.

Fortunately the world crisis did not develop into another world war, but the junior colleges did concern themselves to a limited degree with universal training. Other concerns of the 1950's included academic freedom, the Korean Veteran's Bill of Rights, expansion of counseling services and testing, and the development of vocational-technical programs including nursing education. Jesse Bogue reported evidence of "greater maturity by junior college personnel in group thinking and action, closer working cooperation between junior and senior institutions and state departments of education, honest planning for further development of junior colleges, and genuine interest in accreditation of junior colleges."

No Time for a Vacation

The thirty-fifth annual convention of the American Association of Junior Colleges was held in Des Moines, Iowa, in early March, 1951. With 569 registered delegates and visitors, it was believed to be the largest number of leaders ever to gather in the interests of the junior colleges. President Dorothy M. Bell, Bradford Junior College, Bradford, Massachusetts, was elected president of the Association. Following the convention in Des Moines, Miss Bell continued

a drive which sprang from the grassroots of the Association to provide some additional assistance to the Washington office. In her first official act as president of the Association, Miss Bell sent greetings and best wishes to all association members. In the letter, she enlisted the aid of the junior college leaders to meet an immediate problem faced by the Association. During the previous year, groups of junior college administrators from every section of the country had gone to Washington for consultation with government and military officials, and to appear before congressional committees holding hearings on issues affecting the junior colleges. Bogue was the obvious liaison in each instance, both because he was in Washington and because he served the interests of the junior colleges continuously and faithfully and was on call constantly himself to appear before government and other agencies to represent the junior college world. In getting directly to the problem, Miss Bell stated, "Our problem is that our Executive Secretary is now a very much overworked man. To continue with all his responsibilities, he needs additional help and needs it at once." The Association could not provide the additional finances through an increase in dues because of constitutional requirements of time and notification prior to action

at an annual meeting.

At the Des Moines meeting there had arisen spontaneously from the membership and the Board of Directors requests to make possible the continuation of full services by the Executive Secretary. The Association members took quick action, and the request crystallized into individual voluntary contributions of amounts ranging from $10.00 to $100.00. The total projected need was established to be $3500. This amount was to be used to provide additional secretarial assistance in the Washington office, and to bring to Washington, as needed, junior college representatives to work in defense and legislation.

In her letter, Miss Bell pointed out that "Jesse Bogue has been unable to take a vacation since he went to the Washington office five years ago. With someone there capable of carrying on in his office, the man who serves our cause so unceasingly and so well will be able to get a much needed rest."

The Association's Board of Directors met for the mid-year session in Washington on January 10 and 11, 1952. The contract with Jesse Bogue, Executive Secretary, was extended for three years, beginning in August, 1952. A surplus of current funds was carried forward to 1952 as a result of a

cooling off of the national legislative situation and by the fact that no mid-year meeting of the Board had been held in 1951. Funds which had been collected in the special plea to association members were not needed as originally anticipated. Income from the special request amounted to $3,396.90.

Some additional help was employed in the Washington office for a short period of time, and assistance was given to the Executive Secretary by Mr. Ralph Moor. Mr. Moor's expenses were paid by the South Georgia College and the Southern Association of Junior Colleges.

Recognizing the inadequacy of Bogue's salary, adjustments were made by the Board to increase the guaranteed amounts he would receive each year. Up to this time, Bogue had been permitted to supplement his regular salary with summer teaching, lectures, workshops, and other special services from time to time. The Board felt that some of the pressure for this kind of work should be taken from the Executive Secretary. They proposed that he be permitted to continue these services, but all financial remuneration would be placed in the general fund of the Association. A substantial increase of salary was budgeted, with the anticipation that more than one-half of the increase would come from

honorariums.

In further action, the A.A.J.C. Board of Directors "ordered" the Executive Secretary to take a vacation and instructed the Executive Committee to make sure that this was done![26]

Increase in Dues and Salary Adjustment

In final action, and in keeping with the provisions of the Constitution of the Association which called for a formal notice previous to voting at the national convention, the Board proposed to the membership the consideration for increasing dues by $10 per institution in 1953. This recommendation was made even though the Association was now in sound financial condition. Since 1948, the Board had been setting money aside in a reserve. At the time of the mid-year session in 1952, the reserve fund was increased by $679.71 to make the permanent reserve $8,000. It was the desire of the Board and the Executive Secretary to insure complete stability of the Association, and to do this, it was projected that the reserve fund should reach $10,000.

Caught in a Squeeze Play

While the Board of Directors had been considering the

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[26]Bogue, Washington Newsletter, A.A.J.C., Washington, D. C., Vol. VII, No. 5 (January 30, 1952), p. 2.

inadequacy of his salary, Jesse Bogue was busy further analyzing the position of the junior colleges in 1952. He explained that the junior colleges were in the midst of a squeeze play. He asked the association members to face up to the situation and to deal with it realistically.

Like all squeeze plays, he stated, it comes from several directions concurrently. First, practically all veterans had completed education in the junior colleges by 1952 and had moved on to further studies in senior and graduate institutions, or on to employment. Second, this was the period of depression as far as college age students were concerned as a result of the war years. Third, selective service and the armed services were striking at the age groups most likely to attend college at this time. Fourth, with rare exceptions junior colleges had no military programs as the vast majority of the more than four hundred ROTC and similar units were in the senior colleges and universities. Fifth, a peak of employment with high wages appealed to students more than college training. Sixth, Bogue pointed out, junior colleges had little or no share in the research programs provided by the Federal Government to senior institutions for the Defense Department. Seventh, trends on the part of the military were definitely toward

big name institutions with prestige as centers for further education for officer and enlisted personnel. Bogue questioned the feasibility of some universities developing extension centers in some instances for as many as 10,000 students, with some of the centers located considerable distance from the main campus, with still others using the facilities of junior colleges to duplicate what the junior colleges were doing themselves.

Bogue knew that the question for the junior colleges was one of what shall we do? He set forth action which should be taken:[27]

1. Develop an adult education program as rapidly as possible.
2. Provide for every possible kind of short course for employed people; work-study programs; educate the people who are still in the community.
3. Improve and extend the public relations program of the college.
4. Turn the heat on your Congressmen and Senators to pass legislation for ROTC and similar units in junior colleges; get your trustees and boards of directors to swing in behind this demand.
5. Contact and re-contact commanding offices of military camps near your campus to get a share in the educational programs provided for officers and enlisted personnel.

The time has come to fight, Bogue urged, not alone, but with many. "Get together in every state and bring all the

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[27] Ibid., p. 8.

possible combined influences to bear on the powers that be for equal rights and equitable sharing in the work that now faces this country."

Warm Interest and New Enthusiasm

Bogue was always in great demand as a speaker. Graduation time and commencement exercises were the busiest time of the year, and he would annually schedule a circuit of addresses. In 1952 in a sweep across Iowa, Bogue spoke at exercises at Iowa Falls, Forest City, Estherville, Boone, Fort Dodge, and Clinton. It was usually possible to schedule him into a few extra addresses on the way such as at Rotary, Kiwanis and Lions Club meetings in the various cities. He was always willing and eager to speak to any group where he could promote the cause of the junior colleges.

With classes under way in the junior colleges in the fall, Bogue would begin his almost annual whistlestop tour to various parts of the United States. Junior college leaders were continuously amazed at the ability of Bogue to carry out his tours nearly to the minute as planned months in advance. With scores of places to go, and thousands of miles to travel on a tour, Bogue insisted that careful planning was the reason his travels went so smoothly. Every detail was worked out in advance--where he was going, how

he would travel, where he would stay, whom he would see, and subjects to be discussed.

A second factor which Bogue did not overlook, that accounted for the smoothness of his travels, in addition to advanced planning, was the full cooperation of the junior college people. He was well received at every stop.

The fall 1952 tour took Bogue first to Casper, Wyoming, for a meeting with the four junior colleges and the university centers of that state. He seems to have been clever enough to schedule a hunting trip in his travels, so while in Wyoming and Idaho he took time to go hunting with Dean Griffith, Fred Hanselmann, Dick White and Mike Sedar of Casper Junior College. Bogue reported a marvelous time--great refreshing out-of-doors, wonderful companionship and good shooting--antelope on Saturday and a deer on Monday.

From the Northwest, it was back to the North Central region for the Executive Secretary, and a meeting of the North Central Council of Junior Colleges in Kansas City, Kansas. He reported an excellent meeting, by far the best he had ever attended with this group, with music and entertainment which were tops, outstanding speakers, large attendance and fellowship which was the best.

By plane to California, on Monday, October 20, Bogue

landed at San Bernardino and was met by John Lounsbury. After breakfast at the college with the faculty, Bogue huddled with heads of departments during the morning and inspected the new million dollar engineering-tech building. He was pleased with the fine increase in enrollment at San Bernardino as at every college visited during the trip. Bogue praised the work being done in advancing general education, especially in humanities, and in developing two-year technical programs. He was also pleased to see work being done cooperatively with military bases in various parts of the country.

By automobile, Bogue went on to Ontario and arrived in time for lunch with Leo Wadsworth and some of his faculty. At Mt. San Antonio College, meeting with President George Bell, Bogue was impressed with the new college facilities developing on an extensive campus. He described the new buildings as being largely one-story, modernistic, functional, fireproof, with lots of light and color. He enjoyed the busy activity of the college campus.

In Pasadena, Bogue was met by a brother-in-law who took him to Glendale for the night. He was never too busy to take time for his family.

Back to Pasadena the next morning, he joined the Association President, Dr. Basil Peterson and spent the entire

day with representatives of the Fund for the Advancement of Education.

At the East Los Angeles Junior College, Bogue toured the inside of the 22,000 seat stadium and viewed the rapidly rising new plant there. He reported the menu of the evening meal at the home of Rosco and Mrs. Ingalls of East Los Angeles Junior College to have been broiled steaks with all the California trimmings.

A full day was spent with Dr. Peterson at his institution, Orange Coast College. Another delight for Bogue was the privilege of speaking to student groups. At Orange Coast College, he addressed the assembly of the student body. A part of the assembly program included music by the college choirs and quartets which was excellently performed, according to Dr. Bogue. "Superior Teaching, The Unique Function of the Junior College," was the title of the evening address to the Orange Coast College faculty.

Back to Los Angeles by car, Bogue boarded a train for Santa Barbara. He was met there by Frank Lindsay of the California State Department of Education and John Crossley, Superintendent at Ventura. To Ventura by automobile, Bogue conferred with junior college leaders and inspected the new plant which was described by the visitor as being one of the

most extensive and splendid college plants he knew about.

On down the coast to Vista, Bogue was delighted to arrive at the home of a daughter and her family for the weekend. After a busy and strenuous week, he needed the relaxation this visit would permit.

Even before the weekend was complete, Bogue was on a train bound for Northern California. On Monday morning, October 27, he was met in Martinez by Leland Medsker, Director, East Campus, Contra Costa Junior College. Medsker, a past president of the Association, and formerly of the Chicago Junior Colleges, took Bogue on a tour of the West Campus where they conferred with John Porterfield, Director, Drummond McCunn, Superintendent, and other members of the staff.

To Concord in the afternoon, Bogue inspected the temporary buildings of the East Campus. Crowded with students, he was pleased to learn of the extensive plans for permanent structures on this well-located and extensive campus. After tea with the faculty, and conferences at the East Campus, Bogue was guest in the home of Dr. and Mrs. Medsker. But there was no time for leisure, as Bogue and Medsker departed quickly after dinner for a Board of Trustees' meeting in Martinez.

So that other junior college leaders could also profit from this experience of the Executive Secretary, Bogue reported in detail on the format of the meeting. "All business matters were thoroughly prepared in advance, and the five trustees, men of wide and large business experience, did the rest pronto. I saw an amazing lot of business transacted in short order," Bogue wrote. Before leaving Concord, Bogue visited with 330 people in a natural science forum and observed the awarding of diplomas to seventy-five police officers who had been taking special instruction at the East Campus, Contra Costa Junior College.

To the State Capitol by train on the 28th, Bogue met with representatives of the State Department of Education. At the invitation of Roy Simpson, Superintendent of Public Instruction, he sat in on a meeting of the Executive Committee of the Department. At the Sacramento Junior College, with President Paul Mohr, Bogue was impressed with the developments in technical education. "A two-year program has been organized for stationary engineers--can't find enough well-trained men for this field; graduates start at about $350 per month," were bits of information which he passed on to the junior college leaders. He reminded the leaders that newer technical developments demand different and more

education than in former days. He was pleased to learn that twenty graduates of the aeronautics division of Sacramento Junior College were at that time jet pilots in Korea.

Bogue's visits to Yosemite, Stockton, and Modesto Colleges were described as being pleasant and profitable, where the plants were beehives of students. He participated in a state conference at Yosemite where he described the surrounding to be "breathless--towering peaks and sheets of granite rising from the tree-filled and carpeted moss and grass floor of the valley--thousands of feet."

Bogue apologized for leaving the Yosemite conference before its conclusion, but he could not disappoint those who were awaiting his visits to other states and colleges. Back to the air, Bogue flew by plane to Portland, Oregon, where he was met by Paul Gaiser, President, Clark College, Vancouver, Washington. After a two-day workshop with 175 Washington junior college personnel, he departed for Yakima with Harold Hoeglund and members of his faculty. He described the student activity which followed the evening football game as "lively student frolic." He never lost sight of the fact that colleges exist for the sole purpose of benefiting the students.

Church Sunday morning, tea in the afternoon at the

home of his hosts with faculty, trustees, and city dignitaries, and a radio broadcast in the evening made for a busy Sabbath day for the junior college missionary. So that he could be at Wenatchee Monday morning, Bogue left Yakima by plane Sunday evening. His visit to Wenatchee was more of the same, tour of facilities, meeting and lunch with the faculty, radio broadcast with the college dean, superintendent of schools, and director of public relations, and a visit to the local hospital where the college nursing program was in operation.

To Spokane, Coeur d'Alene and Boise, across Seven Devils Mountains and Hell's Canyon, Bogue appeared before student assemblies, Kiwanis Clubs, and addressed a banquet of Phi Theta Kappa. At North Idaho College, he learned of the extensive testing work being done with all high schools within a radius of nearly one hundred miles of the college, with some twenty scholarships provided by companies and individuals for outstanding students.

The fall 1952 trip of Jesse Bogue concluded with the visit to Boise Junior College and President Gene Chaffee and faculty. In a workshop with the faculty, the Executive Secretary reported that "the faculty committee identified problems and the faculty went to the mat with them for

several hours." Before leaving Boise, he visited the student dormitories which were filled to capacity in the second year, buildings which were constructed for from six to eight students per suite--three or four bedrooms, living room and bath, with different colors for each. He commended Boise Junior College officials for the excellent community cooperation evidenced by the new $90,000 stadium which seated 12,000, and a $35,000 organ being installed from individual gifts to the college.

Bogue summarized his travels in the following points:[28]

> It was a wonderful and rewarding trip; met many of the finest people on earth; discussed with faculties the fusion point of education--the point where the teacher and student melt in the learning process;
> saw plants and plans which give us new ideas for recommending better and more economical construction;
> saw programs in operation which renew faith in the unique place of junior and community colleges;
> convinced more than ever that good public relations hold the key to community success;
> faith renewed in democratic administration, faculty participation, student responsibility, development of newer programs to meet the challenge of changing social and economic conditions today;
> entertain hopes that some development may result of great significance to junior colleges.

Through his travels, daily and almost hourly, Bogue advanced the cause of the junior and community colleges. In his 1952 greetings of the Holiday Season, he pinpointed his

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[28]Bogue, Washington Newsletter, A.A.J.C., Washington, D. C., Vol. VII, (November 24, 1952), p. 8.

wish of "nothing better than increased interest in the youth in our schools--each and every one: to know them personally, to love them and love to teach them in class and out of class." For himself, he expressed the hope that his work could always be imbued with warm interest and a new enthusiasm. Few would deny that his hope was fulfilled.

Need for Unity and Concerted Action

"Junior Colleges--Their Integrity, Freedom and Democracy," was the theme for the 1953 national convention of the American Association of Junior Colleges. Two national issues had prompted the Executive Committee of the Association and the Executive Secretary to choose such a theme.

The first national issue was the interpretation of junior college offerings by federal agencies in the administration of federal legislation. The integrity of the institutions as a whole was under fire by efforts to fragment their offerings under Public Law 550 and the new G.I. Bill of Rights. Interpretation of Public Law 550, the Veteran's Readjustment Act of 1952, varied widely from state to state. Junior colleges in some states were approved almost immediately and for all of their programs of instruction. In other states the Approving Agencies had been withholding

approval of institutions until personal visitations could be made. In a number of others interpretations had required that the college's "component units of credit had been and would be accepted at full value without examination toward a standard college degree by at least three collegiate institutions which were members of nationally recognized accrediting associations." It appeared that if the "component units of credit" were not acceptable on this basis, extensive and complicated reports would have to be made to state approving agencies. Moreover, what concerned the junior college leaders was the tendency to require that all programs of education not transferable on the above-stated interpretation would then be given on the clock hour basis.

These interpretations, further, completely ignored the two year degree, the associate degree, which was being granted by the junior colleges. The ruling requiring work to be organized toward the fulfillment of requirements for the "standard college degree" had been somewhat modified in some cases although written information to this effect was not available. It appeared to the junior college leaders that those in authority appeared to be obliviously unaware of the role of junior colleges and other institutions in offering two-year collegiate curricula. Bogue and the

Executive Committee members could read between the lines of the interpretations that the high level understanding was that post-high school education could be collegiate in character only if it led to a "standard college degree," meaning that only four-year organized courses of study were to be considered as collegiate. It appeared further that understandings were that post-high school studies and training were either university parallel or trade school in character. The great semi-professional fields of education were ignored for approval as of good college grade.

The impossibility of reorganizing all college work other than university parallel on the clock-hour basis was being pressed with all possible strength on the attention of the Veterans' Administration. Also, attention was called to the inequity of the failure of recognition of the associate degree and of the two-year collegiate programs of junior colleges and technical institutes.

These interpretations concerned the junior college leaders in that the Selective Service was ruling that students in so-called terminal programs should not be eligible for deferment under 1-S statutory provisions of the law.

The second issue which faced the junior college leaders was the announcement that colleges and universities were to

be investigated for possible un-American activities. The American Association of Junior Colleges had earlier filed a report with a Congressional committee which had required extensive time and effort to complete.

With these two key issues, it was imperative that the junior colleges state their position clearly. Questions being asked included, what will be the effect on the colleges if agents of the Federal Government visited the campuses, interviewed students, visited classrooms, or summoned junior college administrators and teachers before investigating committees? Bogue pleaded once again to the Association membership, "Your presence at the national convention is a must this year. The theme for the convention is red hot. Educators must consult together to determine the best course for future action. They must not be caught on the defensive," he warned. "They must know what is wise to do and do it with unity and concerted action."

The convention program carried this quotation:[29]

> "Thou guardian spirit of the land! Thunder aloud the everlasting verity, that liberty for all means guarding the rights of all!...

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[29]Heinrich Pestalozzi, The Education of Man (New York City: Philosophical Library, 1951), pp. 59-62.

> "Liberty is mere talk where people have lost their sensibilities, where their understanding has not been fed by knowledge, and their power of judgment has been neglected--most of all, however, where they are unmindful of their rights and duties as moral beings."

Junior college leaders, under the guidance of Jesse Bogue, pressed the student deferment issue with the Selective Service for several months. Results came in March, 1953, when General Lewis B. Hershey, Director of the Selective Service, sent Local Board Memorandum Number 53, on the subject of "Deferment in Class I-S of Registrants at Colleges, Universities, or Similar Institutions of Learning," to the local draft boards. The purpose of the memorandum was to provide the procedure by which registrants, who while satisfactorily pursuing full-time courses of instruction at colleges, universities, or similar institutions are ordered to report for induction, might request deferment in Class I-S under the Universal Military Training and Service Act. The memorandum stated that the request for deferment submitted to the local board shall be accompanied by a statement from the educational institution in which he is enrolled containing the name of the registrant, name of the institution, a statement that the institution is a college, university, or similar institution of learning, and a

statement that the registrant is pursuing a full-time course of instruction in a satisfactory manner. This clarification gave the students enrolled in the terminal programs the same rights as those enrolled in university parallel programs.

Bogue in rejoicing with the junior college administrators after the Hershey decision, pointed out that "junior colleges asked for no special favors of any kind. They wanted justice and got it. They must now hew the line strictly in all requests for deferments." Bogue and others were aware that strict administration of the law could be of great value in securing satisfactory work from students. Students doing less than satisfactory work were not to be certified.

Bogue was aware that there could be some ill effects from this deferment provision and cautioned "that under no circumstances should colleges become a refuge for loafers who wish to escape military duty under Selective Service." Satisfactory work was defined to mean that the student was making normal progress toward his education objective. Bogue's interpretation differed somewhat, and was really impossible for the junior colleges to administer. He claimed that academically speaking, he believed that satisfactory work meant that a student should be doing his very best

with the ability he had. "To us an 'A' student in ability who is sliding along with 'C' grades is not satisfactory," Bogue wrote. He did not, however, give to the junior colleges the procedure for administering this belief.

It did not take long for the Veteran's Administration to rectify the second discriminatory interpretation pertaining to the requirement that studies should be acceptable toward a standard college degree. In late March, 1953, this phase of the law was amended by deleting the words, "acceptable toward fulfillment of the requirements for a standard college degree."

Education for All the People

American Education Week, 1954, with the theme "Good Schools Are Your Responsibility," received the full support of the American Association of Junior Colleges and its Executive Secretary. Bogue encouraged every junior college regardless of type or organization, to take definite and active steps to assist in the observance of American Education Week. He reminded the junior college leaders that Education Week was a good time to visit schools of all kinds--elementary and secondary--and let them know that junior colleges are interested in good education for all

the people. He further encouraged open houses at the junior colleges. Bogue was aware that the students for the junior colleges come from the elementary and secondary schools, so consequently, the better the elementary and secondary schools, the better will be the junior colleges.

As enrollments progressed in September of 1954, it quickly became evident that the two-year junior community colleges no longer had to worry about having students. Enrollment reports from various parts of the United States showed substantial increases over the previous year:[30]

York Junior College, Pennsylvania, freshman class up--100%
San Bernardino, California, total enrollment up--15%
Ventura College, California, total enrollment up--10-12%
City College, Los Angeles, up from 5,845 to 6,600, maybe 6,700
Jackson, Michigan, up--15%
Bay City, Michigan, up--25%
Boise Junior College, Idaho, freshmen up--30%; sophomores up--100%
Clarinda Junior College, Iowa, enrollment up--67%
Creston Junior College, Iowa, enrollment up--33%
Wharton County Junior College, Texas, enrollment up--45%
Rochester Junior College, Minnesota, up from 214 to 22 students
Marjorie Webster, Washington, D. C., filled to capacity--250 students
Holton-Arms, Washington, D. C., filled to capacity for boarding students

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[30] Bogue, Washington Newsletter, A.A.J.C., Washington, D. C., Volume X, No. 2, (October 4, 1954), p. 1.

Montgomery Junior College, Maryland, enrollment up from 443 to 473
Baltimore Junior College, Maryland, enrollment up--26%

These enrollment figures were received by the Washington Office with a great sense of satisfaction. With the foresight, however, which Jesse Bogue possessed, he could see the long-range picture, large numbers of children in the elementary schools who would be knocking on the college doors in a few years. In 1954, 2,400,000 students were sixteen years of age, as compared to 3,000,000 eleven year olds, 3,800,000 students age six, and 4,000,000 babies age ten months.[31]

Bogue pondered these facts and became more aware that they represented real people, not mere numbers. He encouraged the junior college leaders to start thinking about millions of people, little people.

Bogue hammered away at the need for local communities to become awakened into action, action to provide classrooms for these additional students who would be seeking admission to the colleges. He proposed to the Board of Directors for the 1955 convention the theme: "What Are You Doing About the Oncoming Tide of Students?" So that the pace of

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[31] _____, "What Are You Doing About It?" United States Chamber of Commerce, Washington, D. C., Pamphlet,1954.

preparation for the oncoming students could be stepped up, the Board adopted the theme recommended by Bogue. The convention was structured to inspire all states and all junior colleges, public and independent, to re-examine their plans and take definite steps to meet the needs of the oncoming and ever-increasing numbers of youth in higher education. Several college leaders reported to the convention what they were doing at their colleges to meet the needs of twice as many students as were presently enrolled. Consideration was given to administration and curriculum. Both state plans and independent college plans regarding matters of facilities, finance, and faculty needs were considered.

Some of the vital national issues before the American people of the mid-fifties which held considerable implication for the junior colleges, the youth of the nation generally, and perhaps even the settlement of many international questions were amplified by Jesse Bogue, and he asked the junior college leaders to consider these broader questions and issues at the same time that they considered their own individual college needs. "The time is at hand when all colleges must examine their plans for the future and decide

what they will undertake," he wrote. These vital national issues included:[32]

1. Issues involved in providing adequate facilities in the several states for the ever-increasing enrollments of students at all levels of education.
2. Proposals to provide for scholarships by the Federal Government, by state governments and by business and industrial organizations. . . .
3. Proposed National Reserve plans. . . .
4. Further extension of the Bill of Rights for service men. . . as long as it is necessary to maintain Selective Service.
5. Proposals for income tax credit to parents for amounts paid for tuitions and fees for their children while attending college. . .
6. The role of junior colleges to assist in recruiting potential teachers for our schools and in devising curricula for the first two years for these potential teachers. . .
7. Further expansions and the establishment of more junior colleges to meet the future needs of American youth. . . .

The White House Conference on Education Committee in 1955 invited Jesse Bogue to express the attitude and position of the American Association of Junior Colleges in relation to issues being raised for discussion in the conference:[33]

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[32]Bogue, Washington Newsletter, Washington, D. C., Volume X, No. 6, (February 4, 1955), p. 2.

[33]Bogue, "From the Executive Secretary's Desk," Junior College Journal, Washington, D. C., (October, 1955), pp. 108-115.

1. What should be the accomplishments of our schools? They should provide equal opportunity for every boy and girl to develop their intellectual powers and potential skills. This opportunity should be extended to the youth of the nation until they have attained their objective through the elementary, junior high school, high school, junior and community college, senior college and university. The public community colleges are dedicated to the task of overcoming the handicaps of distance and the lack of finances for higher education. They are located near the homes of the people so that it is unnecessary for youth to leave home during the first two years of post-high school education. Their tuitions are low or non-existent. . . . The community colleges are organized to serve the broad needs and wants of citizens for further education and training in the same manner that free public libraries are available to serve the people with books and other kinds of information as long as the people want to learn.
2. In what ways can we organize our school systems more efficiently and economically? Larger units of educational organization must be effected, and the length of the school year extended. A third way to reduce costs and improve efficiency is through the use of television. . . We are still plowing too much with a stick and hunting with flintstones in education while the great world of business, industry, agriculture, and health services is moving ahead with more efficient tools and procedures.
3. What are the school building needs? Community colleges need to have their own campuses and plants exactly the same way that such facilities are provided for other levels of education. The community college is a distinct unit of education in its own right and should not be attached to any other unit of education above or below. The comprehensive junior college, organized by large districts, under the control of local citizens, supported by local taxes and state finance, is one answer to the problem of equalization of further opportunities for post-high school education.

4. How can we get enough good teachers and keep them? Teaching must be placed on a high professional basis and paid for on that basis. . . A great nation like the United States can well afford to create conditions favorable to the profession of teaching.
5. How can we finance our schools, build, and operate them? The people have plenty of money to do the job. . . . Support for education will have to come from the pools where it is being collected. If the federal and state governments are going to continue to make enormous levies of taxes on the people, then these governments will have to give larger support to education.
6. How can we obtain a continuing interest in education? There is a need for a far-reaching and long-term debate in this nation on education and its place in our economy. It should deal with the kinds and extent of education needed for the present day. It should be dramatized. . . . Our people are not really consciously sold on education as a prime necessity. Education must be sold to the general public as one of the basic necessities of life in a free society.

Thus the influence of Jesse Parker Bogue overflowed into all levels of education as a result of his active participation in the White House Conference on Education.

Information to the People

Great issues stirring in the world which were having a great impact on the youth of America and even greater influence on education for the future were the topics for discussion at the New York City national convention of the American Association of Junior Colleges in the spring of 1956. United Nations, UNESCO, international exchange of

teachers and students, and international relations clubs were issues which impinged on the life and welfare of every citizen. Other issues considered at the convention included what Jesse Bogue called "the greatest industrial revolution in the history of man, automation." He could see that this revolution would have inevitable influences on the whole structure of civilization, and that the junior colleges of the United States would play an important role in educating individuals for change. Bogue reminded the junior college leaders that "automation and technology is not merely applied to industry and transportation, but also to almost every phase of business, communications, the health services, the military, the production and distribution of power, and to much work which goes on in the home."

With technical facilities being applied to the educational processes in the form of audio-visual aids, radio, closed-circuit television and open-circuit television, application of the principles of automation were present in many classrooms. Bogue claimed that it was generally conceded that education was lagging far behind other aspects of American life in the use of technological facilities. In spite of the lag, however, many of the junior colleges in

America were developing extensive technical curricula. The greater need for these institutions was that of getting the information about available programs to the people. A parallel need at the national level was the need to get the contribution of the two-year colleges defined and communicated to a national clientele. These needs called for greater public relations at all levels, local, regional, and national.

A great deal was being said and done about public relations at this time. Bogue believed that the best public relations was that which was being done by the colleges themselves. However, there were certain broad aspects of public relations that needed to be promoted at the national level. College leaders were asking how this could be carried out. Bogue responded by asking a question and then giving the answer: "How can mathematics be taught in college?" His answer was, "By employing a competent teacher, paying him what he is worth, providing him with room and facilities, and by giving him plenty of time." Bogue was saying that this is the best way and really the only way to get the job of good public relations accomplished.

The junior college leaders at the New York convention approved unanimously to increase the dues for institutional

and sustaining organizational members from $60 a year to $75, and to increase individual memberships from $5 to $10 per year.[34] This increase in revenue was earmarked to give assistance to the Washington office, to up-date the Newsletter and give it wider circulation for public relations, and to make possible a greater amount of public relations generally. However, the increase in dues was not enough to finance this ambitious expansion of services. Plans were set forth for a proposed public relations program which would require considerable additional funds. Solicitation was made to the colleges for pledges of funds to finance the program. A tentative figure of $20,000 was established for the special project, and it was determined that no further action would be taken until this amount had been pledged.

The special public relations proposal was initiated in early March, 1956, and by May, $7,000 had been pledged. Response to the plea continued at a rapid pace, so that by June the amount was $11,000, and by July 1, over $15,000 had been pledged. It was now apparent that the goal would be reached. The two-year college leaders had met the challenge to do another necessary task. Bogue and the

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[34] Bogue, Washington Newsletter, A.A.J.C., Washington, D. C., Vol. II, No. 7 (March 16, 1956), p. 6.

Association Public Relations Committee began to consider a course of action. Among their observations and recommendations were the following:[35]

1. There is a real need now for the appointment of a director of public relations in the American Association of Junior Colleges. The junior colleges of this country are in need and deserve to have (a) improved and adequate physical plants, (b) better teaching facilities and equipment, (c) better salaries for staffs and teachers, (d) scholarships for students, (e) funds for special exploratory and experimental purposes in teaching fields. These colleges need assistance from foundations, business and industrial concerns, from voluntary associations and religious bodies, and from tax sources to assist them to take their fair share of the enormous numbers of young men and women who are pressing on our college doors. The committee believes that these needs must be brought to the serious attention of persons in a favorable light who are in positions to influence the giving of funds.
2. The committee feels that this job is large enough and of such great importance that it cannot be done without special effort on the part of a competent person who can give full time to it. For example, there are now more than 7,000 foundations in the United States. It is believed that face-to-face contacts should be made with the top personnel of many of these foundations.
3. It is believed that publications designed especially for readers in the foundations and other concerns, and to the taxpayers in the several states should be published and distributed. While the general publications of the Association are considered effective for the purposes they are planned

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[35]Bogue, Washington Newsletter, A.A.J.C., Washington, D. C., Vol. II, No. 11, (July 5, 1956), p. 1.

to serve, very special attention should be given to other publications for people who know little or nothing about junior colleges, their functions and needs.

4. Contacts should be made with publishers and editors of national magazines to secure the publication of articles about the junior colleges.
5. Ways and means should be explored to stimulate better cooperation among various voluntary groups interested in fund raising for higher education so that junior colleges may be included in their plans.

When the Association Board of Directors met for the 1956 summer meeting, much time and attention was given to the Special Public Information Project. The name was changed from public relations to public information. Pledges stood at $20,125.00, one hundred twenty-five dollars over the amount necessary to bind the individual pledges. The Board formally approved the project and authorized the Executive Secretary to seek a grant whereby the pledges of the colleges could be doubled for the total amount of funds. Further, the Board began efforts to find just the right man to direct the project through the Washington office.

By November, the selection of a director for the Public Information Project had been made, and the announcement was given to the Association membership. Dr. Edmund J. Gleazer, president, Graceland College, Lamoni, Iowa, had secured a one-year leave of absence from Graceland beginning in December to direct the project. Gleazer was instructed to contact

heads of large business and industrial concerns, directors of educational foundations, editors of national magazines, outstanding leaders in colleges and universities, governors of states, and other public officials, in the interest of the junior college movement. It was the hope of the Board and the Executive Secretary that much could be accomplished toward greater understanding and acceptance of the junior college movement.

At the conclusion of Bogue's fall tour to the grass-roots, he enthusiastically reported that "the Junior College Movement is really on the move everywhere! Enrollments are up, students are sometimes turned away. Buildings are going up, others projected." Plans for additional colleges, in California and Illinois especially, were reported to the membership, and deep concerns of the colleges were enumerated. Well-qualified teachers, adequate financing, better student personnel services, public information and equitable legislation were concerns listed. "Those of us in the field of junior college work know these things--now it's our job to let the public know it. We're looking forward to great forward strides that are beginning now. Let us know what your community college is contributing to this important advance in the field of higher education," Bogue emphasized. As

usual, he placed the responsibility for the success of the Public Information Project in the hands of the college administrators and leaders. In announcing that Dr. Gleazer was on the job of public information and that the Advertising Council of America would launch a campaign for higher education in early 1957, Bogue asked, "What value will these actions be to your colleges?" Then he set forth his own answer to the administrators that, "That will be determined by your participation with your constituents in your states."

An organized plan for distribution of information about the two year colleges was set in motion. Feature articles were prepared for prominent magazines and newspapers, and were received favorably by many of the editors. Films were developed and distributed on such topics as "Financing Higher Education." Materials from the Advertising Council of America were sent to all colleges for utilization in local papers, radio, television, and in public transportation facilities. Brochures were developed on the two-year colleges and distributed through the local colleges. Conferences were held with the Carnegie Corporation, The Fund for the Advancement of Education, National Science Foundation, Sears-Roebuck Educational Foundation, National Merit

Scholarship Corporation, Institute of International Education, The Ford Foundation, Association of American Colleges, and Life Magazine.

Bogue reminded the Association members that "This program is largely one of seed sowing. We cannot expect a ripe harvest to be ready overnight. A long period of careful cultivation is necessary."

There was much immediate response to the project. Within weeks of the initial action of the committee, editorials began appearing in newspapers in wide-spread areas of the country in commendation of the two-year colleges. From Florida, North Dakota, Massachusetts, Texas, Colorado, South Carolina, Mississippi, Michigan, Minnesota and Maryland, the editorials reflected increased interest in what the junior colleges were doing and can do to assist the country in solving some of its pressing educational problems beyond the secondary school.

Because the junior college is a people's movement in higher education, Jesse Bogue was pleased to witness the growing reflection of grass-roots interest and conviction on the part of the newspapers throughout the Nation. "The real strength of the movement will continue to develop as the people realize what the great advantages are in junior colleges

and at a price they can afford to pay," Bogue wrote. The economy wave of 1957 focused greater attention on the junior colleges. There were evidences that local communities and state legislators were realizing that in these institutions good education can be secured for the first two years of college at greatly reduced costs.

The full impact of the Public Information Project cannot be measured. It did come at an appropriate time to boost the development of this rapidly growing movement.

Retirement Date Set

In March, 1957, at the meeting of the Board of Directors in Salt Lake City, Jesse Bogue made the announcement that he wished to retire from the position of Executive Secretary of the American Association of Junior Colleges at the end of his contract on August 1, 1958. He had given twelve years of faithful service to the Association.

A screening committee to suggest a successor was appointed which consisted of Curtis Bishop, Chairman, Basil Peterson, Lawrence L. Bethel, Ralph M. Lee, and Dwight Baird. Lee and Baird were members of the Board and the other three were members-at-large from the Association. The committee, working closely with the Executive Secretary, proceeded with the selection of the executive secretary elect.

As Bogue prepared to leave the employ of the American Association of Junior Colleges, he was careful to make sure that his replacement was a devoted and capable person. Nearly ten years earlier, in reporting to the Association members on field work and travel among the junior colleges, he reported "that under the vigorous leadership of 32-year-old Edmund Gleazer, Jr., Graceland College at Lamoni, Iowa, had recently added two new buildings to the campus of 350 acres. . . . The College is free of debt and has been since its founding in 1897. . . . Mr. Gleazer will attend Harvard this summer to continue his studies for the doctorate."

Bogue had quickly identified the leadership ability of this man. As President of Graceland College, Gleazer was elected to the Board of Directors of the American Association of Junior Colleges in 1954. By this date, he had completed the Doctor of Education Degree at Harvard and was active in the North Central Junior College Council. Also, Gleazer was serving as a member and chairman of the Administration Committee of the Association. With construction of new buildings at Graceland College during the presidency of Edmund Gleazer, Jr., enrollment had greatly expanded and great progress had been made.

At the New York convention in 1956,Edmund J. Gleazer,Jr.

was elected vice president of the Association, and in 1957 he was elected to the presidency. Also, in November of 1956, Gleazer had been selected as director for the Public Information Project which had been such a success.

By summer 1957 the committee had made its selection and the report was made to the Board meeting in Washington, D. C., July 30 and 31. The announcement was made to the membership in September that Dr. Edmund Gleazer, Jr. had been unanimously elected executive secretary elect for the Association, to become effective in 1958. Gleazer had not yet completed his tenure as director of the Public Information Project, so it was agreed that he would continue in that capacity until the conclusion of the project in December and would remain in the office after that date to assume full responsibility as Executive Secretary at a time mutually agreeable to him, the present secretary, and the Board. Writing to the membership of the Association about the appointment of Dr. Gleazer, Bogue stated:[36]

> Dr. Gleazer is highly qualified by education, experience, personality and character to become the executive secretary. He is a junior college graduate, holds the B.A. degree from UCLA, the M.A. from Temple University and the Ed.D. from Harvard. He has been a junior

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[36] Bogue, Washington Newsletter, A.A.J.C., Washington, D. C., Vol. 13, No. 1, (September 5, 1957), p. 1.

college president for 12 years at Graceland. He has had the advantage of working with the Association since last December and in this capacity has made a wide circle of acquaintances in junior colleges and with foundations, business and industrial concerns. Dr. Gleazer is a man of the highest Christian character, attitudes and habits. He has a broad and tolerant understanding of people and organizations. He will serve the Association with credit and distinction. He is an effective speaker and writer and possesses excellent gifts in meeting and negotiating with people.

Quantitative and Qualitative Contributions

During the twelve year period of time that Jesse Bogue served the American Association of Junior Colleges as Executive Secretary, enrollment in the two-year colleges increased from 294,475 students to 869,720; faculty members increased from 11,859 to 29,651; the budget of the American Association of Junior Colleges increased from $23,500 to $52,336; circulation of the Junior College Journal increased from 1,735 to 4,200; and regional accreditation of two-year colleges increased from 171 to a total of 348.[37] The quantitative accomplishments listed here are of little significance if separated from the qualitative contributions made throughout America by the two-year colleges.

Volume XXVIII of the Junior College Journal, the April,

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[37] Bogue, Executive Secretary's Report, Grand Rapids, Michigan, March 7, 1958, p. 1.

TABLE 1

GROWTH IN NUMBERS OF TWO-YEAR COLLEGES

1944 - 1965

School Year	Number of Colleges
1944-45	591
1945-46	648
1946-47	663
1947-48	651
1948-49	648
1949-50	634
1950-51	597
1951-52	593
1952-53	594
1953-54	598
1954-55	596
1955-56	635
1956-57	652
1957-58	667
1958-59	664
1959-60	663
1960-61	678
1961-62	702
1962-63	704
1963-64	702
1964-65	719

Source: Gleazer, Edmund J., Jr., "Analysis of Junior College Growth," Junior College Journal, Vol. XXIX, No. 6, February, 1959, p. 356, and American Association of Junior Colleges Directories, 1961-1965.

TABLE 2

GROWTH IN NUMBERS OF ENROLLMENTS IN TWO-YEAR COLLEGES

1944 - 1965

School Year	Enrollments
1944-45	251,290
1945-46	295,475
1946-47	455,048
1947-48	500,536
1948-49	465,815
1949-50	562,786
1950-51	579,475
1952-52	572,193
1952-53	560,732
1953-54	622,864
1954-55	696,321
1955-56	765,551
1956-57	869,720
1957-58	892,642
1958-59	905,062
1959-60	816,071
1960-61	748,619
1961-62	745,394
1962-63	818,869
1963-64	914,494
1964-65	1,043,963

Source: Gleazer, Edmund J., Jr., "Analysis of Junior College Growth," Junior College Journal, Vol. XXIX, No. 6, February, 1959, p. 356, and American Association of Junior Colleges Directories, 1961-1965.

1958 issue, carried at the request of the Editorial Board a guest editorial by James W. Reynolds entitled, "Jesse Parker Bogue and the Expanding Role of the Junior Colleges." Mr. Reynolds, who had served as editor of the Journal during nine of the twelve years that Dr. Bogue was Executive Secretary, evaluates the leadership of Jesse Bogue as follows:[38]

> Focusing on the theme "The Expanding Role of Junior Colleges," attention is directed to the one person in the country who has 1. provided strong impetus for the expansion on a nationwide basis, and 2. influenced the direction of the expansion toward desirable goals as contrasted with aimless meandering which might have resulted without this skillful leadership.
>
> Bogue elected from the outset a grass roots approach to the discharge of his responsibilities. He made it a point to know personally hundreds of junior college administrators and faculty members. This approach, based upon his genuine interest in, and the personal charm for, these leaders he met, enabled him to gain the confidence of the clientele he served as Executive Secretary. With an office staff that was never large enough in number to give him the support that was needed--although he inspired in his staff a loyalty which caused them often to work beyond their "normal call of duty;" with a budget that was until comparatively recently much too small, with the tremendous number and variety of problems which demanded his attention; he worked long hours, traveled hundreds of thousands of miles, gave consistently high quality help, and never lost the least bit of enthusiasm for the cause he represented. Truly this contribution has been signally remarkable.

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[38] James W. Reynolds, "Jesse Parker Bogue and the Expanding Role of the Junior Colleges," Junior College Journal, Vol. XXVIII, (April, 1958), p. 3.

As Executive Secretary, Bogue had had an unusual opportunity to travel extensively and study junior colleges at first hand. He had been engaged in junior college education for twenty-eight continuous years. Out of these rich experiences he felt there should be some conclusions worthy of consideration by those who were engaged in junior college education and especially by those who would come into this field of work in the future. He desired to make what he called a modest contribution by further writings in the hope of inspiring and assisting those who would be working in the junior college movement.

Bogue pointed out further that the work of the Association had constantly grown to such proportions that a younger man's vigor and abilities were required. If plans for the Association's future, which had been approved in principle, were to be implemented, additional professional staff members would need to be added to help shoulder the load of work, to expand, enrich and improve the services of the Association to its members and to the movement in general. Bogue expressed his hope that this additional personnel and service would be provided.

Although Bogue's retirement was officially set as April, 1958, he continued his services until August 1, 1958.

Previous to his leaving, he was honored in many ways.

Bradley University, Peoria, Illinois, proclaimed publicly its acknowledgment of the leadership and influence of Jesse Parker Bogue to higher education by awarding to him the honorary degree of Doctor of Pedagogy. The following citation accompanied the presentation of the degree:

BRADLEY UNIVERSITY
Peoria, Illinois

OFFICE OF THE
PRESIDENT

HONORARY DEGREE CITATION
FOR
JESSE PARKER BOGUE

Mr. President:

I am honored to have the privilege of presenting one of the most prominent men in the field of junior college education. As Executive Secretary of the American Association of Junior Colleges, he has enthusiastically promoted this phase of higher education for many years. As author of THE COMMUNITY COLLEGE, editor of the JUNIOR COLLEGE NEWSLETTER and representative at many educational conferences and legislative meetings, he has consistently advanced the philosophy of the junior college on a national scale. It is largely through his patient and persistent efforts that the two-year college is now recognized as an important institution in helping to meet America's present and future educational goals.

Mr. President, I present to you for the degree of Doctor of Pedagogy a man who has given distinguished service as a chaplain, superintendent of schools, college president, legislator, author, editor and eminent educational executive, JESSE PARKER BOGUE.

by Dean Wilbur W. Grimm

June 9, 1957

A highlight of the National Convention in Grand Rapids, Michigan, March 7, 1958, was the presentation to Dr. Bogue of a citation and gifts to acknowledge his twelve years of service to the junior colleges of the nation. A portable electric typewriter and a cash gift "for a long extension cord" were presented upon behalf of the membership at the close of the annual banquet. Mrs. Bogue was at her husband's side, and in a moving speech, Dr. Curtis Bishop, a past-president of the Association, included in his words of appreciation an expression of the gracious and understanding support given by Mrs. Bogue. After the citation was read by Dr. Bishop, the delegates expressed their full approval by a spontaneous standing ovation.[39]

The citation read as follows:

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[39] Bogue, Washington Newsletter, A.A.J.C., Vol. 13, No. 7, (March 24, 1958), p. 2.

TRIBUTE TO JESSE PARKER BOGUE

THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES PAYS TRIBUTE TO JESSE PARKER BOGUE FOR HIS MANY YEARS OF LEADERSHIP TO AMERICAN EDUCATION.

HE HAS BEEN A FORTHRIGHT ADVOCATE OF EDUCATIONAL OPPORTUNITY FOR ALL. HE HAS BEEN INSISTENT IN HIS CALL FOR THE ADVANCEMENT OF THE QUALITY AND THE REACH OF JUNIOR COLLEGES TO MEET THE VARIED NEEDS OF ALL PEOPLE WITH WORTHY EDUCATIONAL OBJECTIVES. THE RESPONSIBILITY FOR EDUCATION, HE HAS MAINTAINED, MUST BE KEPT CLOSE TO THE PEOPLE IT SERVES.

DR. BOGUE IS AUTHOR OF THE COMMUNITY COLLEGE, A BOOK EMINENT IN JUNIOR COLLEGE LITERATURE. HE IS EDITOR OF AMERICAN JUNIOR COLLEGES. HIS OTHER WRITINGS, INCLUDING THOSE IN THE JUNIOR COLLEGE JOURNAL, HAVE IDENTIFIED ISSUES AND POINTED THE WAY TOWARD SOUND DEVELOPMENT OF THESE INSTITUTIONS WHOSE STUDENTS NOW NUMBER ALMOST ONE MILLION.

HE IS DEEPLY SPIRITUAL IN HIS MOTIVATIONS AND HUMBLE IN HIS SERVICE. BEYOND INSTITUTIONS, BUILDINGS, FINANCE, AND PROGRAMS, HE SEES PEOPLE. THIS IS HIS GREAT STRENGTH. HE IS A TEACHER, COUNSELOR, GOOD FRIEND AND VALUED COLLEAGUE.

AT THIS 38TH CONVENTION OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES, AND ON THE EVE OF HIS RETIREMENT AS EXECUTIVE SECRETARY, HIS FRIENDS ACKNOWLEDGE WITH APPRECIATION THE HIGHLY EFFECTIVE SERVICE TO THE JUNIOR COLLEGES OF THIS NATION BY JESSE PARKER BOGUE, AUTHOR, PHILOSOPHER, AND EDUCATIONAL STATESMAN.

GIVEN THIS DAY, MARCH 7, 1958, AT GRAND RAPIDS, MICHIGAN

Appreciation and Thanks

With the announcement of Bogue's retirement, the office in Washington was flooded with letters containing words of appreciation. Some of the members were somewhat surprised with the announcement. Some apparently felt that Bogue would simply never leave the Association.

In his thanks to the membership, Bogue was quick to point out that his plans to retire from the heavy duties of the office were entirely at his own pleasure and wish. He was sixty-eight years of age and had never known an idle day in his life, he claimed. He expressed a desire to write while he was capable of doing this kind of work so that some of his knowledge and thinking could be recorded in permanent form.

In his expression of thanks for the gifts and the citation, and in one of his concluding statements to the Association membership commenting upon his final report as Executive Secretary, Bogue wrote:[40]

> My deepest concern. . . , is not centered in institutions of any kind. Our concern with these is merely that they are the instruments by which we may accomplish our tasks of imparting knowledge, of counsel and helping to guide young men and women into the

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[40] *Ibid.*, p. 6.

> richer and fuller lives they deserve and need. Any references, therefore, to a larger number of colleges, increased attendance in them, their progress in securing regional accreditation, their improved facilities and finances are the framework only to the center of focus, namely, our students, their future welfare and their contributions to a better American society.

Bogue had devoted twenty-eight years of service to the two-year colleges in the United States and his own feelings toward this contribution was summarized in these words:[41]

> If my work has in any way been fruitful for extending opportunities to those who might otherwise not have had these precious chances, and if these opportunities have been accepted and improved by these young people, I shall feel forever fully rewarded.

Bogue had his reward. Before his departure, however, he knew he was leaving an unfinished task. Much remained to be done. The work must go on. Bogue's final act could be only one of continued urging. His final bits of counsel were these words:[42]

> I would urge you, if any urging is needed, to focus your best attention on the individual student. Do all you can to counsel and guide him in the way that he should go, for the kind of person he should be, and prepare him as thoroughly as possible for the life he will live and the work he will do. Look with favor on every young man and woman, and on every adult who enters your doors because they are sacred and stand before you in that dignity. No matter how skilled they may be when they leave your colleges, it

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[41] Ibid.

[42] Ibid.

will be of greater significance for them, their families, their communities and the world that they have been inspired and educated to think clearly, to act with consideration and justice with other people, and be both able and willing to discharge their family, occupational, civic duties and responsibilities with devotion and enthusiasm.

CHAPTER V

THE CONCLUDING YEARS

A New Professional Career

Retirement as Executive Secretary of the American Association of Junior Colleges meant only the beginning of another professional career for Jesse Parker Bogue. His sense of mission toward the community college movement continued so strong that he was easily persuaded to pull up the many roots he and Mrs. Bogue had established in Washington and move to Ann Arbor, Michigan, where the University of Michigan had invited him to become Professor of Higher Education, with special responsibility for the junior college education program; he joined the faculty in September, 1958.[1] While at the University of Michigan, Dr. Bogue continued to work actively on behalf of the proposals of the American Association of Junior Colleges. A major proposal which received much support and attention

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[1] Algo D. Henderson, "A Man of Mission," Junior College Journal, Jesse P. Bogue Memorial Edition, Washington, D. C., (February, 1961), pp. 30-31.

from Jesse Bogue was that a leadership program be established to provide specialized education for junior college administrators. Officials of the W. K. Kellogg Foundation were approached for financial assistance. The Junior College Leadership Program was established with the support of the Kellogg Foundation. A series of grants was made to ten universities for the establishment of Junior College Leadership centers to serve the Far West, the Midwest, the Southwest, the South, and the East. The initial commitment was for $240,000 for the purpose of strengthening and expanding professional services to junior colleges across the nation and to communities planning the establishment of these institutions. In its official announcement of the financial commitment to the American Association of Junior Colleges, the Foundation expressed confidence in the junior college as an important means of meeting a large portion of the nation's needs for greater post-high school education opportunities. "The commitment is an evidence of the Foundation's deep interest in the growing and significant role of junior and community colleges in American education. . . ," the announcement stated.

Dr. Algo Henderson of the University of Michigan, commenting on the establishment of the leadership centers, said:

"Without overlooking the contributions of many others, I am of the opinion that a substantial portion of the credit for the initiation of the new program belongs to Jesse Bogue."

Improving Relations

Bogue accepted the opportunity to be at the University of Michigan and to work closely with the community colleges of Michigan with a sense of honor and pleasure. He described the opportunity as the extension of a rewarding and satisfying experience which had been his during his twelve years as executive secretary of the American Association of Junior Colleges. The assignment at the University of Michigan was to a more delineated clientele, and Bogue found himself in a position of representing the University rather than the two-year colleges.

At a conference at the University entitled "Improving Relations Between the Community Colleges and the University of Michigan" in the summer of 1959, Bogue was charged with the responsibility of presenting the keynote welcoming speech. In his remarks, he outlined in detail what the University was doing in its relationship with the community colleges in the State, and appraised the accomplishments of the University in these endeavors. Speaking of high standards and of the total responsibility of all education,

Bogue reiterated earlier claims only in different words:[2]

> If we who are engaged in education can place our students with their several abilities and diversities of talents in their natural order, and then expect that each will perform as well as he can in an appropriate curriculum, this should be the high standard worthy of praise in a democratic society.

Holding to the theme of the conference, Bogue set forth his own formula for strengthening and improving relations between the University and community colleges:[3]

1. A much better and more continuous two-way system of communication between the University and the community colleges. The Junior College-University Conference is of value in creating better working relations. Even at best, however, it is inadequate.

2. Students who transfer to the University should have the approval of the junior college deans, if the deans will accept this responsibility. In any event, whenever the dean's recommendation is adverse, I believe that the University should not accept the student.

3. Community college graduates should receive, if by chance this is not the case, the same consideration for advanced standing, for eligibility for graduate and professional advancement on graduation from the University as may be accorded to transfers from other types of institutions or for those who enter the University as freshmen.

4. Some basic policies dealing with the relations

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[2] Jesse Parker Bogue, "Improving Relations Between the Community Colleges and the University of Michigan," Ann Arbor: Printed Report, 1959, p. 5.

[3] Ibid., pp. 7-8.

of the University and community colleges should be formulated and published following their mutual acceptance . . .

5. For the University, the community colleges, and for all other colleges and universities under public support within the state, there should be agreements on the allocation of basic functions. If these institutions can by voluntary association coordinate their efforts in the best interests of the people of this state, it will be in keeping with similar actions in some other states and regions of the country. The advantages of a well-coordinated system of higher education is obvious. It is more desirable to create this system by voluntary agreements than to wait until it may be required by legal enactments.

In a discussion of the role of community colleges, Bogue stated his concern for too much emphasis on the part of both the University personnel and the community college people to consider the role of the community colleges as one of preparation for advanced standing at the university. He cautioned that, "If the community colleges of Michigan conceive that their functions are mainly in keeping with this concept, they will fail in their wider mission to the people of this State." Bogue was still claiming that the community institution has a much broader purpose than that of preparing its youth to leave the community for further education. "While community colleges will take some of the load from the senior institutions, their purpose is to <u>extend</u> educational opportunities and to <u>increase</u> the number of youth who will continue

their education beyond high school," he emphasized.

In the concluding remarks of the address, Bogue was speaking for both the University and the community colleges, and pointed out that most of the problems of these institutions were quite mutual even to the need for better financing. He stated his optimistic outlook when he said, "All the problems can be progressively solved by the fullest possible collaboration in the spirit of mutual respect so well manifested in the conference."

The Final Months

Dr. Henderson describes the final months of Jesse Bogue's professional career in these words:[4]

> During the fall of 1958, Dr. Bogue became noticeably fatigued, a condition that was at first attributed to the sixteen commencement talks and the three summer session programs in which he had participated, as well as to the stress of finishing one job, preparing for a new and different one, and moving to a new home. In characteristic fashion, he had also immediately begun to travel widely with (sic) the State of Michigan to establish further contacts and lines of communication for his new work. A bit later, a physical checkup disclosed that he had leukemia. In spite of the drain on his physical energies and the strain of many dozens of blood transfusions, Dr. Bogue continued on a full-time basis with the University until after the summer session of 1959.

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[4] Henderson, op. cit., pp. 30-31.

Long Beach, California, was the site of the 1959 Convention of the American Association of Junior Colleges. The Convention elected to life membership Dr. Jesse P. Bogue, the former Executive Secretary, but Bogue had been forced to miss his first convention since 1932. Because of his health, Dr. Bogue had felt it advisable to remain in Ann Arbor, where he could continue medical treatments.

Bogue terminated his affiliation with the University of Michigan in late summer of 1959, but not before he selected his successor for the position he held with the University. Although Bogue had never met Dr. Raymond J. Young, of the State of Illinois, personally, he had become acquainted with him rather intimately through Young's research and writings pertaining to community colleges.[5] Dr. Bogue recommended Dr. Young to the University, and he agreed to accept the position. Dr. Young reported to his new assignment on September 1, 1959.[6]

Jesse Parker Bogue, clergyman, Vermont legislator, professor in several universities, college president, Executive Secretary of the American Association of Junior

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[5]Raymond J. Young, Ann Arbor, Michigan, Personal Interview, July 27, 1965.

[6]*Ibid*.

Colleges, author, and lecturer, died February 5, 1960, at the age of seventy.[7] He had possessed a burning spirit of patriotism that stayed with him until the end. So that he could be with others who had helped their country, a wish which he expressed, Jesse Bogue was buried in the Arlington National Cemetery in Arlington, Virginia.

Unfinished Business

At the time of Bogue's death, a committee to which he had served as consultant was completing the study to determine how effective higher education could best be provided in a six county area in southeast Michigan, including the counties of Macomb, Monroe, Oakland, St. Clair, Washtenaw and Wayne. Bogue had known that effective education is the product of intelligent and continuous planning and research on the part of well-trained and competent administrators. He departed this life with a deep concern for the critical lack of young leadership in the community colleges.[8] A further concern was that public two-year colleges should be available to meet the problem of expanding higher

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[7] _____, "Jesse Parker Bogue: A Man to Remember," Junior College Journal, Jesse P. Bogue Memorial Edition, Washington, D. C., (February, 1961), p. 12.

[8] Young, op. cit.

education needs of a rapidly growing population throughout the country. If he could have lived longer, Bogue would have devoted his full efforts to providing excellent education for all youth in every community in the country through the two-year junior community college. Since his death, his efforts have been continued by those who were influenced in part by the leadership he gave for so many years.

When history records the spectacular development of the junior college immediately before and following the middle of the 20th Century, the name of Jesse Bogue will be woven inextricably in the record.[9]

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[9] Leland D. Medsker, "The Presidents Speak," Junior College Journal, Jesse P. Bogue Memorial Edition; Washington, D. C., (February, 1961), p. 12.

CHAPTER VI

SUMMARY, FINDINGS, AND IMPLICATIONS

The Problem

This study traces the professional career of Jesse Parker Bogue as a Protestant minister, as a two-year college president, as Executive Secretary of the American Association of Junior Colleges, and as a professor of higher education and consultant in a number of colleges and universities.

Principal emphasis in the study deals with Bogue as a leader in the American Association of Junior Colleges and with his influence upon the two-year college movement during the twenty-nine years he was associated with the junior and community colleges in the United States.

Personal History and Advancement

Jesse Parker Bogue was born August 16, 1889, in Athens, Alabama, the ninth of eleven children of Mary and Parker Bogue. At the age of eleven he moved with his family to the State of Indiana where he received the full advantage of formal public education.

At the age of fourteen, Jesse Bogue was converted in the Methodist Church. He felt the call to preach and gave his first sermon at seventeen. The improvement of man's mind, the salvation of his soul, and the conservation of human life were objectives which Bogue established at an early age and never abandoned.

Upon graduation from DePauw University in 1914 with a B. A. degree, Bogue entered Boston University to do graduate study. After one year in Boston, he entered teaching as an instructor of English at Illinois Wesleyan University.

Jesse Bogue was married to Adah C. Newhouse, October, 1916, in Crawfordsville, Indiana, and he accepted a pastorate at Linden, Indiana that same year. Two years later, responding to the developments of World War I, Bogue enlisted in the Military service as a chaplain in February, 1918. He was sent to overseas duty in France with the 49th Field Artillery.

When the War ended, Bogue returned to the work of the church. As a preacher and a church executive, his work eventually led him to Poultney, Vermont, and the Troy Conference Academy, a secondary church school. After serving one year as headmaster of the Academy, Bogue was instrumental in establishing Green Mountain Junior College, a two-year

co-educational institution which operated for six years in the same facilities as the Troy Conference Academy.

When Bogue arrived at Poultney, the Academy was a small struggling institution which was on the "skids." Developments in public secondary education gradually eliminated the usefulness of the private academies. After one year as Headmaster of the Academy, Bogue recommended to the Board of Trustees that two years of college level work be added to the Academy program. In May, 1931, the Trustees established Green Mountain Junior College, and named Jesse P. Bogue to the presidency.

Bogue served as president of Green Mountain College until the spring of 1946. During these fifteen years, Green Mountain College grew to be a strong educational outpost. It had begun as a co-educational college and operated concurrently with the Troy Conference Academy. In 1936 the Academy was closed, and with the effects of World War II on the enrollment, Green Mountain College admitted girls only beginning in 1943.

As a college president, Bogue instilled in his faculty an attitude of unsparing of their efforts to assisting students. He possessed the ability to attract a strong faculty, and in the classroom, the teachers were permitted to teach

without interference.

In the early 1940's, Bogue accepted positions of leadership on the national level. He served as President of the American Association of Junior Colleges in 1943. He became a strong advocate of the two-year college and of the opportunity for ever increasing numbers of students to receive education beyond the secondary school.

Bogue left Poultney, Vermont, and Green Mountain College in 1946, and became Executive Secretary of the American Association of Junior Colleges. This was a critical year for the Association. Uncertainty and controversy prevailed within the ranks of the membership. Bogue led the Association through these difficult days and into an era of success unsurpassed in the history of higher education in America.

Leadership and Influence

Bogue's approach was always so particular and convincing that people were prone to take positive action.[1] Jesse, as he was known to his close personal friends, was a past master in the utilization of the talents of good junior college administrators in the development of policies and

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[1]Leland L. Medsker, Berkeley, California, Personal Letter, July 13, 1965.

programs for the American Association of Junior Colleges.[2]

Bogue adopted a grassroots philosophy for his functioning as Executive Secretary of the American Association. Several months each year were spent out in the field. He claimed that unless you go, you cannot know the college administrators, faculties, problems, trends, atmosphere, needs, relations with senior institutions and state departments of education, and the buzzing United States in which the colleges must do their work.

Bogue was an advocate of good communications and through the use of the Association Journal, the Washington Newsletter, personal correspondence, his book entitled The Community College, his many other writings and publications, his lectures and addresses, and his personal contacts directly with the college leaders, faculties, board members, taxpayers, students, and other friends of education, he promoted the cause of the two-year college throughout the country. Bogue believed that the Journal was the best medium for spreading the philosophy of the junior college, and he pushed for group subscriptions to enlarge the circulation.

Bogue was an advocate of adequate finances, and he

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[2]Fred Cinotto, Independence, Kansas, Personal Interview, June 24, 1965.

endorsed the principle of federal aid to education for such legislation fit closely into the philosophy of the two-year colleges. He claimed that federal aid would help equalize educational opportunities for everyone in the United States without regard to race, creed, color, or sex.

Bogue was an advocate of strong public relations. He pleaded for up-to-date facts about the junior colleges to present to governmental agencies, to Legislative Committees, to other educational associations, and voluntary organizations, and to citizens groups whose influence and decisions could be tremendously helpful to the two-year college movement. He requested equal effort to public relations at the regional, state, and local levels.

The prestige and standing of the community junior colleges were the continuous concern of Jesse Bogue. He worked tirelessly promoting a positive image for the two-year colleges.

Bogue was an advocate of strong instructional programs and continuously recommended the expansion of the two-year college programs to fulfill the educational needs of the community. He pushed for aggressive exploration and adoption of new methods to speed up and improve the quality of teaching. He kept alert to the opportunities for junior

colleges to receive equipment and materials as well as finances for the expansion of facilities and curricular offerings.

Through the two-year college development, Jesse Bogue forsaw a system of higher education throughout the United States so organized and financed as to extend full and equal educational opportunities whereby each individual may develop his capacities for his own benefit and for the best interests of the nation as a whole. He was an advocate of high standards, but the high standard which most concerned Bogue was the standard of placing students with their several abilities and diversities of talents in their own natural order, and expecting that each will perform as well as he can in an appropriate curriculum.

Community College Concept

Bogue supported the Report of the President's Commission on Higher Education, published in 1947, which gave a big boost to the junior colleges. The report set forth the concept of the "community college." It identified the purpose of the community college to be educational service to the entire community, and this purpose requires of it a variety of functions and programs. It suggested the removal of geographic and economic barriers to educational opportunities

through the development of community colleges. In 1950 Jesse Bogue published his book entitled The Community College. Largely the outgrowth of practical experience, observations, personal judgments regarding currents of thought, present trends, and perhaps here and there an attempt at prophesy for the future, he outlines accurately and precisely the essential functions and objectives of the present day public two-year collegiate institutions.

Aspirations of some of the junior college leaders to expand their institutions to four-year colleges met with cries of caution from Jesse Bogue. He asked that if needs existed in the first place for two-year colleges, what has happened to cancel these needs? Bogue suggested that history be consulted and some of its lessons seriously considered before final plans are made to add the senior college years to the existing two-year institutions.

In retaining the two-year concept of education, Bogue worked continuously for the strengthening of the junior colleges. Separate facilities away from the secondary schools, with a separate board of control responsible for the college only, and a separate tax base which would be adequate enough to permit the institution to develop to full potential and provide adequately for the post high school

educational needs of students in the college district should be the aspiration of all two-year college leaders.

Bogue possessed great insights into the future, and he considered automation to be the greatest industrial revolution in the history of man. He could see that this revolution would have inevitable influences on the whole structure of civilization, and that the junior colleges of the United States would play an important role in educating individuals for change.

Measured Gains

After twelve years of faithful service, Jesse Parker Bogue retired from the position as Executive Secretary of the American Association of Junior Colleges. During the period of time, from 1946 to 1958, enrollments in the two-year colleges increased from 294,475 students to 869,720; faculty members increased from 11,859 to 29,651. The activities of the Association increased as well and the budget went from $23,500 in 1946 to $52,336 in 1948. Circulation of the Junior College Journal increased from 1,735 to 4,200. Regional accreditation of two-year colleges increased from 171 to a total of 348.

Consultant and Professor

Bogue's sense of mission for the community college movement continued after his retirement as Executive Secretary of the American Association of Junior Colleges. In the fall of 1958, he accepted appointment to the position of Professor of Higher Education and consultant to the community colleges at the University of Michigan, Ann Arbor. In his concern for additional and better qualified community college administrators, Bogue germinated the idea of developing and promoting specialized training for prospective administrators. Foundation money was solicited and obtained through the cooperation of the American Association of Junior Colleges and leadership training centers were established in ten major universities in all sections of the United States.

During Bogue's brief tenure at the University, he continued to work actively on behalf of the activities of the American Association of Junior Colleges. He served as consultant to a number of junior college districts, and promoted better relations between the community colleges of Michigan and the University.

Because of illness, Bogue terminated his association with the University of Michigan in late summer of 1959. On

February 5, 1960, he died of leukemia in Ann Arbor at the age of seventy.

Appraisal of Leadership

Praise of Bogue's leadership to the two-year colleges comes from all sections of the United States. Dean Fred Cinotto of the Independence, Kansas Community College writes:[3]

> Dr. Jesse Parker Bogue shall always be remembered as a quiet, soft spoken, and extremely likeable individual. His late professional life was deeply imbedded in the American Junior College movement. He gave the movement tremendous leadership.

Howard S. Curtis, Secretary of Brown University, Providence, Rhode Island, a former teacher at Green Mountain College, appraises Bogue's leadership as a college president:[4]

> Dr. Bogue was my first boss on the collegiate level, and he certainly succeeded in getting me enmeshed in every phase of the operation of a small junior college. He did a tremendous job for Green Mountain Junior College, taking it from a small and struggling academy to a very solidly established junior college.

W. Burkette Raper, President of Mount Olive Junior College, Mount Olive, North Carolina, was a student of Bogue's,

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[3] Fred Cinotto, Independence, Kansas, Personal Letter, July 1, 1965.

[4] Howard S. Curtis, Providence, Rhode Island, Personal Letter, May 14, 1965.

and makes this evaluation:[5]

> In 1958, I and four other members of our faculty studied at Appalachian State Teachers College under Dr. Jesse Bogue. This was one of the most helpful and rewarding experiences I have ever had. At that time our college was in its infancy, and we were preparing for regional accreditation. Dr. Bogue gave us an understanding of the history, organization, and purpose of the junior college which was invaluable to us in developing and enriching the educational program of Mount Olive College.

Leland L. Medsker, University of California, Berkeley, previously with the Chicago, Illinois Junior College, and a former president of the American Association of Junior Colleges, elaborates on Bogue's leadership to the two-year colleges:[6]

> I consider Bogue to be one of the most dedicated individuals that I have ever known as far as the philosophy of the community college is concerned . . . He believed in the junior college because of the opportunity that it gives to young people who would otherwise be denied the privilege of continuing their education. Furthermore, he went a long way in popularizing the many special services which the junior college can render and thus pave the way for the "community college" idea . . . For these and many other reasons Dr. Bogue will be remembered by all those who knew him as one who performed a unique service to his country at a time when many problems were before it.

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[5]W. Burkette Raper, Mount Olive, North Carolina, Personal Letter, June 4, 1965.

[6]Medsker, op. cit.

Implications

The dedication and humility of Jesse Parker Bogue were an influence to all who knew him. This widely known man of vision and courage who was a forthright advocate of educational opportunity for all was in a sense the salvation of the junior colleges in the early years of his leadership. Bogue, the teacher, counselor, friend, colleague, author, philosopher, and educational statesman is remembered for the highly effective service he gave to the junior colleges of this nation. The problems Bogue strived to solve are still in existence. Educational leaders of today can well study the approach used by Jesse Parker Bogue in his consideration of problems and needs of the two-year colleges during the mid-twenty years of the twentieth century. New procedures and concepts can be applied now, but the basic principles used by Bogue are applicable today.

Further Study

Aspirations of two-year colleges to expand to four-year institutions would merit the consideration and time needed to thoroughly study this contention. Many claim that this aspiration is prevalent in many colleges. Research should either confirm or disclaim this hypothesis.

Existing needs for additional administrators to staff the existing and developing junior community colleges would be worthy of additional study.

During the past decade, the community college has continued to expand and develop in the various states. The image of these institutions has been improved considerably as new developing institutions have moved into attractive facilities with adequate finances to attract above average faculty members. The over-all image of these institutions would be the basis for a detailed study.

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