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## The Student Population in the Institutions of Higher Education in the Southern Appalachian Region, 1933-1958

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I am submitting herewith a dissertation written by T. Madison Byar entitled "The Student Population in the Institutions of Higher Education in the Southern Appalachian Region, 1933-1958." I have examined the final electronic copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration.

Orin B. Graff, Major Professor

We have read this dissertation and recommend its acceptance:

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Accepted for the Council:

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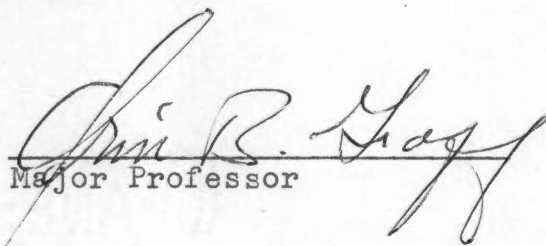
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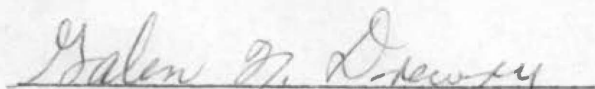
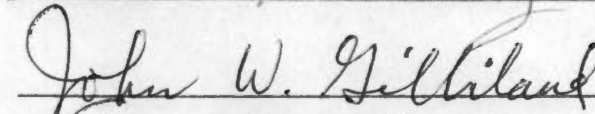
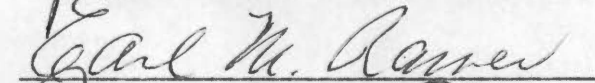
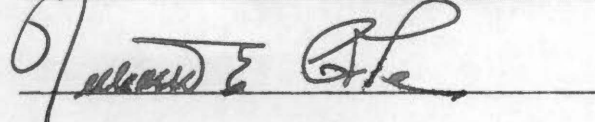
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To the Graduate Council:

I am submitting herewith a thesis written by T. Madison Byar entitled "The Student Population in the Institutions of Higher Education in the Southern Appalachian Region, 1933-1958." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.

  
Major Professor

We have read this thesis and recommend its acceptance:

Accepted for the Council:

  
Dean of the Graduate School

THE STUDENT POPULATION IN THE INSTITUTIONS OF HIGHER  
EDUCATION IN THE SOUTHERN APPALACHIAN REGION,  
1933-1958

---

A THESIS

Submitted to  
The Graduate Council  
of  
The University of Tennessee  
in  
Partial Fulfillment of the Requirements  
for the degree of  
Doctor of Education

---

by

T. Madison Byar

August 1959



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To those who know that they were truly helpful in the preparation of this thesis, the author is sincerely grateful.

T. M. B.

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## FOREWORD

### SOUTHERN APPALACHIAN STUDIES

The area called "The Southern Appalachians" in this study includes part of seven Southern states. It is almost 640 miles long, running from northern Alabama in the southwest to Pennsylvania and Maryland in the northeast. At its widest point the region is about 275 miles wide. It has a land area of more than 80,000 square miles, almost exactly the size of Minnesota. Only thirteen states cover larger land areas. In 1950 the Southern Appalachian Region had a population of 5,833,263. Only seven states had larger populations (New York, Ohio, Pennsylvania, Illinois, Michigan, Texas, and California). In the South only Texas had a larger land area or a larger population than this mountain region.<sup>1</sup>

Geographically the Southern Appalachian Region is almost entirely mountainous. For ancient and indeterminate reasons it is divided into 190 contiguous counties which, though generally sparsely populated, include six rather large metropolitan areas: Charleston, Huntington, Roanoke, Knoxville, Asheville, and Chattanooga. But, the people living in these metropolitan areas comprise less than one fifth of the population of the region.

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1

James S. Brown, "Migration Within, to and from the Southern Appalachians, 1935-1958: Extent, Directions and Social Effects" (A report on the plan, objectives and preliminary results of a study now in progress). (Mimeographed, University of Kentucky, 1959), p. 3.

In 1956 a conference of delegates from various religious denominations met at Berea College. Among their purposes was the development of plans for cooperative programs of religious education. They felt the need for up-to-date data on the Southern Appalachian Region but could find nothing more recent than a United States Department of Agriculture study which was completed and published in 1935. They set up an organization with a Board of Directors which secured a grant from The Ford Foundation for a general study of the entire Southern Appalachian Region. Headquarters were established at Berea College and the research funds were put in the custody of that college. Dr. W. D. Weatherford, of Berea, became Director of Administration for the Central Staff in control of the study. A research staff was selected largely from among the experienced personnel of leading colleges and universities in and near the region. The research effort was broken down into sixteen areas of study: agriculture, attitudes, education, extractive industries, folk culture, health, industrialization, local government, migrants to industrial cities, migration, planning and planning agencies, population, regions, religion, social work and social agencies, and tourism.

The study of "education" in the Southern Appalachian Region became the project of the Department of

Educational Administration and Supervision of the College of Education of the University of Tennessee, under the direction of Dr. Orin B. Graff. The general study of education in the region was broken down into seven separate studies. Five were related to public schools: curriculum, personnel, finance, buildings and grounds, and an estimate of future enrollment. The other two studies related to the institutions of higher education in the region. One was a study of the stated purposes of higher education in relation to changes in course offerings at the various colleges. The other was a study of the student population in the institutions of higher education in the region. These seven studies were summarized and their composite forms the report on education for Southern Appalachian Studies.

## CHAPTER I

### THE PROBLEM

#### General Introduction

The development of educational institutions never proceeds in a neat lock-step order. Planned or un-planned, institutional development is an emerging evolutionary process subject to all sorts of growing-pains and controversy. In general, institutions of higher education have tended to lag at least a generation or more behind the thinking, needs, and aspirations of the actual leaders whose efforts have eventually instigated change. Though change is no guarantee of progress, there is no progress without change. Since all education evokes change, the type of education offered by any institution probably represents what seems to its society to be desirable change. For many generations Americans have spoken of "faith in education" until such "faith" has become a national tradition. This faith, then, must be in the changes caused by education. Like most traditions, "education" as now understood in all its various and varying forms, developed into its present state from what may now seem to have been very unlikely beginnings.

The distinctly American notion of education for every individual has been implemented to some degree in many quite different ways. Churches have opened institutions to train leaders for their own denominations. Intellectually inclined individuals, possibly imbued with the double purpose of service to their people and the personal or financial satisfactions to be gained, have established private schools. States have founded teacher training institutions, technical schools, and great universities. Many of all of these types have grown into their present state from meager beginnings envisioned in terms of "faith in education." Actually and practically, however, this faith, when implemented, has of its own necessity turned specifically into a "faith in something." Since men may have faith in nothing beyond the limits of what they have themselves felt and known as their own experience, schools perpetuate culture as it is expressed in human leadership. Where contact with other cultures is generally uncommon, there is little or no mixing of cultures. Change in such areas is generally slow because new experience is limited.

Institutions of higher education generally become typed through the establishment of a pattern of activity or way of doing things. Over a period of years each

tends to attract a majority of a certain kind of students whose beliefs about education seem best exemplified by the institution they choose, or chance, to attend. Though all educational institutions are avowedly agencies of change, they often inbreed excessively or practice "selection in kind" to the extent that they themselves change or develop slowly, even in the face of a rapidly changing society. Many institutions list with pride the more worldly accomplishments of their former students and graduates. Few, however, invite these "changed" individuals to return as instructors to pass on their differing experiences to a younger student body. More often they retain or call back those who seem to best exemplify what has been in existence rather than what has come to be. The pattern of general education has thus continued to be a stabilizing, or even at times a backward-looking, process designed more to perpetuate a given culture, or phase of culture, than to lend credence to the flow of change and its function as an agent of creativity.

These things seem to be particularly true of many of the colleges in the Southern Appalachian Region. The attrition of time wrought many changes in both the purposes and policies of them all. Though seldom revolutionary, many Southern Appalachian liberal arts colleges moved great distances away from their original practices,

purposes, and policies. Those institutions which showed the greatest response to the changing needs of the society in which they existed grew the most both in enrollment and the general spread of their activity and usefulness to their society. Others clung more tenaciously to the past but continued to attract and graduate students. They accomplished this, however, either because of the remoteness of their location or by a thinner selection over a wider area. Some used various methods of screening and chose among the field of applicants those who best suited the school. Thus, in their very nature they differed basically from institutions that changed to meet the more specific needs of the applicants for admission.

In some of the colleges of the Southern Appalachian Region academic freedom was freely exercised. In others, notably the church-related schools, it was limited or circumscribed by doctrine or dogma and practiced only within a specified framework of belief. The accrediting associations recognized this right of institutions to limit teaching within a framework of belief and made no attempt to enforce academic freedom, as understood in many universities, as a requisite of accreditation.

In general, the catalogs of the colleges of the Southern Appalachian Region gave evidence of a spreading enlightenment and an increasing tendency toward



modernization. The stated purposes, college plants, course offerings, improved educational level of faculties, guidance activities, placement services, increased extra-curricular activities, changed behavioral and regulatory policies, and other increased efforts to implement a "catching-up" philosophy, brought many Southern Appalachian colleges to a point where they compared favorably with counterparts in all sections of the United States. This was not true twenty-five years ago when the more immediate aim of an education of almost any kind superseded, in some cases, any notions of specialization then latent in the minds of the promoters of Southern Appalachian colleges.

#### The Institutions of Higher Education

The four-year colleges and universities of the Southern Appalachian Region which operated in 1958 were founded over the period of about 175 years which extended from 1749 to 1923. The junior colleges were of more recent origin. The oldest independent junior college was founded in 1849 and the most recent about 1946. Some junior college branches of state universities were of more recent origin. Thus, no junior college in the region was much over one hundred years old in 1958.

These colleges were founded by various groups and for various stated purposes. Many of them were small church-related schools with definite denominational support, control, and purposes. A few were independent, so-called, Christian colleges of no stated connection with any particular denomination. The rest were public institutions and were supported by and under the control of either cities or states. Most grew from small beginnings and many, at times, offered all levels of education: elementary, secondary, and college. The development of better public elementary and secondary schools caused most of these institutions to drop all work below the college level, except remedial courses. In a few instances, in 1958, preparatory schools still operated in connection with colleges. But as feeder schools they were no longer a major source of college student populations.

Though many of these schools offered work on the college level, and of college quality, for many years before their actual acceptance as members of either the Southern Association of Colleges and Secondary Schools or the North Central Association of Colleges and Secondary Schools, the span of their dates of official recognition as colleges indicated the recency of their trend toward uniformity. Though founded over a period of about 175 years, the four-year schools were accredited over the

relatively recent period of the last fifty four years. Over half of the accredited junior colleges gained that status during the past ten years and all of them after 1925. Though the Southern Association existed from 1895, only one Southern Appalachian college was an original member and only four were fully accredited members during the first half of its existence. The North Central Association was founded in 1913 but no Southern Appalachian school was a member prior to 1926.

This relative recency of accreditation indicated certain changes in these institutions. Neither association solicited membership nor exercised any compulsion to cause schools to join. Becoming a member was a voluntary action on the part of the institution itself. The achievement of accreditation indicated a willingness to comply with the stated standards of accrediting associations and some effort on the part of all the institutions concerned to raise the level of their efforts at least to that of what other colleges considered an acceptable minimum.

### Progress in Achieving Accreditation

In June 1959 there were at least 50 degree-granting four-year colleges<sup>1</sup> in the 190 counties of the Southern Appalachian Region. Thirty-one were fully accredited members of the Southern Association of Colleges and Secondary Schools. Twelve, all in West Virginia, were fully accredited members of the North Central Association of Colleges and Secondary Schools. The remaining seven were members of neither group but in most cases issued credit transferable, at least in part, to their own state university or credit that was acceptable to the state department for teacher certification. One college which graduated its first four-year class in 1957 was an official junior college member of the Southern Association but was not fully accredited as a four-year college. Thus, of the fifty four-year colleges dealt with in this study, forty-two were fully accredited, seven were not, and one was accredited on the lower level only, in 1958. Twenty-five years ago, in 1933, only twenty of these colleges

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<sup>1</sup>Berea College is included in this number; it is located in Madison County, Kentucky, which is not one of the 190 counties in the region under study. It is included here because of its location on the very edge of the region and because of its recognized service to the people of the region.

were members of the Southern Association and only five were accredited by the North Central Association. Seventeen were then unaccredited. This showed that in 1933 only twenty-five, or one half, of the four-year colleges in the Southern Appalachian Region were accredited. Of the remaining twenty-five some were accredited as junior colleges but most were not accredited at all, or did not exist.

In June 1959 there were twenty-seven junior (or two-year) colleges in the Southern Appalachian Region. These institutions varied greatly in type and purposes. Most of them did not represent the modern concept of a junior college. The large majority of them were church-related boarding schools, of assorted types, struggling to become four-year liberal arts colleges. In 1933 there were eight accredited junior colleges in the Southern Appalachian Region. Of this group, three became four-year colleges and one lost its accreditation. Of the eight accredited in 1933, four continued to be junior colleges in 1958. Of the remaining twenty-three, in June 1959, sixteen were junior college members of the Southern Association, one was a junior college member of the North Central Association, and six remained unaccredited by any regional association. Of the twenty-one accredited in 1959, one was established in 1933 and three

were established after that time, one through the merger of several smaller schools that ~~existed~~<sup>existed</sup> prior to 1933. In 1933 there were twenty-seven junior colleges in the region but only twenty-four of them were the same schools counted in the twenty-seven in operation in 1958. Among the twenty-seven which operated in 1933, eight were accredited and nineteen were not. Of the twenty-seven which operated in 1958 twenty-one were accredited, plus two years of a four-year college previously mentioned.

Thus, during the twenty-six years from 1933 to 1959, seventeen four-year degree-granting institutions became fully accredited, thirteen junior colleges became fully accredited, and three junior colleges built up to the four-year level and became accredited as degree-granting institutions.

#### Differences in Purposes and Student Population

Over the entire period of the history of these colleges there were great changes in both the origin and the immediate and long-range purposes of the student population enrolled.

Some colleges, and their student populations, were always primarily local. Other schools always drew students

from many other areas, all states, and some foreign lands. Some were and desired to remain small colleges. They attributed to their very smallness certain undescribed virtues. Some grew phenomenally and planned further expansion; others planned to improve facilities for the small group it was their intention to serve. In the case of several church-related colleges, emphasis was on service to the denomination rather than to the natural geographical area of the school. This was usually true. Many such schools were established as missionary outposts in what were once remote areas. They welcomed all comers and performed great services to areas neglected by public school authorities. In many instances this changed rapidly from 1933 to 1958. Good roads, more and better automobiles, better public schools, higher operating costs, and a generally great mobility of the population all operated to cause changes in the colleges. The wide scattering of alumni served to advertise the institutions from which these people graduated. They influenced others to attend schools in the Southern Appalachian Region unheard of by their fathers. Most of the schools became more or less typed and tended more and more to attract certain kinds of students instead of all kinds of students. Public notions about education changed and in general forms of specialization superseded older ideas

of general education. All of these things and many others had their effect. A study of the tables in the body of this study indicated the extent to which some of these influences caused changes in the colleges. Here, suffice it to say that the schools changed, the purposes of students changed, and there were shifts in the geographic origin of students in the colleges. Nearly all schools contacted had plans in progress for greater changes to come.

#### The Out-Migration of Students

It was long known that many students native to the Southern Appalachian Region, or even the immediate locations of its colleges, left the region to attend college elsewhere. Who these people were and where they went was long a moot question. For many years there was a definite out-migration and a definite in-migration to attend college. This study was directed primarily toward the college student population who remained in the Southern Appalachian Region to go to college and those who came into the region for the same purpose. A secondary purpose was to attempt to determine about how many students left the region to attend college and, in general, where they went.



### Statement of the Problem

This study was directed toward matters pertaining to the student population in the colleges of the Southern Appalachian Region from 1933 to 1958 and was developed principally around the limits of change marked by those two years. The real and immediate purposes of the study were approached through the following sub-problems.

Sub-problems. An effort was made to study seventy-seven institutions of higher education in the Southern Appalachian Region for the period of twenty-five years from 1933 to 1958 with regard to:

1. changes in total enrollment,
2. changes in the geographic origin of students,
3. scholarships, workshops, loans, and other means of assistance to students,
4. the stated purposes of the various types of institutions and evidences of their efforts to implement these purposes,
5. the development of the college physical plants with regard to student needs and the fulfillment of institutional purposes,
6. their ability to "take care" of the secondary school graduates of the region,
7. the projection of discoverable trends, with

regard to the student population, as they have bearing on the future needs of the region, and

8. the related sub-problem of the intra-regional migration to attend college and the out-migration of students, native to the region, who leave the region to attend college elsewhere, was made a part of this study.

#### Basic Assumptions

It was assumed that:

1. this study would deal with data of value to all participating colleges and to the Southern Appalachian Region as a whole,

2. the colleges concerned would cooperate and furnish the needed data for compilation and inclusion in the study,

3. the records of accrediting associations would contain much data that is both valuable and generally unknown to their membership,

4. the assembling and tabulating of the necessary data would reveal trends and tendencies adequate for reasonable prediction of needs for the next ten years,

5. the colleges concerned would have enough readily available data to complete this study, and

6. such a study would become an integral part of Southern Appalachian Studies, financed by the Ford Foundation through a grant which was under the custody of Berea College.

#### Importance of the Study

In recent years, many studies were made and popular books were written relating to higher education. Most of these were either considered limited general samplings or, as in the case of popular books, they usually represented or supported someone's views regarding higher education. Apparently no attempt was made to deal factually with any aspect of all the institutions of higher education in the Southern Appalachian Region. These schools and their student populations varied greatly. Each performed a service in line with its own purposes. General statements about "mountain colleges" were generally inaccurate. Few specific things were true with relation to all, or even very many of these colleges. There were certain values to be gained by comparisons and by contrasts. The assembled data from differing colleges could establish a community of interest not previously expected to exist. It was hoped that data compiled for the purposes of this study would yield a basis for a better

understanding of the student population in the colleges of the Southern Appalachian Region.

In this study first emphasis was placed upon the numbers, geographic origin, common behaviors, and general regulations pertaining to the student populations in the colleges. Second emphasis was placed upon actual objective evidence of what Southern Appalachian colleges did to meet the needs and purposes of their students during the twenty-five years from 1933 to 1958.

#### Scope and Limitations of this Study

The specific purpose of this study was to ascertain facts pertaining to the student population in the institutions of higher education in the Southern Appalachian Region over a twenty-five year period. All data were considered in terms of their probable effect on student populations. Other historical, explanatory, or philosophical material included was intended to give the reader a better perspective and understanding of the main purpose.

Of the seventy-seven colleges included in the data of this study sixty-four were full participating members of either the Southern Association of Colleges and Secondary Schools or the North Central Association of Colleges and

Secondary Schools. Thirteen other institutions in the region were included since they, at least in some respects, were comparable to the accredited institutions. In other ways they performed services to the region that exceeded some efforts of the accredited institutions.

#### Methods of Procedure and Sources of Data

The normative-survey method was used in making this study. The basic problem required the ascertaining of conditions that prevailed in regard to the college student population of the region. The predictive aspects of the study were based on the data set forth herein. Specifically, the following steps were taken in the collection and preparation of data.

1. The names of the colleges and universities included in the study were selected from the lists of the regional accrediting associations, college listings of the N.E.A., and Lovejoy's College Guide. They were then determined to be in one of the 190 counties of the Southern Appalachian Region comprising the limits of this study.

2. Lists of the colleges and of the counties to be studied were then submitted for verification and/or

correction to the state departments of education of the seven states represented in Southern Appalachian Studies.

3. The president, or chief official, of each college included in the study was then contacted by letter and asked to return an enclosed card indicating his willingness or unwillingness to assure the cooperation of his institution in supplying data for the study. He, if willing, was also asked to designate or appoint a member of his staff to whom the author could write for needed data.

4. A letter was then sent to each "contact person" in member schools of the Southern Association asking him to secure the permission of the proper authority for the author to lift data from the file of that college in the office of the Southern Association in Atlanta, Georgia. This same letter also requested that the college send catalogs for each five year period from 1933 through 1958. No request or effort was made to study reports of member colleges to the North Central Association but they were requested to send catalogs.

5. Two instruments for recording needed data were prepared and mailed to all seventy-seven institutions, in whole or in part. Some institutions indicated an unwillingness to participate in the study as a whole but in most cases finally supplied certain minimum data for parts of the study.

6. The filed reports of thirty-two of the forty-seven members of the Southern Association were studied in the Atlanta office of the Association. A few schools refused permission to use their files and some ignored the request.

7. A small questionnaire designed to determine the extent and directions of the out-migration of college students, native to this region, who attended college elsewhere, was prepared and distributed to selected high school senior classes within the region.

8. Data from all forms were tabulated and analyzed for trends and changes and where necessary or illuminating were included in the body or appendix of this study.

9. A thorough study was made of all available literature and catalogs obtained from the institutions in order to establish changes in faculty, courses of study, and the stated purposes of the institutions in relation to possible or probable effect on the student population.

10. Data were reported and analyzed as received. Where data were incomplete or not available, no effort was made to interpolate or otherwise adjust data for the years or items not reported by the institutions included

in this study, except in the instance of the total student population of the region, Table VI, page 42.

#### Definition of Terms

Student Population. All regularly enrolled full-time, full-time equivalent, or special students taking regularly scheduled work for credit in an institution of higher education.

Institution of higher education. All institutions offering academic or technical training more advanced than that generally offered in the twelfth grade of public and private schools. As used here, it includes two-year junior colleges, four-year technical schools, colleges, and state universities in all their branches above the secondary level.

Southern Appalachian Region. This is the Southern region of the Appalachian Mountains. It extends from the Northern border of Morgan County, West Virginia in a southwesterly direction to the Southern border of Blount County, Alabama. It includes the most mountainous parts of seven states and is comprised of 190 counties of West Virginia, Virginia, Kentucky, Tennessee, North Carolina, Georgia, and Alabama. It is about 675 miles long and ranges up to 275 miles in width.



Four-year college. An institution of higher education offering regular four year programs leading to an A. B., B. S. or equivalent degree.

Junior college. An institution of higher education offering regular two year programs which may be equivalent to the first two years of a four year college or terminal in nature.

Accredited. Having full voting or participating membership in either the Southern or North Central Association of Colleges and Secondary Schools, which indicates that such schools have fulfilled and continue to fulfill the standards for membership set up by these associations.

Accrediting association. As used here, the term refers to the Southern Association of Colleges and Secondary Schools or the North Central Association of Colleges and Secondary Schools. These are both voluntary organizations which have set up minimum standards for member schools in an effort to guarantee their quality and encourage their improvement.

Graduate student. A student regularly enrolled in college classes above the level of those ordinarily offered in the fourth year of all accredited colleges, or a student working toward a degree above the level of an A. B. or equivalent.

Normative-survey method. A method designed to ascertain the facts with regard to existing conditions. In this study, a questionnaire was used, catalogs were studied, literature was surveyed, and facts about the past twenty five years of student populations in the region were collected and surveyed.

Unaccredited colleges. As used in this study, this simply refers to any and all colleges that do not hold full membership in either of the regional accrediting associations previously mentioned. It in no way refers to any particular quality of any institution. Seeking accreditation is purely a voluntary matter on the part of a college and it is entirely possible that any unaccredited college could be equal to any that have sought and achieved accreditation.

### Organization of the Study

Chapter I is a general introduction to the institutions of higher education where the student population of this study was enrolled. It mentions the out-migration of students as a sub-problem, contains a statement of the problem, reference to the importance of the study, scope of the study, methods used, procedures followed, definition of terms, and the organization of the study.

Chapter II deals more specifically with the seventy-seven institutions of higher education included in the study. The colleges are classified and discussed in terms of beginnings, stated purposes, accreditation, support, control, and enrollment 1933 and 1958.

Chapter III represents the body of the study. The student population in the institutions of higher education is analyzed and discussed as to geographic origin, numbers, colleges attended, degrees and diplomas earned, means of support, and student organizations.

Chapter IV is a summary of the findings regarding the actual intra-regional migration and out-migration to attend college. It compares the statements of 1959 high school seniors regarding their anticipated college attendance with the actual college attendance of their parents and siblings.

Chapter V deals with behavioral and regulatory patterns relating to student populations in forty six Southern Appalachian colleges. It was developed from the responses to thirty-four questions submitted to the "contact people" at the colleges studied.

Chapter VI returns to the institutions under study and discusses them in terms of changes in scope, purposes, philosophy as expressed in catalogs, and buildings improved or built during the past twenty-five years.

Chapter VII is an estimate of needed institutional resources for the probable student population of 1968.

## CHAPTER II

### THE INSTITUTIONS OF HIGHER EDUCATION IN THE SOUTHERN APPALACHIAN REGION

#### Listing and Classification

Table I lists the four-year colleges of the Southern Appalachian Region that were accredited by the Southern Association in 1958. The list begins in the northeast with the Virginia colleges and lists the colleges by states following the Southern Appalachians in a southwesterly direction to Georgia and Alabama. Table II lists the four-year colleges that were members of the North Central Association in 1958. All of the colleges listed in Table II are located in West Virginia, which is the only Southern Appalachian state having colleges belonging to the North Central Association. Table III lists the Southern Appalachian junior colleges that were accredited by the Southern Association in 1958. This table is arranged in the same manner as Table I and includes one junior college member of the North Central Association at the bottom of the table. Table IV lists the unaccredited four-year colleges and the unaccredited junior colleges of the Southern Appalachian Region.

TABLE I

COLLEGES IN THE SOUTHERN APPALACHIAN REGION ACCREDITED BY THE SOUTHERN ASSOCIATION BY  
LOCATION, TYPE, DATES OF FOUNDING AND ACCREDITATION, AND ENROLLMENT

Name and Location	Control and Support	Type	Found- ed	Accred- ited	Enrollment (fall)		Per cent of change enrollment
					1933	1958	
VIRGINIA							
<u>Four-Year Colleges</u>							
Washington & Lee Univ. Lexington	Private	University	1749	1895	827	1117	35.5
Emory & Henry College Emory	Methodist	Lib. Arts	1836	1925	365	544	49.0
Virginia Military Inst. Lexington	State	Eng., Arts, Science	1839	1926	581	1030	77.1
Hollins College Hollins College	Private	Lib. Arts (Women)	1842	1932	239	635	165.5
Mary Baldwin College Staunton	Presbtrn.	Lib. Arts (Women)	1842	1931	258	338	31.0
Roanoke College Salem	Lutheran	Arts and Science	1842	1927	336	695	106.8
Virginia Poly. Inst. Blacksburg	State	Military & Science	1872	1923	1421	4794	237.0
Bridgewater College Bridgewater	Church of Brethern	Lib. Arts	1880	1925	236	545	131.0
Madison College Harrisonburg	State	Women Teachers	1908	1927	825	1372	66.3
Radford College Radford	State	Women-Branch V. P. I.	1913	1928	497	1178	137.3

TABLE I (continued)

COLLEGES IN THE SOUTHERN APPALACHIAN REGION ACCREDITED BY THE SOUTHERN ASSOCIATION BY  
LOCATION, TYPE, DATES OF FOUNDING AND ACCREDITATION, AND ENROLLMENT

Name and Location	Control and Support	Type	Found- ed	Accred- ited	Enrollment (fall)		Per cent of change enrollment
					1933	1958	
<b>KENTUCKY</b>							
<b>Four-Year Colleges</b>							
Berea College Berea	Private	Labor, Arts, Science	1855	1926	686	1156	68.5
Union College Barbourville	Methodist	Lib. Arts	1879	1932	446	726	62.7
Pikeville College Pikeville	Presbtrn.	Arts and Sciences	1889	1931	325	735	126.1
Morehead State College Morehead	State	Lib. Arts, Teachers	1923	1930	437	1821	317.0
<b>TENNESSEE</b>							
<b>Four-Year Colleges</b>							
University of Tenn. Knoxville	State	University	1794	1897	2018	10857	438.0
Tusculum College Greeneville	Presbtrn.	Lib. Arts	1794	1926	266	316	18.8
Maryville College Maryville	Presbtrn.	Arts and Sciences	1819	1922	773	720	Minus 6.85
Carson-Newman College Jefferson City	Baptist	Arts and Sciences	1851	1927	355	1277	281.0
Tenn. Wesleyan College Athens	Methodist	Lib. Arts	1857	1958	180	554	207.8
King College Bristol	Presbtrn.	Lib. Arts Business	1866	1947			
Knoxville College Knoxville	Presbtrn.	Lib. Arts Music	1875	1957	350	528	50.9
Univ. of Chattanooga Chattanooga	Private	University	1886	1910	422	1073	154.5

TABLE I (continued)

COLLEGES IN THE SOUTHERN APPALACHIAN REGION ACCREDITED BY THE SOUTHERN ASSOCIATION BY  
LOCATION, TYPE, DATES OF FOUNDING AND ACCREDITATION, AND ENROLLMENT

Name and Location	Control and Support	Type	Found- ed	Accred- ited	Enrollment (fall)		Per cent of change enrollment
					1933	1958	
<b>TENNESSEE (continued)</b>							
Southern Missionary College Collegedale	Seventh Day Ad- ventists	Lib. Arts Labor College	1893	1950	(Not a college in 1933)	558	
Lincoln Memorial Univ. Harrogate	Private	Lib. Arts	1897	1936	622	810	30.2
East Tennessee State Johnson City	State	Arts and Sciences, Teachers	1909	1927	582	4021	590.0
<b>NORTH CAROLINA</b>							
<b>Four-Year Colleges</b>							
Western Carolina Col. Cullowee	State	Arts and Sciences, Teachers	1889	1946	295	1339	354.0
Appalachian State Teachers College Boone	State	Teachers	1903	1942	868	2361	172.2
<b>ALABAMA</b>							
<b>Four-Year Colleges</b>							
St. Bernard College St. Bernard	Catholic	Lib. Arts	1892	1956			
<b>GEORGIA</b>							
<b>Four-Year Colleges</b>							
Shorter College Rome	Baptist (Women)	Lib. Arts	1873	1923	179	309	72.6
North Georgia College Dahlonega	State	Arts & Sci. Education	1873	1948	210	788	275.5
Berry College Mt. Berry	Private	Technical, Teachers Labor Col.	1926	1957	382	628	64.4



TABLE II

## COLLEGES IN THE SOUTHERN APPALACHIAN REGION ACCREDITED BY THE NORTH CENTRAL ASSOCIATION BY LOCATION, TYPE, DATES OF FOUNDING AND ACCREDITATION, AND ENROLLMENT

Name and Location	Control and Support	Type	Found-ed	Accred-ited	Enrollment (fall)		Per cent of change enrollment
					1933	1958	
WEST VIRGINIA							
<u>Four-Year Colleges</u>							
Marshall College Huntington	State	Arts, Sci., Teachers	1837	1928	1497	4035	169.5
Fairmont State College Fairmont	State	Lib. Arts Teachers	1867	1928-33 1947	620	1443	132.8
West Virginia Univ. Morgantown	State	University	1867	1926-27 1930	3135	8283	164.0
Shepherd College Shepherdstown	State	Lib. Arts Teachers	1871	1950	626	789	26.0
Glenville State Glenville	State	Teachers	1872	1949	348	652	88.0
Concord State Athens	State	Lib. Arts Teachers	1875	1931	581	1314	126.0
Morris Harvey Charleston	Private	Arts, Bus. Teachers	1888	1958	282	2280	708.0
West Va. Wesleyan Buckhannon	Methodist	Arts and Sciences	1890	1927-32 1942	339	1046	208.5
West Va. State College Institute	State	Arts, Sci., Technical	1891	1927	486	2543	423.0
Bluefield State Col. Bluefield	State	Teachers	1895	1951	235	502	113.5
W. Va. Inst. of Tech. Montgomery	State	Technical	1896	1956	234	1070	357.0
Davis & Elkins College Elkins	Presbtrn.	Arts and Sciences	1904	1946	388	538	38.6

TABLE III

JUNIOR COLLEGES IN THE SOUTHERN APPALACHIAN REGION ACCREDITED BY THE SOUTHERN ASSOCIATION  
BY LOCATION, TYPE, DATES OF FOUNDING AND ACCREDITATION, AND ENROLLMENT

Name and Location	Control and Support	Type	Found-ed	Accred-ited	Enrollment (fall)		Per cent of change enrollment
					1933	1958	
VIRGINIA							
<u>Junior Colleges</u>							
Sullins College Bristol	Private	Lib. Arts	1870	1926		344	
Shenandoah College <sup>a</sup> Dayton	Lutheran	Arts and Sciences	1875	1947	116	157	35.3
Va. Intermont College Bristol	Baptist	Lib. Arts Pre-prof.	1884	1925	401	430	7.24
Bluefield College <sup>b</sup> Bluefield	Baptist	University parallel	1919	1949	219	272	24.2
Clinch Valley College of the Univ. of Va.	State	University parallel				324	
KENTUCKY							
<u>Junior Colleges</u>							
Lees Junior College Jackson	Presbtrn.	Lib. Arts Pre-prof.	1883	1951	70	275	293.0
Cumberland College Williamsburg	Baptist	Lib. Arts Pre-prof.	1887	1931			
Sue Bennett College London	Methodist	Business Teachers	1896	1932		247	
Caney College Pippa Passes	Local community	Lib. Arts Technical Pre-prof.	1923	1952			
Ashland Center of the Univ. of Ky. Ashland	State	University parallel	1938			397	

<sup>a</sup>Shenandoah College is moving to Winchester, Va.

<sup>b</sup>Bluefield is affiliated with V.P.I. and Radford; gives no diplomas.

TABLE III (continued)

JUNIOR COLLEGES IN THE SOUTHERN APPALACHIAN REGION ACCREDITED BY THE SOUTHERN ASSOCIATION  
BY LOCATION, TYPE, DATES OF FOUNDING AND ACCREDITATION, AND ENROLLMENT

Name and Location	Control and Support	Type	Found- ed	Accred- ited	Enrollment (fall)		Per cent of change enrollment
					1933	1958	
<b>TENNESSEE</b>							
<u>Junior Colleges</u>							
Hiwassee College Madisonville	Methodist	Lib. Arts Pre-prof.	1849	1958			
Morristown College Morristown	Methodist	Lib. Arts Technical	1881	1943 (Partial)		138	
<b>NORTH CAROLINA</b>							
<u>Junior Colleges</u>							
Brevard College Brevard	Methodist	Lib. Arts Pre-prof.	1852	1949		278	
Mars Hill College Mars Hill	Baptist	Lib. Arts Pre-prof.	1856	1926	448	985	120.0
Lees-McRae College Banner Elk	Presbtrn.	Lib. Arts Pre-prof.	1900	1953	155	336	116.7
Asheville-Biltmore Col. Asheville	County & State	Lib. Arts Technical	1927	1958		325	
Warren Wilson' College Swannanoah	Presbtrn.	Lib. Arts Technical	1942 (merger)	1952	(Not a college)		
<b>ALABAMA</b>							
<u>Junior Colleges</u>							
Sneed College Boaz	Methodist	Lib. Arts Pre-prof.	1899	1941		393	
Sacred Heart Cullman	Catholic	Lib. Arts	1940	1956		99	
<b>GEORGIA</b>							
<u>Junior Colleges</u>							
Young Harris College Young Harris	Methodist	Lib. Arts Pre-prof.	1912	1938			

TABLE III (continued)

JUNIOR COLLEGES IN THE SOUTHERN APPALACHIAN REGION ACCREDITED BY THE NORTH CENTRAL ASSOCIATION  
BY LOCATION, TYPE, DATES OF FOUNDING AND ACCREDITATION, AND ENROLLMENT

Name and Location	Control and Support	Type	Found- ed	Accred- ited	Enrollment (fall)		Per cent of change enrollment
					1933	1958	
WEST VIRGINIA Junior Colleges							
Patomac State College Keyser	State	University parallel		1927	373	617	65.8

TABLE IV

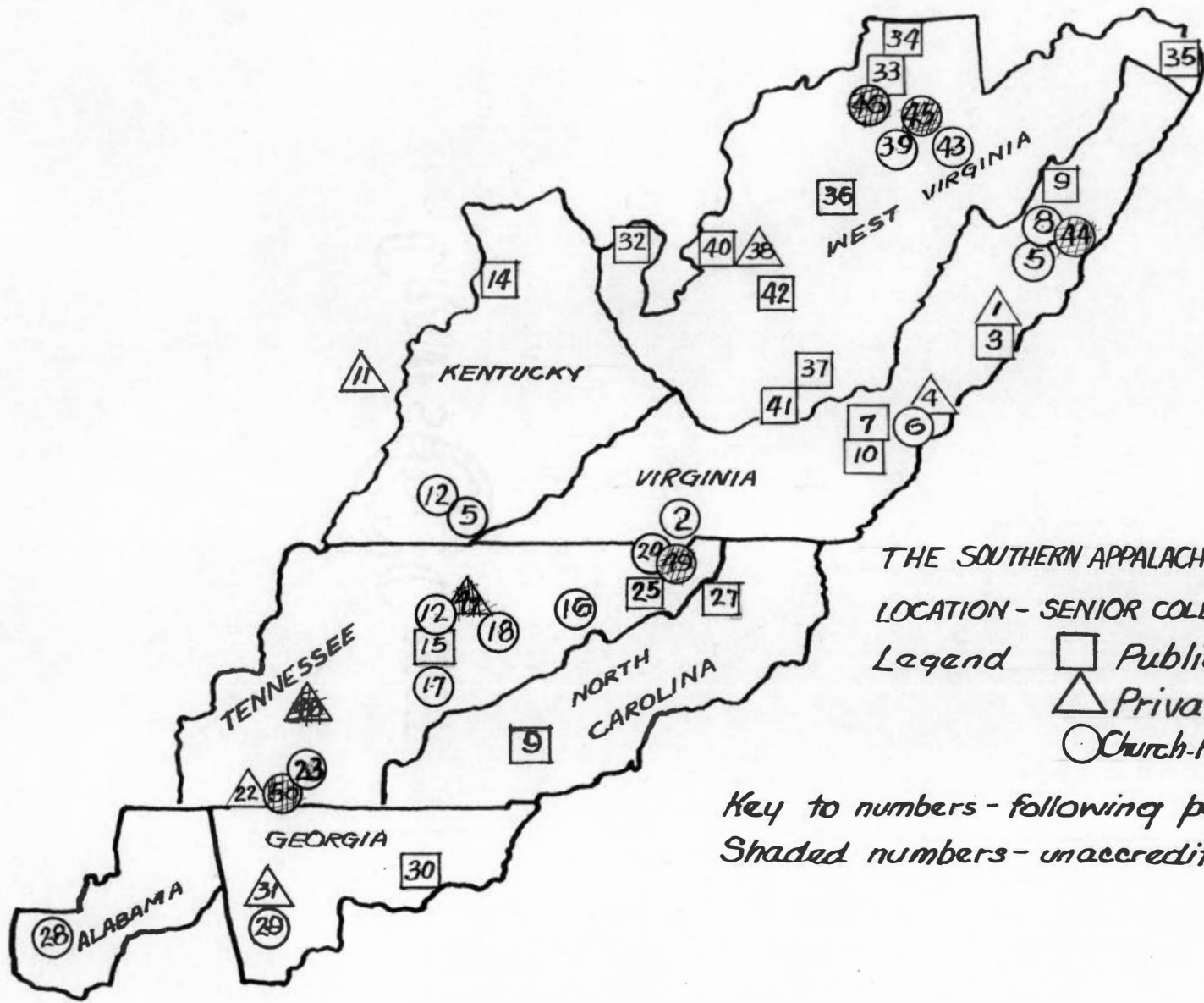
## UNACCREDITED COLLEGES AND JUNIOR COLLEGES IN THE SOUTHERN APPALACHIAN REGION

Name and Location	Control and Support	Type	Found- ed	Enrollment (fall)		Per cent of change enrollment
				1933	1958	
<u>VIRGINIA</u>						
Eastern Mennonite Harrisonburg	Church Mennonite	<u>Four-year</u> Bible <u>Liberal Arts</u>	1917	48	494	928.0
Marion College Marion	Lutheran	<u>Junior Col. Lib.</u> <u>Arts, Music, Business</u>	1873			
So. Seminary & Jr. Col. Buena Vista	Private	<u>Junior Col. Lib.</u> <u>Arts, Technical</u>	1868			
<u>WEST VIRGINIA</u>						
Alderson-Broadus Col. Philippi	Baptist	<u>Four-year</u> <u>Liberal Arts</u>	1931	123	384	212.3
Salem College Salem	Seventh Day Bapt.	<u>Four-year</u> <u>Arts &amp; Sciences</u>	1888	301	378	25.6
Beckley College Beckley	Private	<u>Junior College</u> <u>Liberal Arts</u>	1933	105	850	709.0
Greenbriar College	Private	<u>Junior College</u>	1812	61	88	44.2
<u>TENNESSEE</u>						
Johnson Bible College Kimberlin Heights	Private	<u>Four-year</u> for <u>preachers</u>	1893	118	187	58.4
Bryan College Dayton	Private	<u>Four-year</u> <u>Liberal Arts</u>	1930	81	269	232.0
Milligan College Milligan College	Christian Church	<u>Four-year</u> <u>Liberal Arts</u>	1882			
Lee College Cleveland	Church of God	<u>Junior College Lib.</u> <u>Arts, Religion, Bus.</u>	1918		310	
Tennessee Temple Chattanooga	Baptist	<u>Four-year Lib. Arts,</u> <u>Religion</u>	1946			
<u>GEORGIA</u>						
Truett-McConnell Col. Cleveland	Baptist	<u>Junior College, Lib.</u> <u>Arts, Business</u>	1946		212	

Each of these tables lists the colleges according to the dates of founding, to illustrate the period of time over which they actually came into existence. The oldest college in each state is named first and so on down to the one of most recent origin. The date of founding is not necessarily the date the institution became a college. It is simply the date a school was founded. Many of the colleges once had other names and operated at other locations.

It was possible to classify the colleges of the Southern Appalachian Region in many different ways. For the purposes of this study, which was more fundamentally a study of student populations than of the colleges where the students attended, three main classes were used: public colleges, private colleges (in the sense of an independent school not officially attached to or controlled by any organization other than its own board of directors), and church-related colleges.

This study was aimed at status at selected times and was not especially concerned with history except as it lent impetus to direction or tended to explain behavior which otherwise seemed out-of-tune with the times. The kinds of responses institutions made to changing needs was often greatly influenced by tradition. In view of



*THE SOUTHERN APPALACHIANS  
LOCATION - SENIOR COLLEGES*

- Legend*
- Public
  - Private
  - Church-Related

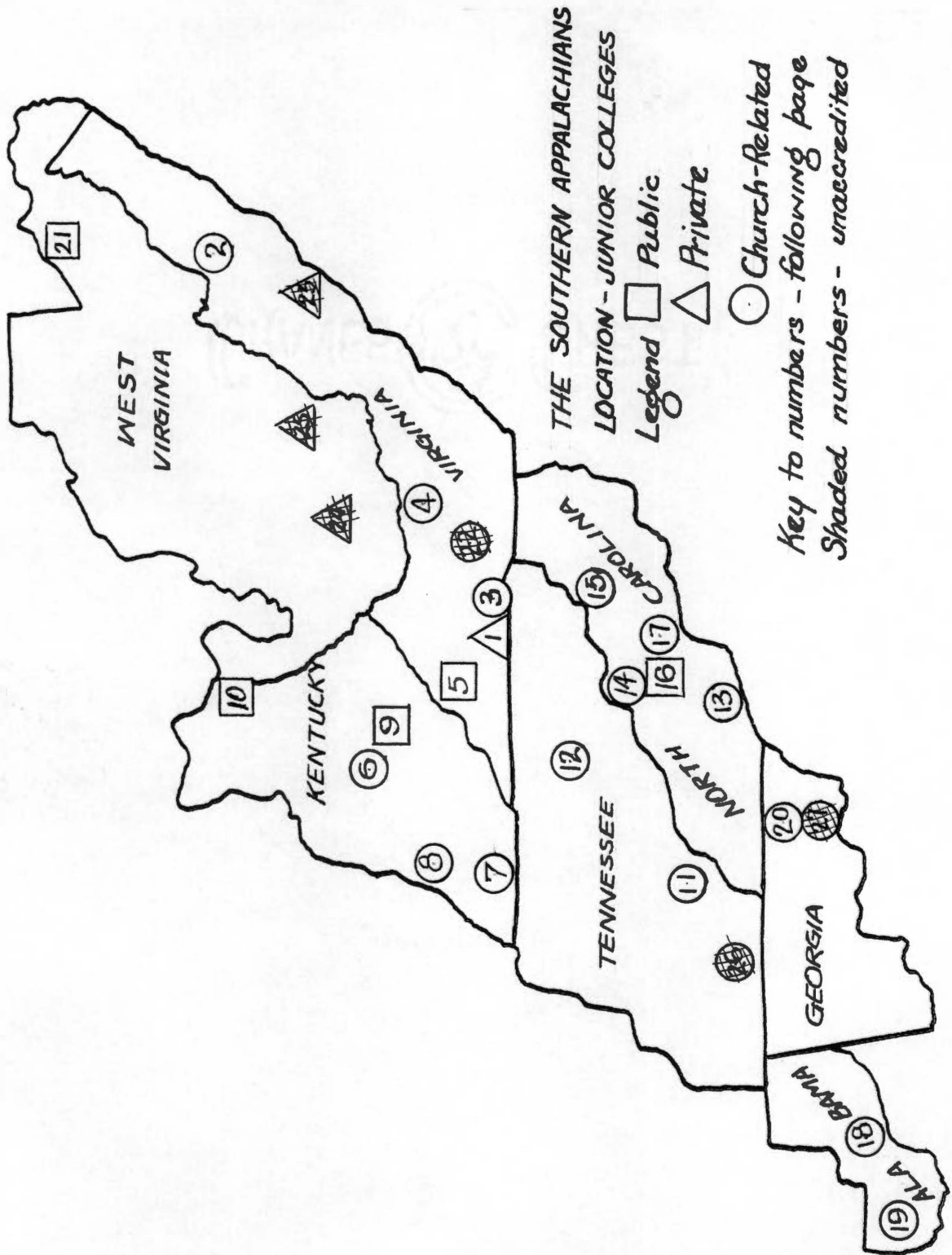
*Key to numbers - following page  
Shaded numbers - unaccredited*

## SENIOR COLLEGES

(Key to Map Numbers, Page 35)

1. Washington and Lee University
2. Emory and Henry College
3. Virginia Military Institute
4. Hollins College
5. Mary Baldwin College
6. Roanoke College
7. Virginia Polytechnic Institute
8. Bridgewater College
9. Madison College
10. Radford College
11. Berea College
12. Union College
13. Pikeville College
14. Morehead State College
15. University of Tennessee
16. Tusculum College
17. Maryville College
18. Carson Newman College
19. Tennessee Wesleyan College
20. King College
21. Knoxville College
22. University of Chattanooga
23. Southern Missionary College
24. Lincoln Memorial University
25. East Tennessee State College
26. Western Carolina College
27. Appalachian State College
28. St. Bernard College
29. Shorter College
30. North Georgia College
31. Berry College
32. Marshall College
33. Fairmont State College
34. West Virginia University
35. Shepherd College
36. Glenville State College
37. Concord College
38. Morris Harvey College
39. West Virginia Wesleyan College
40. West Virginia State College
41. Bluefield State College
42. West Virginia Institute of Technology
43. Davis and Elkins College
44. Eastern Mennonite College
45. Alderson Broaddus College
46. Salem College
47. Johnson Bible College
48. Bryan College
49. Milligan College
50. Tennessee Temple College





## JUNIOR COLLEGES

(Key to Map Numbers, Page 37)

1. Sullins College
2. Shenandoah College
3. Virginia Intermont College
4. Bluefield College
5. Clinch Valley College of the  
University of Virginia
6. Lees Junior College
7. Cumberland College
8. Sue Bennett College
9. Caney College
10. Ashland Center of the  
University of Kentucky
11. Hiwassee College
12. Morristown College
13. Brevard College
14. Mars Hill College
15. Lees-McRae College
16. Asheville-Biltmore College
17. Warren Wilson College
18. Sneed College
19. Sacred Heart Junior College
20. Young Harris College
21. Patomac State College of  
West Virginia University
22. Marion College
23. Southern Seminary and  
Junior College
24. Beckley College
25. Greenbriar College
26. Lee College
27. Truett-McConnell College

these things, some historical perspective was necessary for understanding the purposes behind the change.

Public Colleges with State and/or  
Local Support

There were twenty-four public colleges and universities in the Southern Appalachian Region. All twenty-four were fully accredited institutions. Five were junior colleges; three of which, Patomac State College, Clinch Valley College, and Ashland Center, were branches of the state universities of West Virginia, Virginia, and Kentucky, respectively. Asheville-Biltmore Junior College was jointly supported by the State of North Carolina and Buncombe County. Caney Junior College was reported to be the project of the local community in Knott County, Kentucky, where it was located. However, Caney College restricted its student body to local people and imposed upon them the necessity of local service in exchange for education. Thus, it was only public in a limited way.

Three of the public institutions were universities, both in organization and function, though only two were called universities; namely, the University of Tennessee and West Virginia University. Virginia Polytechnic Institute was, by the same standards a university in all but name.

The remaining sixteen were all state colleges and state teachers colleges. Many of them had graduate schools and offered work up to the level of the master's degree, some in several departments. However, in organization and function, they were colleges with departments rather than a group of colleges under one administration.

#### Attendance at Public Colleges

Table V shows the total actual and estimated enrollment and per cent of enrollment in public colleges in 1933 and in 1958. Actual enrollments were supplied for both 1933 and 1958 by 55 colleges; 1958 enrollments were supplied by 70 colleges, as shown in Table VI, following. Figures marked "E" in Table VI are estimates based on the 1956 edition of Lovejoy's College Guide. The percentages of increase, derived from the actual figures for 55 colleges, were then applied to the total, actual and estimated figures for 1958 to arrive at the total estimate for each class of colleges for 1933. Thus, all of the 1933 figures are estimates, but all figures in the 1958 column not marked "E" are actual. Of the 1958 figures 68 per cent are actual and 32 per cent are estimates. The 1,825 "estimated" students in the 1958 total student population of 79,157 represents only about 2.3 per cent of the total.

TABLE V

TOTAL ACTUAL AND ESTIMATED ENROLLMENT, PER CENT OF INCREASE  
IN ENROLLMENT, AND PER CENT OF ENROLLMENT IN SEVENTY  
SEVEN COLLEGES OF THE SOUTHERN APPALACHIAN REGION,  
1933 AND 1958, BY PUBLIC, PRIVATE AND  
CHURCH-RELATED COLLEGES

Type	Number of Colleges	Total Enrollment		Per cent of increase in total enrollment	Per cent of total enrollment	
		1933	1958		1933	1958
<u>Public</u>						
Actual	20	15869	50809	220.0	59.9	69.1
Estimate	<u>4</u>	<u>390</u>	<u>1246</u>			
Total	24	16259	52055	220.0	56.0	66.0
<u>Private</u>						
Actual	11	3825	9093	137.7	14.4	12.4
Estimate	<u>2</u>	<u>250</u>	<u>594</u>			
Total	13	4075	9687	137.7	14.0	12.0
<u>Church- related</u>						
Actual	24	6786	13533	99.4	25.6	18.4
Estimate	<u>16</u>	<u>1950</u>	<u>3882</u>			
Total	40	8736	17415	99.4	30.0	22.0
<u>TOTAL</u>						
Actual	55	26480	73435	177.2	100.0	100.0
Estimate	<u>22</u>	<u>2590</u>	<u>5722</u>			
Total	77	29070	79157	177.2	100.0	100.0

TABLE VI

BASIS AND AMOUNT OF ENROLLMENT ESTIMATES  
INCLUDED IN TABLE V

Classification and name of colleges for which estimates were necessary	For year of 1933 all figures are estimates	For year of 1958 figures not marked (E) are actual
<u>Public Junior Colleges</u>		
Clinch Valley College Univ. Va.		324
Caney Junior College		(E) 200
Ashland Center Univ. of Ky.		397
Asheville-Biltmore College		325
	<u>390</u>	<u>1246</u>
(25 year per cent of increase all public colleges 220)		
<u>Private Junior Colleges</u>		
Sullins		344
Southern Sem. and Junior		250
	<u>250</u>	<u>594</u>
(25 year per cent of increase all private colleges 137.7)		
<u>Church-Related Colleges</u>		
<u>Junior</u>		
Cumberland		450
Sue Bennett		247
Hiwassee		(E) 250
Morristown		138
Brevard		278
Warren Wilson		238
Sacred Heart		99
Young Harris		285
Marion		(E) 165
Lee College (Tenn.)		310
Truett-McConnell		212
<u>Senior</u>		
Milligan		(E) 275
Tennessee Temple		(E) 450
King		(E) 275
Saint Bernard		(E) 210
	<u>1950</u>	<u>3882</u>
GRAND TOTAL, all estimates	<u>2590</u>	<u>5722</u>

Table V shows why this was done. Most of the colleges which did not supply 1933, or other, enrollment figures were small church-related colleges or junior colleges. All the larger colleges and all the four-year state colleges supplied the needed figures. This made the percentage of enrollment in state, or public, colleges 3 to 4 per cent too high and the percentage in church-related colleges correspondingly lower. Thus, not to have included the estimates would have been to have used figures <sup>a</sup> for more inaccurate than to use the "calculated" estimates. All 1958 figures for private colleges were actual. An estimate was included for two private schools for 1933 but this did not change the percentage of enrollment significantly as would have been the case had no provision been made for including ten times as many students probably enrolled in church-related colleges in 1933.

In 1933 public colleges in the Southern Appalachian Region served 56 per cent of the college student population, or a total of 16,259 students. In 1958 public colleges in the Southern Appalachian Region served 66 per cent of the college student population, which from 1933 to 1958 increased from 29,070 to 79,157. Of these, 52,055 were enrolled in public institutions of higher learning.

Thus attendance at public colleges in the Southern Appalachian Region increased 220 per cent in the twenty

five year period and 10 per cent more of the total college population attended these public colleges than in 1933.

### Private Colleges

Table V shows that in 1958 there were thirteen private colleges in the Southern Appalachian Region. Seven were fully accredited four-year colleges, two were unaccredited four-year colleges, one was an accredited junior college, and three were unaccredited junior colleges. All of these schools were private ventures. They were not generally family or individual businesses. They were, as a whole, controlled by self-perpetuating boards of directors but in some cases were a part of a family or individual estates. In any case they were not public and were not specifically church-related. Many of them claimed to operate on rather general Christian principles and their catalogs stated that they exuded a positive Christian influence of no particular denominational color. Most of them were relatively old schools and exerted a rather profound influence in their geographical area. Some were nationally famous.



### Attendance at Private Colleges

Table V shows the enrollment in private colleges in the Southern Appalachian Region to have been 4,075 in 1933. That number represented 14 per cent of the student population in the region at that time. The number of students in private colleges more than doubled during the twenty-five year period. In 1958 there were 9,687 students in privately controlled colleges in the Southern Appalachian Region. That number represented 12 per cent of the student population of the region and included an increase of 5,612 students over the 1933 enrollment in private colleges. Thus, though the number of students in private colleges more than doubled in the twenty-five years from 1933 to 1958, private schools served 2 per cent less of the student population of the region than they did in 1933. During that time the average enrollment of all Southern Appalachian Colleges increased 177.2 per cent while that of the private colleges increased only 137.7 per cent. From the standpoint of all students who attended college in the Southern Appalachian Region in 1958, the private schools lost 1,583 students to the state schools.

### Church-Related Colleges

On the average, church-related colleges were much older institutions than either the public colleges or a majority of the private colleges. Most of them were established either as missionary ventures or to serve specific denominations by providing a more or less controlled education, designed to perpetuate a specific variety or type of Christianity. Nearly all of them, by 1958, had laid claim to non-sectarian education but declared that they were schools of Christian emphasis. However, it is undeniable that they were church-related. Being church-related they were related to specific churches or denominations and, those who controlled them, stood for specific dogma and doctrine. The perpetuation of such dogma and doctrine was the main purpose and intention of the churches in founding these colleges. Thus, any church-related college is, in a sense, a missionary venture of that denomination. Nearly all catalogs from church-related colleges stated that their main purpose was to offer this or that kind of education "in a Christian atmosphere." Actually this may have meant a certain kind of "Christian atmosphere" peculiar to the denomination controlling the college but not generally recognized by them as differing from any other "truly" Christian atmosphere.

The percentage of the student population who attended church-related colleges dropped sharply during the twenty-five year period. Part of the reason for this was the expressed inability of some churches to finance and maintain larger and more complete colleges. This, however, did not appear to be a valid reason. Many Southern Appalachian Region church-related colleges showed a steady growth in enrollment, a changed and modernized philosophy, a strengthening of faculties, and in general a modernization at least equal to and in some cases ahead of that for the average of all colleges of the region.

#### Attendance at Church-Related Colleges

Table VII shows that among the group of seventy-seven colleges included in this study there were forty church-related colleges. Thirty-two of them were fully accredited two-year and four-year colleges and eight were unaccredited. They were maintained by eleven denominations.

Methodists maintained ten colleges in the region. All were fully accredited schools in 1958, four were four-year colleges and six were junior colleges. Presbyterians maintained ten colleges in the region. All were fully accredited schools in 1958, seven were four-year colleges

TABLE VII

THE COLLEGES OF THE SOUTHERN APPALACHIAN REGION  
 BY CONTROL AND ACCREDITATION<sup>a</sup> ) 1958

Type	Four-year Colleges		Junior Colleges		Total
	Accred- ited	Unaccred- ited	Accred- ited	Unaccred- ited	
State and Local colleges	19		5		24
Private colleges	7	2	1	3	13
Church- related colleges	<u>17</u>	<u>5</u>	<u>15</u>	<u>3</u>	<u>40</u>
Total	43	7	21	6	77

<sup>a</sup> The 13 accredited colleges in West Virginia belong to the North Central Association of Colleges and Secondary Schools. All other accredited colleges in the region belong to the Southern Association of Colleges and Secondary Schools.

and three were junior colleges. Baptists maintained nine colleges in the region. Two were accredited four-year colleges, four were accredited junior colleges and three were unaccredited schools. There were three Lutheran schools in the region. One was an accredited four-year college, one an accredited junior college and one an unaccredited school. Roman Catholics maintained two colleges in Alabama, one a four-year college for boys and the other a junior college for girls; both were accredited. Seventh Day Adventists and The Church of the Brethern each maintained one accredited four-year college in the region. The Church of God, the Mennonites, the Christians, and the Seventh Day Baptists each maintained an unaccredited college in the region.

In 1933, 30 per cent of the college student population in the Southern Appalachian Region was enrolled in these forty church-related colleges. They then served more than half as many students as the public colleges and more than twice as many as the private colleges. (See Table V, page 41.) During the twenty five years from 1933 to 1958, the total student population of the region increased 220 per cent. During this period the church-related colleges increased only 99.4 per cent. Both private and public colleges show a far greater increase in enrollment than the church-related colleges taken as a whole.

In 1958, church-related colleges served only 22 per cent of the student population of the region. Thus, during the twenty-five years they "lost" 8 per cent of the total student population to public colleges at a rate four times greater than the loss of enrollment in private colleges. The student population in all church-related colleges in the region did not quite double during the twenty-five year period. During this same time the average increase in all colleges was 177.2 per cent, that for private colleges 137.7 per cent, and for public colleges 220 per cent.

A study of Tables I, II, III, and IV indicated the church-related colleges most responsive to the pressures of increased public desire to attend college. In spite of the much smaller numbers of individuals involved, several of the church-related colleges increased enrollments, in terms of percentage, at a rate comparable to or even exceeding that of public and private colleges in the region. One church-related college showed an increase in enrollment of 928 per cent, which was greater percentage-wise than that of any college in the region. Six other church-related colleges showed enrollment increases above the average of 177.2 per cent for all colleges of the region. Many church-related colleges, and some private

ones, voiced a desire to remain small personalized institutions. They "enriched" their programs, up-graded their faculties, and became highly selective in accepting students.

The only college in the entire Southern Appalachian Region that was smaller, enrollment-wise, in 1958 than in 1933 was a church-related college. There were many others in which the increase in enrollment was minimal and showed little sign of changing to any great extent. This was the sort of thing referred to in the introduction as "selection in kind" which, it seemed, operated particularly among the church-related colleges. Bigness and growth was no criterion of quality. It was very noticeable that many, or even most, of the church-related colleges made great efforts during the twenty-five year period to improve the quality of their programs. A very large share of the credit for this belonged to the regional accrediting associations, which though entirely voluntary in nature exerted great influence, especially in the field of higher education.

Growth through accreditation. In 1958 several church-related colleges of the region were marginal cases and maintained their accreditation by the barest fulfillment of the minimum requirements of the regional associations. Accreditation was granted a college upon the basis

of actual measurable or tangible evidence of the opportunity it offered for a college education. Accreditation was practical in nature and dealt with practical things on the grounds that without the availability of certain means the ends of higher education were not achievable. Though entirely voluntary, accreditation required that member colleges provide libraries, laboratories, and courses of study that at least equaled recognized standards. It evaluated the college plant in general in terms of the opportunity it offered, set preparation standards for faculty members who taught courses offered for college credit, and required that minimum salaries be paid to staff members. In these and many other ways colleges that applied for membership raised the level of their own standards because of the benefits of accreditation. The regional associations attempted to assure the public and their own member colleges that any member of a regional association made available the human and physical resources considered necessary for the proper operation of a college. It was beyond doubt that without the influence of the standards of accreditation, which were originally set up by leading colleges, many of the small private and church-related colleges would not have developed as rapidly as they did.



The Stated Purposes of Southern  
Appalachian Colleges

Colleges were seen to be anything those who controlled them desired to make them. Being a college meant many things. Such uniformity as existed among Southern Appalachian Region colleges was due largely to the efforts of accrediting associations. Stated purposes were a part of accreditation.

Both the Southern Association of Colleges and Secondary Schools and the North Central Association of Colleges and Secondary Schools recognized the right of a college to pursue its own stated purposes and to be judged by and in terms of them. All accredited schools in the Southern Appalachian Region belonged to one or the other of these associations. However, to be a member of either association a college needed stated purposes and met certain standards set up and adopted by the members of the association.

Under such a system of accreditation, public institutions encountered little that was more serious than the mechanical and administrative problems of support, having a sufficient plant, paying the minimum salaries required, and adhering to the standards for credit issued. The general purposes of public colleges were usually a matter

of law and were interpreted in generally the same way by all who read them. Academic freedom was accepted as a matter of course and attempts at the fulfillment of purposes were more a matter of administration than philosophy.

A section of Chapter VI deals with changes in the purposes and scope of Southern Appalachian Colleges during the past twenty five years. Here no attempt will be made to treat purposes beyond recognition of the fact that to be capable of implementation by a college staff, a purpose or purposes must be specific and measurable.

Many of the stated purposes of Southern Appalachian Colleges were confusing verbalisms which enmeshed thinking in a maze of ephemerality, better designed to confound than to guide. They prompted a confusion of words with facts, often contradicted themselves, and were impossible of implementation in one curriculum or one course of study. It was felt that no college thoroughly taught "the great fields of knowledge," gave opportunity for full "individual creative achievement," and accomplished it by excluding all courses in philosophy not Christian in nature and origin; even if, at the same time, it tried to have "strong offerings in Bible, Christian Education, and Philosophy." These were three entirely different, and in some ways, opposing things. No institution and

no individual ever combined them into a consistency.

On the other hand, if by public law, the purpose of an institution was "to train teachers for the public schools," and what was to be taught in the public schools was known and agreed upon, then colleges implemented stated purposes.

Liberal arts was presumably taught with "Christian emphasis" but much of liberal arts was not in any way Christian in either nature or origin. Therefore, a specific part of liberal arts was not taught or a specific part was the only part that was taught. If all was taught, some was discredited in terms of Christian philosophy, otherwise "stated purposes" were not implemented. Unless purposes were stated in terms of specific realities they were not looked upon as clear guidelines for institutional development and control.

Many college catalogs of the region described certain colleges as colleges of "arts and sciences" in beautiful glowing language, lauding the opportunities they offered for "creativity and individual development." Then, a few pages before or after these "selling" remarks, they stated that no student out of sympathy with the limitations of the college needed apply and that only instructors professing and practicing evangelical Christianity were employed by the institution. Perhaps it was the impossibility

or inconsistency of such purposes, and the floundering inherently encountered in efforts to implement them, that was in part responsible for the drop-off in percentage of enrollment these schools suffered. No college was all things to all people, neither did any college endure unless it met the felt needs of people in one way or another. The choice was either in the selection of people who already felt needs an institution purported to fulfill or in changes to meet the needs people did feel, whether they fit the old pattern or not. The Southern Appalachians had church-related colleges of both kinds.

John Forbes, assistant secretary of the North Central Association of Colleges and Secondary Schools in discussing what is involved in a college self-study says,

. . . A college, we think, is a purposive, social organization designed to serve the needs of some people. A college arises out of hopes, aspirations, ideas, energies, and material support of those folks who feel they have a stake in it. A college exists on paper, in its charter, in its catalogs, in its handbooks, and its various promotional materials. A college exists in its physical facilities. And a college exists in the images people have about its work which they acquire through firsthand observation, through reading, or through word of mouth communication. There is nothing sacred about a college; only its people are sacred. A college

is merely an administrative convenience to assist people in realizing or satisfying some part of themselves.<sup>1</sup>

If these things were true, as they seemed to be, then a college that dutifully stated whether it existed to "satisfy" some part of the students or some part of those who kept the college in existence, best served both the college and its supporters. It seemed most likely that the best colleges were those that "satisfied" some part of many students.

### Summary

Chapter II listed and classified the seventy-seven colleges included in this study. The colleges were classified as of three types: public, private, and church-related colleges. Attention was directed to the span of the dates of founding and accreditation and to the values of accreditation. The 1933 and 1958 percentages of the total student population of the region which attended each type of college was discussed. Finally the stated purposes of Southern Appalachian Colleges were discussed in terms of the possibility of their implementation.

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<sup>1</sup>John Forbes, "What's Involved in Conducting a College Self-Study." (Mimeographed paper circulated among members and prospective members of the North Central Association of Colleges and Secondary Schools who plan an institutional self-evaluation.) North Central Association of Colleges and Secondary Schools, Chicago: 1959.

## CHAPTER III

### THE STUDENT POPULATION IN THE INSTITUTIONS OF HIGHER EDUCATION 1933 AND 1958

#### Introduction

Chapter II dealt primarily with the seventy-seven colleges and universities in the Southern Appalachian Region. Enrollments in public, private, and church-related colleges were listed and discussed. The purposes of each type of institution were also discussed. This chapter deals with the geographic origin of the student population in these same colleges. It also discusses where they attended college, what degrees they earned, trends dealing with workships, scholarships, student organizations, and general institutional policy regarding the handling of student populations.

#### Four-year College Enrollments, 1933 and 1958

Tables VIII and IX deal only with the reported enrollments of forty-five and forty-six four-year colleges respectively. In 1933 Southern Missionary Collège was not a four-year college and was not included in Table VIII.

TABLE VIII

REPORTED ENROLLMENT, FORTY FIVE FOUR-YEAR COLLEGES IN  
THE SOUTHERN APPALACHIAN REGION, BY STATES, WITH A  
PERCENTAGE DISTRIBUTION SHOWING THE GEOGRAPHIC  
ORIGIN OF STUDENTS IN EACH STATE IN 1933

State	Total enrollment 1933	Percentage of enrollment from:					
		Local county	Rest of home state	Home state (total)	So.App. region except home state	All other U. S.	All foreign lands
Va.	5633	15.0	53.0	68.0	9.1	22.5	0.4
W. Va.	9195	34.2	56.9	91.1	1.3	7.5	0.1
Ky.	1894	33.4	44.6	78.0	15.2	6.4	0.4
Tenn.	5767	32.8	43.1	75.9	10.3	13.5	0.3
N. C.	1163	18.6	75.8	94.4	2.3	3.3	
Ala.							
Ga.	771	8.4	70.0	78.4	15.8	5.7	0.1
Total	24,423						
Average per cent of total		27.8	52.9	80.7	6.8	12.2	0.3

TABLE IX

REPORTED ENROLLMENT, FORTY SIX FOUR-YEAR COLLEGES IN  
THE SOUTHERN APPALACHIAN REGION, BY STATES, WITH A  
PERCENTAGE DISTRIBUTION SHOWING THE GEOGRAPHIC  
ORIGIN OF STUDENTS IN EACH STATE IN 1958

State	Total enrollment 1958	Percentage of enrollment from:					
		Local county	Rest of home state	Home state (total)	So.App. region except home state	All other U. S.	All foreign lands
Va.	12,742	10.6	55.8	66.4	7.7	24.6	1.3
W. Va.	25,257	37.2	48.7	85.9	1.5	12.0	0.6
Ky.	4,438	18.5	54.6	73.1	15.4	10.3	1.2
Tenn.	21,170	23.5	54.7	78.2	9.9	11.8	0.1
N. C.	3,700	9.8	86.2	96.0	1.4	2.5	0.1
Ala.							
Ga.	1,725	12.9	71.8	84.7	8.6	6.4	0.3
Total	69,032						
Average per cent of total		24.7	54.8	79.5	6.2	13.4	0.9



No enrollment figures were furnished by King College, Milligan College, St. Bernard College, and Tennessee Temple College. Hence, they were not included in either table. The total of 24,423 students in the forty five colleges in 1933 and that of 69,032 in the forty six colleges in 1958 each represented about 91 per cent of the total actual and estimated student population in all four-year colleges in the region for those years. Therefore, the percentages in the tables seemed to be reasonably accurate and representative of the region.

#### Tendency to Attend College in Home State

The most noticeable aspect of Tables VIII and IX is that both show that about 80 per cent of all students who attended college in the region in both 1933 and 1958 attended a college in their home state. Between 1933 and 1958 there was a slight decrease in "home state attendance." The difference was only 1.2 per cent. This was exactly the same as the difference between the two percentages representing the in-migration to attend colleges in the Southern Appalachian Region. It seemed that this slight change was more representative of perhaps the whole country than of just the Southern Appalachian Region. (See Chapter IV, Tables XVII and XXI.)

Tables VIII and IX indicate that students tended to go farther away from home to attend college in 1958 than they did in 1933, but in general they did not leave their home state. The colleges reported that in 1933 27.8 per cent of their enrollments were of "local county" origin. In 1958 this had fallen to 24.7 per cent. This left "local county" enrollments in Southern Appalachian colleges at less than one fourth of the total enrollments and with 1.2 per cent less in the way of "native state" enrollments. The tendency to leave the local county to attend college was, in 1958, about four times as great as the tendency to leave the home state.

The colleges in two states, West Virginia and Georgia, seemed to be serving local needs much better than those in any of the other states of the region. Local county enrollments in West Virginia colleges in 1958 were up 3 per cent over 1933 and those in Georgia were up 4.5 per cent. In Virginia, Tennessee, Kentucky and North Carolina students did not continue to attend the local colleges at the same rate as in 1933. In these states, especially Kentucky and North Carolina, local enrollments dropped off sharply. The percentages of student populations of "local county" origin in the Appalachian Region colleges in Kentucky and North Carolina in 1958 were roughly about half of those for 1933.

One possible reason why a larger percentage of students in Georgia and West Virginia attended college in their local county in 1958 than in 1933 was the growth and development of better state-supported colleges in these sections of the region. In North Carolina the only two colleges in the mountain region were state teachers colleges. Western Carolina added other fields of study but was generally felt to be a teachers college. Appalachian State Teachers College graduated only certifiable teachers. There were four four-year colleges in the mountain region of Kentucky. Three were liberal arts church-related colleges and one was a state-supported teachers college. It was easily understood that a student native to the county where any of these schools was located and desirous of obtaining something in the way of higher education other than liberal arts or teacher preparation left his home county to get it. The enrollments in all of the six colleges in the mountains of North Carolina and Kentucky were growing steadily but not from serving the needs of local people.

#### "Home-state" Colleges Differ in Type

Just outside the rim of the Southern Appalachian Region, in all of the states except West Virginia, there

was a belt of well-known colleges and universities that offered kinds of education not available at most of the colleges in the region. Table V, page 41, shows that 30 per cent of the student population of the region attended a church-related college in 1933. In 1958 only 25.6 per cent attended these same colleges. Whether a college student attended a college in his own immediate, or local, area depended very largely upon what kind of a college it was.

It was noted that this same pattern of college attendance within the home state, but not necessarily within the region, was apparent in the desires of 1958 seniors who expected to attend college and the actual college attendance of their siblings. (See Chapter IV, Tables XVII, and XXI.)

#### Southern Appalachian Colleges Draw Students from the "Rest of Their Home State"

It was pointed out that the kind of education desired was possibly a strong influence in the choice of a college for those students who left their home state to attend college. It was noted that a smaller percentage of students attended the local colleges in 1958. By the same token, a larger percentage of students native to the

state, but not to the region, came into the Southern Appalachian Region to attend college. In 1958 the "rest of the home state" furnished Southern Appalachian Colleges with about 2 per cent more of their student populations than in 1933. In both 1933 and 1958, well over 50 per cent of all the students in the average college in the Southern Appalachian Region were native to the state, but not to the county, where the colleges were located. Most of the colleges in the Southern Appalachian Region were either church-related denominational colleges or they were teacher training colleges. Thus the region's most attractive educational aspect, except for a few institutions, was that of preparation for public school work or the church-related college variety of liberal arts education. At least this was traditionally so and was thought of as the image many prospective students had of their chances for an education in the region. Hence, some came into the region for these very reasons and others left because of them. The feelings and beliefs people held about the purposes of education determined the kinds of colleges they supported. These things changed slowly in the Southern Appalachian Region.

No Great Change in the Pattern of Enrollment,  
1933-1958

Tables VIII and IX varied some in all percentages shown but the overall pattern of enrollment in the average or typical Southern Appalachian college did not change significantly between 1933 and 1958. In both years about 80 per cent of the enrollment in the typical college in the region was native to the state where the college was located; about 25 per cent was native to the very county where the college was located and from 50 to 55 per cent were native to the remainder of the state. Of the remaining 20 per cent about 6 to 7 per cent came from somewhere else in the region and about twice as many, or 12 to 13 per cent, came from other parts of the United States. In both years there was less than 1 per cent foreign students in the colleges of the region. In terms of the geographic origin of the student body in the colleges of the region there was very little difference between 1933 and 1958. In the case of most colleges the pattern of enrollment was established by 1933 and remained fundamentally the same through 1958. In some individual cases there were significant differences but these were the exception rather than the rule.

### Intra-Regional Migration to Attend College

Intra-regional migration to attend college was a small factor in the Southern Appalachian Region. The colleges reported that only a little over 6 per cent of their enrollment in either 1933 or in 1958 was native to parts of the region other than the state where the colleges were located. (See Tables VIII and IX.) This was further verified by the statements of the seniors referred to in Chapter IV. Only 4 per cent of them expressed a preference to attend a regional college outside their home state and they reported that only 5 per cent of their siblings did so. Two states, West Virginia and Kentucky, showed insignificant increases in intra-regional migration to attend college. This was not really an over-all increase but rather the effect of two colleges; Berea, which was the only truly regional college in the Southern Appalachians, and West Virginia State College which attracted large numbers of Negro students from out of the state. Intra-regional migration decreased slightly in all other states.

Tables X and XI list the actual numbers of students from each of the states of the Southern Appalachian Region who attended college in each state of the region, except their home state, in 1933 and in 1958. It seemed likely

TABLE X

INTRA-REGIONAL STUDENT MIGRATION,<sup>a</sup> NUMBER OF STUDENTS NATIVE TO A STATE IN THE SOUTHERN APPALACHIAN REGION WHO ATTENDED A FOUR-YEAR COLLEGE IN ONE OF THE SIX OTHER STATES OF THE REGION IN 1933

Number of students who attended college in the state of: (Read down)	Number of students native to the state of: (Read across)							Total
	Va.	W.Va.	Ky.	Tenn.	N.C.	Ala.	Ga.	
Va.		203	72	48	107	41	42	513
W. Va.	62		31	6	8	3	7	117
Ky.	68	8		48	55	23	12	286
Tenn.	127	20	136		116	91	105	595
N. C.	15	1		9		1	2	28
Ala.								
Ga.	<u>2</u>	<u>—</u>	<u>—</u>	<u>14</u>	<u>21</u>	<u>85</u>	<u>—</u>	<u>122</u>
Total	274	304	239	125	307	244	168	1661

<sup>a</sup>This table is a breakdown of the column headed "So. App. Region except home state" in Table VIII. It is included here to illustrate the smallness of the intra-regional migration to attend a college in the Southern Appalachian Region. The total of 1,661 students represents only 6.8 per cent of the enrollment of these forty five colleges in 1933.



TABLE XI

INTRA-REGIONAL STUDENT MIGRATION,<sup>a</sup> NUMBER OF STUDENTS NATIVE TO A STATE IN THE SOUTHERN APPALACHIAN REGION WHO ATTENDED A FOUR-YEAR COLLEGE IN ONE OF THE SIX OTHER STATES OF THE REGION IN 1958

Number of students who attended college in the state of: (Read down)	Number of students native to the state of: (Read across)							Total
	Va.	W.Va.	Ky.	Tenn.	N.C.	Ala.	Ga.	
Va.		391	121	134	150	109	79	984
W. Va.	240		97	2	22	8	19	388
Ky.	172	182		161	122	28	19	684
Tenn.	689	69	365		408	210	294	2035
N. C.	32			9		1	8	50
Ala.								
Ga.	<u>4</u>	<u>1</u>	<u>2</u>	<u>56</u>	<u>34</u>	<u>51</u>	<u>   </u>	<u>148</u>
Total	1137	643	583	362	736	407	419	4289

<sup>a</sup>This table is a breakdown of the column headed "So. App. Region except home state" in Table IX. It is included here to illustrate the smallness of the intra-regional migration to attend a college in the Southern Appalachian Region. The total of 4,289 students represents only 6.2 per cent of the enrollment in these forty six colleges in 1958. This is six tenths of one per cent less than it was in 1933. (See Table X.)

that such intra-regional migration as did take place was more a matter of the location and convenience of certain colleges than of any other factor. It was also necessary, however, to recognize the drawing power of a few denominational colleges like Carson Newman and Southern Missionary College which attracted a good percentage of regional students other than those native to the states where the colleges were located. Berea College, traditionally a college for mountain people, though not actually in any of the 190 counties of this study, in both 1933 and in 1958 drew a student population more nearly representative of the region than any other college. A study of Tables X and XI indicated that Virginians who left Virginia to attend college went to colleges in the three states most convenient to Virginia: West Virginia, Kentucky, and Tennessee. Those native to West Virginia followed the same pattern of convenience and tended to attend colleges in Virginia. Kentuckians generally went to Virginia, West Virginia, and Tennessee. Tennesseans, by the same token, went to Virginia, Kentucky, and a few to Georgia. Students from North Carolina went to Tennessee, Virginia, and Kentucky, in that order. Nearly all who went to Kentucky went to attend Berea College. There was no protestant, state, or private four-year college in the

Southern Appalachian Region of Alabama. This was perhaps the reason for the relatively larger intra-regional migration from these few counties. It was noted, however, that they tended to attend colleges as close to home as possible, principally in Georgia and in Tennessee. The mountain region of Georgia offered a choice of three four-year colleges. One was a labor college, intended primarily for those financially unable to attend college, one was a girl's college, and one was a military school. This, in a way, explained the rather large intra-regional migration from this area. The migrants possibly sought a type of education not available in their area of the "home state."

Nearly all of the intra-regional migration to Kentucky was to attend Berea College. The heavy migration to Virginia was to attend technical and vocational schools, and that to Tennessee was generally to attend church-related colleges and East Tennessee State College.

Table XII shows significant percentage changes in the total number of intra-regional migrant students who went to college in each state of the region in 1933 and 1958. The influence of Virginia colleges on the potential migrant student population of the region decreased from 31 per cent in 1933 to 23 per cent in 1958. In 1958

TABLE XII<sup>a</sup>

TOTAL NUMBERS AND PER CENT OF TOTAL OF INTRA-REGIONAL  
MIGRANT STUDENTS WHO LEFT HOME STATES TO ATTEND  
FORTY SIX FOUR-YEAR COLLEGES IN THE SOUTHERN  
APPALACHIAN REGION IN 1933 AND IN 1958

State	Total, native to six other states, who attended college in states as listed			
	Number of students		Per cent of total	
	1933	1958	1933	1958
Virginia	513	984	31	23
West Virginia	117	388	7	9
Kentucky	286	684	17	16
Tennessee	595	2035	36	47
North Carolina	28	50	2	2
Alabama				
Georgia	<u>122</u>	<u>148</u>	<u>7</u>	<u>3</u>
Total	1661	4289	100	100

<sup>a</sup>This table represents only 6.8 per cent of the student population of the region in 1933 and only 6.2 per cent of the total in 1958.

the regional colleges in Virginia and Georgia drew a smaller percentage of the migrant students of the region than they did in 1933. At the same time West Virginia, Kentucky, and Tennessee colleges drew 13 per cent more of the migrant students. The two per cent drawn to the two state colleges in North Carolina was not significant in either year.

The Percentage of Change in Enrollment,  
1933 and 1958

Tables I, II, III and IV listed the colleges considered in this study and gave the per cent of change in enrollment between 1933 and 1958 for each college, for which both enrollments were available. (See pp. 26-33.) The average per cent of increase in enrollment was 177.2 per cent, as shown in Table V, page 41. It was noted that public colleges increased 220 per cent, private colleges 137.7 per cent, and church-related colleges 99.4 per cent. Doubtless, variations of both purpose and finance, as well as the location of individual colleges, all affected enrollment. The greatest increases in enrollment showed up in a wide variety of colleges. The greatest range of change in enrollment, percentage-wise, was among the church-related colleges where the over-all

per cent of increase was the least. Eastern Mennonite College had an enrollment of only 48 in 1933 and increased 928 per cent, to 494, by 1958. In contrast to this, Maryville College actually lost enrollment by about 6.85 per cent. The variation of increase in private colleges was from a low of 30.2 per cent for Lincoln Memorial University to the high of 708 per cent for Morris Harvey College. The smallest increase in enrollment at any state college was at Shepherd College where enrollment in 1958 was only 26 per cent more than in 1933. East Tennessee State College showed the greatest percentage increase in enrollment of any state college. In the twenty-five years from 1933 to 1958 East Tennessee State's enrollment increased 590 per cent. Fifteen colleges, including all types, showed increases in enrollment exceeding 200 per cent. Most of these large increases were among the larger colleges and accounted for the over-all increase of 220 per cent in the public institutions.

Table XIII shows the per cent of increase in total enrollment in forty six four-year colleges, by states, for 1933 and 1958. The over-all increase in all two-year and four-year colleges of the region was 177.7 per cent. (See Table V, p. 41.) Table XIII shows the over-all increase of these forty-six four-year colleges to have been 183

TABLE XIII

PER CENT OF INCREASE IN TOTAL ENROLLMENT IN FORTY SIX  
SOUTHERN APPALACHIAN FOUR-YEAR COLLEGES,  
BY STATES, 1933-1958

State	Total enrollment 1933	Total enrollment 1958	Increase in enrollment	Per cent of increase in enrollment
Virginia	5633	12742	7109	126
West Virginia	9195	25257	16062	174
Kentucky	1894	4438	2544	135
Tennessee	5767	21170	15403 <sup>a</sup>	267
North Carolina	1163	3700	2537	218
Alabama				
Georgia	<u>771</u>	<u>1725</u>	<u>945</u>	<u>124</u>
Total all 46 colleges	24423	69032	44609	183

<sup>a</sup>Includes 558 students in Southern Missionary College which was not a college in 1933 and is not included among the 1933 four-year colleges anywhere in this study.

per cent. This table was prepared for comparative purposes and shows that the student population increases in West Virginia colleges were more typical of all colleges in the region than those of any other state. Only the colleges in Tennessee and North Carolina increased in enrollment at a rate faster than the average for all forty six colleges mentioned or for all two-year and four-year colleges in the region. All other regional states showed increases in enrollment of 124 per cent or more but were from 3 per cent to 53 per cent below the average for all colleges of the region or from 9 per cent to 59 per cent below the average for the 46 four-year colleges of Table XIII.

#### Junior College Enrollments, 1933-1958

Table VI, page 42 illustrates the basis and amount of estimates of student population included in Table V, page 41. Of the 2,590 "estimated" students included in the 1933 total of 29,070 actual and estimated enrollment, about 2000 were presumed to have attended junior colleges. The 1958 figures in Table VI, and hence, also in Table V, are more accurate. Most of the junior colleges actually furnished 1958 enrollment figures and only 615 "estimated" junior college students were included in the total of



3,882. The rest were actual reported enrollments.

It was difficult to make any statements about the junior colleges in the Southern Appalachian Region on the basis of the very limited data which they, as a group, supplied for this study. There was not any general expression of unwillingness on the part of junior colleges at the outset of the study. Most of them, 24 out of 27, agreed to participate in the study. As the study progressed, they either failed to supply the needed data, especially for 1933, or stated that it was not "readily available" or in some cases "quite impossible" to get. Data that was readily supplied by the deans and registrars of most senior colleges was evidently not even compiled or kept in many junior colleges in the region. To emphasize the kinds of difficulties encountered, a few quotations from junior college staff members were included here. Many more were available. Very little of this sort of thing came from any of the senior colleges.

#### Reasons Given by Junior Colleges for Failure to Supply Data

One junior college dean wrote,

I am plagued with remorse when I have to welsh on an agreement and so fortunately such times are few. But your request proves impossible for me

or for any member of our staff to fulfill.  
[Page two revealed a solid week of research.]

Now if it would help, we would welcome you to the campus and supply room and board to assist in the study.

This simply meant that his institution, of less than 300 students, kept no records of where these students came from. Page two of the questionnaire sought to determine the geographic origin of the student body. He continued, "Incidentally, if you find any college which can complete this form 90 per cent accurately, I would like to visit the campus and observe their record system." All of the statistical data ever received from this junior college was the 1958 total enrollment. In the same mail with this letter there was a completely filled-in questionnaire from a neighboring institution, a very large and active junior college. It was presumed to be at least 90 per cent correct. Because of his own request, a later communication sent to him suggested that he visit his neighbor and "see what was going on in other quarters."

One registrar wrote that the needed data was not available because of two fires and "a gas explosion in the administration building." He did not suggest the source of the gas.

A junior college dean wrote, "Much of the information for which you asked is not available in our files

due to the type of information which was kept by my predecessor." However, he didn't bother to send the current data which seemed to imply that there was no improvement upon the unsatisfactory system of record-keeping that he inherited.

The following sentence was imbedded in the body of a long letter of refusal to supply more than the barest minimum of data. "The data asked for in the blank was not readily available, and in fact some of it was not available at all. We have tried to cooperate by filling in the one-sheet questionnaire to the best of our ability."

One college president supplied a large part of the data requested. He attached a letter to the questionnaire in which he said, "I find that we do not have a compilation of the data called for and we just don't have anyone who could spend the considerable time required to prepare that data from individual cards." His college has an enrollment of about 300 students.

An executive vice president, designated by the president as the source of data for the study, raced through the questionnaire and put heavy scrawling check marks in most of the blanks but included practically no data. He seemed to be venting his feelings freely, like a bored student doodling. He included the 1958 enrollment of the college and scrawled "mostly local" across

the geographic origin section. In one place he attempted to give figures on the number and type of graduates of the college. Then he gave up and heavily scratched over all he had written. In spite of his apparent incompetence at filling in blanks with data, he blithely rubber stamped the questionnaire with his name and title. Realizing, it was presumed, that his efforts were more eloquent than words he returned the almost worthless questionnaire without comment.

Several junior college deans and presidents who originally agreed to supply data for the study and who appointed a staff member to provide the data, evidently exercised very little control or commanded very little respect from these individuals. Seventeen of these did not supply the 1933 enrollment of their colleges and three failed to supply the total enrollment for 1958. This was not true of the senior colleges. Some failed to supply much of the needed data but only four failed to supply enrollment figures.

Therefore, the junior college figures included in this study were generally incomplete and can not be called truly representative of the region. Such as were compiled and included here, or elsewhere in the study, were carefully identified and labeled to indicate the possible limitations of their accuracy.

### Geographic Origin of Junior College Students

Tables XIV and XV show the geographic origin of the student population in eight junior colleges of the Southern Appalachian Region for 1933 and 1958, by percentage distribution of the total enrollment in these eight colleges, by states. These colleges were used because they were the only junior colleges for which all needed 1933 and 1958 figures were available. It was noted that when 1958 figures for six other colleges were included in the totals of Table XV there was a noticeable change in all percentages. Since even the 1958 totals for fourteen junior colleges represented only one more than half of the twenty seven junior colleges in the region and since it was known that there was a great difference in the geographic origin of the students admitted, these numbers were not felt to be especially accurate or representative of the region as a whole.

For the eight colleges included in both Tables XIV and XV it may be said that their pattern of enrollment did not change basically in the twenty five years between 1933 and 1958. A little more than one third of the average Southern Appalachian junior college enrollment was local during both of the years listed. In addition to the local enrollment most schools attracted enough home-state students

TABLE XIV

REPORTED ENROLLMENT, EIGHT JUNIOR COLLEGES IN THE SOUTHERN APPALACHIAN REGION, BY STATES, WITH PERCENTAGE DISTRIBUTION SHOWING THE GEOGRAPHIC ORIGIN OF STUDENTS IN EACH STATE IN 1933

State	Total enrollment 1933	Percentage of enrollment from:					
		Local county	Rest of home state	Home state (total)	So.App. region except home state	All other U. S.	All foreign lands
Va.	166	23.3	18.9	42.2	38.8	29.0	
W. Va.	539	51.7	35.6	87.3	1.0	11.7	
Ky.	80	43.7	56.3	100.0			
Tenn.							
N. C.	603	10.9	62.5	73.4	13.9	8.9	0.1
Ala.							
Ga.	99	72.7	22.2	94.9	5.1		
Total	1,437						
Average per cent of total		34.0	45.7	79.7	10.4	9.8	less than 0.1

TABLE XV

REPORTED ENROLLMENT, EIGHT JUNIOR COLLEGES IN THE SOUTHERN  
APPALACHIAN REGION, BY STATES, WITH PERCENTAGE  
DISTRIBUTION SHOWING THE GEOGRAPHIC ORIGIN  
OF STUDENTS IN EACH STATE IN 1958

(With grand total including six colleges not used in the  
corresponding Table XIV)

State	Total enroll- ment 1958	Percentage of enrollment from:					
		Local county	Rest of home state	Home state (total)	So.App. region except home state	All other U. S.	All for- eign lands
Va.	157	16.5	46.5	63.0	10.8	17.2	9.0
W. Va.	1,555	47.6	31.2	78.8	2.9	17.7	0.4
Ky.	275	45.4	54.6	100.0			
Tenn.							
N. C.	1,321	5.5	62.0	67.5	16.8	15.0	0.7
Ala.							
Ga.	393	83.7	14.0	97.7	0.5	1.8	
Total	3,701						
Average per cent of total		35.0	42.8	77.8	7.7	13.7	0.8
When six more junior colleges, for which 1958 (only) figures were available, are added to the above totals the total and per cents are:							
Total	5,205						
Average per cent of total		34.0	39.2	73.2	9.8	15.1	1.9

to bring the home-state total up to about 75 per cent of the total enrollment. In 1933 there was a slightly larger intra-regional migration to attend a junior college than in 1958, and in 1958 these same eight junior colleges attracted a few more students from outside the region than they did in 1933.

Proportion of Males and Females in the Student  
Population of Four-Year Colleges  
in 1933 and in 1958

An effort was made to obtain comparable data regarding the proportion of males and females enrolled in all colleges in the region. Thirty six of the fifty four-year colleges considered in this study responded. In one place the questionnaire called for fall quarter enrollments in terms of the geographic origin of all students, both male and female. In another it asked for fall quarter enrollments of male and female students listed separately. It was expected that the sum resultant from adding the components of either breakdown would be the same. In the case of many individual colleges it was. This was especially true of colleges which operated on the semester plan, those which operated no special sessions or night classes, and those enrolling mostly



boarding students. However, there were many totals that did not agree.

Some colleges attached notes or wrote letters explaining the disparity in their figures. In some cases the number of males and females enrolled was kept by the college on an annual basis and included all students enrolled at any time during the year. The discussion which follows was based on a mixture of these two kinds of data: total fall enrollments and some total annual enrollments. The totals do not agree with Tables VIII and IX which were presumably derived from comparable fall enrollments.

The purpose of this question was to ascertain whether the proportion of males and females enrolled in Southern Appalachian colleges had changed between 1933 and 1958 and what it actually was in each year.

The "male" figures for 1933 included twenty nine colleges and the "female" figures for the same year included thirty one colleges. The 1958 "male" figures included thirty two colleges and the 1958 "female" figures included thirty four colleges. The totals for 1933 and 1958 were not directly comparable, school by school, because the colleges included were not identical in each of the years. The 1958 "male" total included enrollments from West Virginia Wesleyan College, Southern Missionary College, and Morehead State College that were not available

for or included in the 1933 "male" totals. The 1958 "female" total included enrollments for the University of Chattanooga, Southern Missionary College, and Morehead State College, not included in the 1933 total female enrollment. In both the 1933 and the 1958 "female" totals the enrollments of four women's colleges, Shorter College, Mary Baldwin College, Hollins College, and Radford College, were included. There were two colleges for men in the region, Washington and Lee University and Virginia Military Institute, enrollments for which were included in both the 1933 and 1958 totals.

In 1933 Southern Missionary College was a secondary school and the enrollment totals supplied by the University of Chattanooga were not broken down as to sex.

Thus the following figures are strictly regional and were considered only in terms of proportion in 1933 and in 1958. They do not represent total male and female enrollments for all the four-year colleges in the Southern Appalachian Region and they do not agree with total enrollments included elsewhere in this study. In terms of proportion they are possibly nearly accurate approximations since they are based on a sample large enough to represent about 60 per cent of the four-year colleges in the region but at best they are no more than that.

In 1933, twenty nine colleges, including two colleges for men explained above, reported a total male enrollment of 10,850. In the same year twenty seven of these same colleges plus four women's colleges reported a total female enrollment of 9,148. The total male and female enrollment of these thirty three colleges in 1933 was 19,998. Thus, 53.8 per cent of the 1933 enrollment in these representative colleges was male and 46.2 per cent was female.

In 1958, thirty two colleges, including two men's colleges, reported a total male enrollment of 33,613. In the same year twenty eight of these same colleges, plus four women's colleges, reported a total female enrollment of 23,015. The total male and female enrollment of these thirty-four senior colleges, in 1958, was 56,628. Thus, 59.4 per cent of the 1958 enrollment was male and 40.6 per cent was female.

On the basis of the enrollment figures supplied by these colleges, it was noted that the male enrollment, in these colleges, increased 5.6 per cent and that the female enrollment decreased by a like amount between 1933 and 1958. In both years there was a larger male enrollment than female enrollment in these colleges when considered as a group. In 1933 male enrollment exceeded the female enrollment by 7.6 per cent and in 1958 the male enrollment

exceeded the female enrollment by 18.8 per cent. Thus the ratio of male to female students in these colleges increased by 11.2 per cent between 1933 and 1958.

#### The Proportion by States and Individual Colleges

Tennessee. Among the coeducational four-year colleges in the Southern Appalachian Region of East Tennessee, which answered the question on male and female enrollments, Tusculum College, Lincoln Memorial University, East Tennessee State College, The University of Chattanooga, and Southern Missionary College had a definite majority of male students in both 1933 and 1958. The University of Tennessee, Carson Newman College, and Tennessee Wesleyan College reported small majorities of females in 1933 but each reported a very definite majority of male students in 1958. Maryville College, Knoxville College, and Bryan College each reported a majority of females in both 1933 and in 1958.

Georgia. North Georgia College reported a preponderately male enrollment in both 1933 and 1958. Berry College reported about five males to each four females in 1933 and about five males to each three females in 1958. Shorter College (for women) reported a 1958 enrollment increase of seven over 1933.

North Carolina. Western Carolina College reported a small male majority in 1933 but in 1958 the male students out-numbered the females by almost two to one. There were about twice as many female students at Appalachian State College in 1933 as there were males. In 1958 Appalachian State College reported a slight male majority of twenty five out of a total enrollment of 2361.

Kentucky. No 1933 "male and female" enrollment figures were available from Morehead State College but in 1958 Morehead State College reported a male majority of 137 out of a total enrollment of 1821. Berea College reported a male majority of 120 in 1933 and a female majority of four in 1958. Union College reported a female majority of eight in 1933 and a male majority of thirty eight in 1958.

Virginia. Only two of the Virginia colleges, which answered this question, were coeducational. The enrollment at Roanoke College was predominantly male in 1933 by a ratio of more than three to one. In 1958 there was still a male majority but the proportion had decreased to about two to one. Bridgewater College reported a small male majority in both years.

The enrollment of Virginia Military Institute and Washington and Lee University taken together showed an increase of about 200 per cent between 1933 and 1958, all

males. The female enrollment of Radford College and Hollins College taken together showed an increase of about 140 per cent between 1933 and 1958. These four colleges, though not coeducational, seemed to follow the same pattern as the coeducational colleges and indicated that male enrollments increased faster than female enrollments, even in schools where the sexes were separated.

West Virginia. Nine West Virginia coeducational colleges reported male and female enrollments for both 1933 and 1958. West Virginia Wesleyan reported for 1958 only. Five colleges, West Virginia University, Marshall College, Morris Harvey College, Salem College, and West Virginia Institute of Technology showed preponderate male majorities in 1933. The four others, Fairmont State College, Bluefield College, West Virginia State College, and Glenville State College all showed small female majorities. West Virginia Wesleyan reported for 1958 only and showed about a three to one male majority. All of the nine West Virginia colleges which reported for both years showed a definite male majority in 1958.

Summary. It was shown that the proportion of male and female enrollments in the individual colleges studied varied some in both directions between 1933 and 1958. For the region as a whole, based on the reported

enrollments of 60 per cent of the four-year colleges in the region, there was a definite increase of 5.6 per cent in the male enrollment and an equal drop in the female percentage of the total enrollment in 1958. Thus the ratio of males to females increased by 11.2 per cent in the twenty five year period.

Degrees and Diplomas Awarded in  
1933 and in 1958

Table XVI shows the terminal degrees and diplomas awarded by forty senior colleges in the Southern Appalachian Region in 1933 and in 1958 with the per cent of the total of all awards that each type of diploma or degree represented.

There were fifty senior colleges in the region but only forty furnished the data necessary for Table XVI. The sample, which represented 80 per cent of the colleges, and included all of the larger institutions, was considered good and perhaps truly representative of the region as a whole. The total enrollment of the forty colleges of the sample represented well over 80 per cent of the total enrollment of all senior colleges in the region.

TABLE XVI

TERMINAL DIPLOMAS AND DEGREES GRANTED BY FORTY SOUTHERN APPALACHIAN FOUR-YEAR COLLEGES IN 1933 AND 1958, BY TYPE, NUMBER, AND PER CENT OF TOTAL, INCLUDING COMPARISON WITH TOTAL ENROLLMENT

Type of terminal award	Number 1933	Per cent of total 1933	Number 1958	Per cent of total 1958
Two year diploma	639	17.2	51	0.6
Bachelor of Arts	1725	46.6	2504	31.0
Bachelor of Science	1216	33.0	4719	58.0
Master of Arts	53	1.4	503	6.0
Master of Science	64	1.7	335	4.0
Doctoral (All types)	<u>5</u>	<u>0.1</u>	<u>38</u>	<u>0.4</u>
Total (All types)	3702	100.0	8150	100.0
<hr/>				
Total enrollment (40 colleges)	20,020		59,280	(Per cent of increase 196)
Per cent of total en- rollment who received degrees or diplomas		18.5		13.7
Total terminal awards <sup>a</sup>	3,702		8,150	(Per cent of increase 120)

<sup>a</sup>These same forty colleges also granted 268 secondary school diplomas in 1933 and 181 secondary school diplomas in 1958. This was a decrease of 33 per cent in the face of an increase in enrollment of 196 per cent.



In 1933 these forty colleges awarded 3,702 diplomas and degrees. On the basis of the total enrollment of 20,020 one out of each five and four tenths students, who were enrolled that year, or 18.5 per cent of the total, completed some kind of a course of study and were awarded a terminal diploma or degree. In 1958 these same forty colleges awarded 8,150 diplomas and degrees. On the basis of the total 1958 enrollment of 59,280 only one out of each seven and two tenths students enrolled that year, or 13.7 per cent of the total, completed a course of study and were awarded a terminal degree or diploma. These figures indicated that a student enrolled in one of these colleges in 1958 was much less likely to graduate or complete a degree than his counterpart in 1933. The difference of 4.8 per cent applied to the 1958 enrollment showed that had the 1933 rate of graduation prevailed in 1958 the number of graduates would have been 10,995, or that there were 2845 fewer graduates in 1958 than there would have been at the 1933 rate of graduation in terms of total enrollment.

In addition to the drop in the rate of senior college enrollees who graduated with any type of terminal degree or diploma, there were many other changes in the pattern of graduates. In 1933 four-year colleges awarded

two-year terminal diplomas to 17.2 per cent of all their graduates. In 1958 this type of award had fallen to six tenths of one per cent. There was a definite drop in the proportion of Bachelor of Arts degrees awarded. That type of degree represented 46.6 per cent of all awards in 1933. In 1958 Bachelor of Arts degrees were awarded to only 31 per cent of all who graduated, a drop of 15.6 per cent. Almost all of this difference shifted to Bachelor of Science degrees which represented only 31 per cent of the graduates in 1933 but had increased to 58 per cent in 1958. Master of Arts and Master of Science degrees were awarded to only 3.1 per cent of all who graduated in 1933. In 1958 all types of Master's degrees represented a full 10 per cent of all graduates. In the same period there was also an increase of three tenths of one per cent in the number of Doctoral degrees awarded by the two state universities of the region.

In summary Table XVI shows that there were about two and one half times as many students enrolled in these forty colleges in 1958 as there were in 1933, but that 4.8 per cent less of the 1958 enrollees actually graduated with a terminal award. Two-year awards, by four-year colleges, dropped sharply. The number of Bachelor of Arts degrees awarded decreased over 15 per cent and the

Bachelor of Science degrees awarded increased by about the same amount. Over three times as many students earned Master's degrees in 1958 as in 1933, which considerably exceeded the rate of increase of the total enrollment. There was an increase of three tenths of one per cent in the number of Doctoral degrees awarded in 1958 over those of 1933. Though the chance of any enrollee graduating at all decreased 4.8 per cent, the chance that an enrollee would graduate with an advanced or graduate degree increased 7.7 per cent.

#### Summary

This chapter dealt with varying percentages of the seventy-seven colleges and junior colleges in the Southern Appalachian Region on the basis of various amounts of data made available by them. Table VIII, which dealt with forty-five colleges and their 1933 enrollment of 24,423 students and Table IX, which dealt with forty-six colleges and their enrollments of 69,032 students, illustrated several tendencies regarding the student population of the region. (1) About 80 per cent of the enrollment of Southern Appalachian colleges was native to the state where the college was located. (2) Some students left the region to attend college and

some came into the region to attend college because of the type of college they wished to attend. (3) The pattern of enrollment in Southern Appalachian colleges was set prior to 1933 and was not fundamentally different in 1933 and in 1958. (4) Intra-regional migration to attend a Southern Appalachian college involved only about six per cent of the enrollment of these colleges in either 1933 or 1958. (5) When Southern Appalachian students left their home state to attend college they usually went to a college in a state adjacent to their home state. (6) All Southern Appalachian colleges except one had a larger enrollment in 1958 than in 1933. The average increase in enrollment for all regional colleges was 177.7 per cent. The variation in total enrollment ranged from minus 6.8 per cent to plus 928 per cent. On the average, public colleges increased in enrollment 220 per cent, private colleges 137.7 per cent, and church-related colleges 99.4 per cent. (7) Among the states of the Southern Appalachian Region the 227 per cent increase in college student population in Tennessee was greatest and that of Georgia, 124 per cent, the least. (8) Adequate figures for making general statements about junior college enrollments were not available. However, on the basis of the limited sample shown in Tables XIV and XV it

was noted that junior college enrollments did not differ greatly from those of senior colleges in geographic origin. There was slightly more intra-regional migration to attend junior colleges than to attend senior colleges and a slightly larger percentage of local enrollment in junior colleges. (9) The percentage of males in the student population in the Southern Appalachian Region increased from 53.8 per cent in 1933 to 59.4 per cent in 1958. (10) Compared to 1933, there were declines, in 1958, in the percentages of secondary school diplomas, two-year terminal diplomas, Bachelor of Arts degrees awarded and the percentage of Master of Science degrees conferred by senior colleges. At the same time these senior colleges conferred a larger percentage of Bachelor of Science degrees, total Master's degrees, and Doctoral degrees. (11) The number of students enrolled in forty typical regional colleges increased 196 per cent between 1933 and 1958 but the number of all types of graduates from these colleges increased only 120 per cent.

## CHAPTER IV

### INTRA-REGIONAL MIGRATION AND OUT-MIGRATION TO ATTEND COLLEGE

#### Introduction

In-migration, to attend college in the Southern Appalachian Region, was discussed in Chapter III. It was shown that some Southern Appalachian colleges served an almost entirely local student body. Others, while they draw many local students, were more generally state-wide as a student attraction. Still others were shown to draw students from many states and foreign lands. The colleges, taken as a group, served their own region and local area far more effectively than any school, or group of schools, out of the region. However, taken individually or collectively, they did not attract all of the college students native to the region. Many went elsewhere to attend college.

#### Source of Data

When this study was undertaken, it was decided to ask a selected sample of high school seniors in the region to answer five questions in an attempt to collect data for

an estimate of the extent of intra-regional migration and out-migration to attend college. A sample of the questionnaire used may be found in the appendix. Members of the selected senior classes of 1959 were asked whether they expected to attend college, and if so, what college in which state. They were asked to name the colleges where any brothers or sisters were attending, had ever attended, or from which any siblings had graduated. In each case they were asked to name the state where each school was located. Finally they were asked whether either or both parents ever attended college, and if so, what college in which state.

Questionnaires were returned from nineteen counties. The sample included both rural and metropolitan high schools. (See Appendix, Table XXXIX.) The total number of questionnaires returned was 5148. Of these, 2242 answered "no" to all five questions and 2906 answered "yes" to one or more questions.

All answers were tabulated by the question number, name and location of the college mentioned, and in columns to indicate whether or not its location was "in" or "out of" the Southern Appalachian Region. These were then separated as shown in Tables XVIII, XX, and XXIV. From these, Tables XVII, XXI, and XXIII were made to illustrate the original purpose of the questionnaire; which was to

determine the approximate percentage of students who leave the Southern Appalachian Region to attend college.

#### Regional Out-Migration to Attend College

As measured by these questionnaires, it seemed that roughly one third of the graduates of Southern Appalachian high schools went out of the mountain region to attend college. The seniors reported that 35 per cent of their brothers and sisters left the region to attend college. Of these, about 10 per cent went out of the region to colleges in other states a part of which were in the region, about 14 per cent went elsewhere in their home state, and the remaining 11 per cent went to college in states no part of which were in the Southern Appalachian Region.

#### The Pattern of College Choice

There was little or no real difference between the percentages of siblings who attended college or were attending college out of the region and what their younger brothers and sisters expected to do. The seniors reported that 8 per cent of their number expected to attend colleges in the "out-of-the-region" area of regional states, that 16 per cent expected to attend college out of the region



TABLE XVII

COLLEGE ATTENDANCE OF 1152 SIBLINGS OF 1959 SENIORS IN  
SELECTED SOUTHERN APPALACHIAN HIGH SCHOOLS, BY HOME  
STATES, BY REGION, AND ELSEWHERE

Siblings who attended or were attending college in 1959	Number siblings	Per cent
I. In region, in home state	694	60
II. Out of region, in home state	<u>156</u>	<u>14</u>
III. Total entire home state (I + II)	850	74
IV. In Region, in other states	59	5
V. Out of region, in other regional states	<u>113</u>	<u>10</u>
VI. Total entire regional states (except home state) (IV + V)	172	15
VII. Total entire Southern Appalachians (I + IV)	753	65
VIII. Out of region, out of state	<u>130</u>	<u>11</u>
Total	1152	100

TABLE XVIII

WHERE 1152 SIBLINGS 1959 OF SENIORS IN SELECTED SOUTHERN APPALACHIAN HIGH SCHOOLS  
HAVE ATTENDED, GRADUATED FROM, OR ARE ATTENDING COLLEGE

Attended or were attending college in 1959 in:		VA.		W. VA.		KY.		TENN.		N. C.		ALA.		GA.		Out of region, out of state	Total
		in	out	in	out	in	out	in	out	in	out	in	out	in	out		
Siblings home state	Southern App. Reg.																
	VA.	<u>17</u>	<u>5</u>	6	-	4	-	2	-	-	-	-	-	-	-	2	36
	W. VA.	10	5	<u>259</u>	-	1	5	3	4	-	1	-	-	-	5	41	334
	KY.	-	-	-	-	<u>16</u>	<u>15</u>	-	-	-	-	-	-	-	-	2	33
	TENN.	2	7	-	-	1	8	<u>343</u>	<u>80</u>	3	7	-	19	2	42	73	587
	N. C.	-	2	-	-	11	2	11	-	<u>55</u>	<u>48</u>	-	3	-	3	12	147
	ALA.	-	-	-	-	-	-	2	-	-	-	-	<u>4</u>	<u>8</u>	1	-	-
GA.	(Questionnaires not returned.)																
Total, in region, out of home state																172	
Total, in region, in home state																	694
Total, out of region, in home state																	156
Total, out of region, out of state																	130
TOTAL SAMPLE																1152	

in their home state, and that 10 per cent planned to leave both the region and their home state to attend college. Thus 35 per cent of all siblings of 1959 seniors actually left the region to attend college and 24 per cent of the seniors themselves expected to leave.

If 34 per cent or 35 per cent of the graduates of Southern Appalachian high schools left the region to attend college, as the siblings of seniors did and as 1959 seniors expected to do, then, 65 per cent or 66 per cent remained within the region to attend college. Of these, 60 per cent attended a college in their home state and within the region. Only five per cent of the siblings went to colleges in other states within the Southern Appalachian Region. The colleges in the remainder of the "home state," however, drew 14 per cent of the siblings for a total of 74 per cent for the colleges of the "home state" as a whole. The total for the region was 65 per cent. Thus, it seemed that colleges in home states but not in the region draw at least 9 per cent more students than colleges in the region and out of the home state.

This was entirely understandable for several reasons. The Southern Appalachian Region is not any form of political unit. It is purely a geographical happenstance. Student choice of colleges seemed to be far more heavily influenced by such things as the expediency of

attending a college close to home, loyalty to states rather than the region, the lower fees to residents at state-supported colleges, church loyalty, and the popularity of schools in the public mind.

#### Where 1959 Seniors Expected to Attend College

What was said here of where siblings of 1959 seniors attended college was also true of the aspirations of these seniors themselves. Table XXI shows no significant difference between the aspirations of the seniors and the college attendance of their siblings, Table XVII. There was, however, slight evidence that more students wished to attend a college close to home, and in their own state. Fewer wished to leave the region or to go elsewhere within the region.

This possibly meant that local and state schools were doing more by way of "taking care" of local and state needs than formerly. This seemed especially true when the columns for siblings and seniors were compared with those for parents. No attempt was made to correct any of these figures for in-migration. Some of the parents of 1959 seniors were doubtless not native to the region. Tabulations showed that most of those educated "out-of-the-

TABLE XIX

NUMBER AND PER CENT OF 1959 SENIORS IN SELECTED SOUTHERN  
APPALACHIAN HIGH SCHOOLS WHO EXPECTED TO ATTEND  
COLLEGE, BY STATES OF ORIGIN

From state of:	Total number in sample (seniors)	Per cent state represents in whole sample	Number who ex- pected attend college	Number who did not ex- pect to attend college	Per cent of sample who expect to attend col- lege, by states
Va.	214	4.0	61	153	29.0
W. Va.	1443	28.0	623	820	43.0
Ky.	108	2.0	42	66	39.0
Tenn.	2615	52.0	1219	1396	46.0
N. C.	647	12.0	227	420	35.0
Ala.	121	2.0	39	82	32.0
Ga.	(Questionnaires not returned)				
Region Totals	5148	100.0	2211	2937	42.9



TABLE XXI

EXPECTED PLACE OF COLLEGE ATTENDANCE OF 2211 SENIORS IN  
 SELECTED SOUTHERN APPALACHIAN HIGH SCHOOLS (1959),  
 BY HOME STATES, BY REGION, AND ELSEWHERE

Seniors who expected to attend college	Number seniors	Per cent
I. In region, in home state	1370	62
II. Out of region, in home state	<u>344</u>	<u>16</u>
III. Total entire home state (I + II)	1714	78
IV. In region, in other states	93	4
V. Out of region, in other regional states	<u>170</u>	<u>8</u>
VI. Total entire regional states (except home state) (IV + V)	263	12
VII. Total entire Southern Appalachians (I + IV)	1463	66
VIII. Out of region, out of state	<u>234</u>	<u>10</u>
Total	2211	100

region" lived in industrial and metropolitan areas. It seemed likely, judging from the names of the colleges they attended, that many parents were technically educated for very specific jobs and professions and came into the region for reasons of employment. By the same token, employment elsewhere possibly accounted for many one-time students of regional colleges, native to the region, who in 1959 resided elsewhere. It was clear that of the parents of 1959 seniors who lived in the region in 1959 only 46 per cent were "college-educated" in the region. Of seniors and their siblings 65 per cent to 66 per cent either attended a regional college or expected to attend one. Thus, interest in and use of regional colleges did not seem to be noticeably deterred by the fact that 51 per cent of all parents who attended at all attended somewhere out of the Southern Appalachian Region.

#### No Great Tendency to Attend

##### "Parent's" College

In many individual cases, questionnaires seemed to indicate that children attended or wished to attend a college where one or both parents once attended. However, for the entire group, this was not generally true. Whereas 23 per cent of the parents attended college out-of-state



TABLE XXII

COLLEGE ATTENDANCE OF PARENTS OF 1959 SENIORS IN  
SELECTED SOUTHERN APPALACHIAN HIGH SCHOOLS

	Number	Per cent
Number of seniors in sample	5,148	
Estimated total parents of sample	10,296	
Number of parents who attended college	1,172	
Per cent of senior's parents who attended college		11.4

TABLE XXIII

COLLEGE ATTENDANCE OF 1172 PARENTS OF SENIORS (1959) IN  
 SELECTED SOUTHERN APPALACHIAN HIGH SCHOOLS, BY HOME  
 STATE, BY REGION, AND ELSEWHERE

Parents who attended college	Number parents	Per cent
I. In region, in home state	543	46
II. Out of region, in home state	<u>144</u>	<u>12</u>
III. Total entire home state (I + II)	687	58
IV. In region, in other states	32	3
V. Out of region, in other regional states	<u>179</u>	<u>15</u>
VI. Total entire regional states (except home state) (IV + V)	211	18
VII. Total entire Southern Appalachians (I + IV)	754	64
VIII. Out of region, out of state	<u>274</u>	<u>24</u>
Total	1172	100



and out-of-the-region only 11 per cent of the siblings did and only 10 per cent of the seniors expected to do so. It seemed, then, that in 1959 regional colleges came somewhat nearer to fulfilling local and regional needs than formerly. It was reasonable to believe that if the skills and techniques needed to maintain and improve the culture and industry of the region existed within the residents of the region that few would immigrate, or be drawn into the region, to fulfill these needs and that few would leave the region to study for them elsewhere. Thus the extent to which this happened was some measure of the ability of the colleges of the region to "take care" of the educational needs of the people of the region.

#### Summary

It was pointed out in this chapter that only 11.4 per cent of the parents of 1959 seniors, in the schools sampled, ever attended or graduated from a college. Of these 49 per cent got whatever college experience they had at a college within the Southern Appalachian Region and 59 per cent at a college within their home state. Of the siblings of these seniors, who attended college, 65 per cent chose a regional college but 74 per cent

chose a college within their home state, not necessarily in the region. Of the seniors themselves, 42.9 per cent expected to attend college, 66 per cent expected to attend a regional college and 78 per cent a college somewhere in their home state. Intra-regional migration to attend college was less important than either intra-state migration or out-migration to attend college. College choice seemed to follow convenience first, state loyalty second, and to some extent, church loyalty third. Regional colleges seemed to be improved in their ability to attract regional students, perhaps because of broadened programs that better suited the needs of the region and the students they actually attracted. In the few years prior to 1959, as evidenced by the college choice of siblings and the aspirations of seniors, there was no significant change in college choice, unless it was a slightly greater desire to attend a college close to home or at least within the home state. In the choice of a college, there was no meaning to the geographical happenstance of the Southern Appalachian Region, except the part of it nearest the home of the college aspirant.

## CHAPTER V

# BEHAVIORAL AND REGULATORY PATTERNS RELATING TO STUDENT POPULATIONS IN FORTY-SIX SOUTHERN APPALACHIAN COLLEGES IN 1933 AND IN 1958

### Introduction

The data listed in the following tables and referred to in the body of this chapter were gathered by questionnaires sent to the "contact" people at all seventy-six colleges included in this study. Forty-six questionnaires were returned. Some of them were completely filled in and others were not. The item totals in the listings of responses indicate the total response to that item in all questionnaires returned. Thirty-four of the returned questionnaires were filled in by the "contact" people at senior colleges and twelve at junior colleges. The questionnaires were not signed, but it was presumed that the people to whom they were sent either filled them in or had some approved staff member to do the job for them. The forty-six "contact" people who returned questionnaires were: seventeen college presidents, thirteen deans, thirteen registrars, one librarian, one provost, and one professor.

The purpose of the questionnaire was to determine the prevalence of and the changes in behavior patterns and regulations known to constitute some of the problems inherent in and associated with college student populations.

#### Reasons Given for Behavioral and Regulatory Patterns

Reasons given to explain prevailing regulations and behavioral patterns were especially notable for their variation and the philosophical extremes they represented. Such as were included here were left principally to the interpretation of the reader.

It was noted that many of the reasons given for certain regulations were apparently thought by the respondents to be in line with general practices in regard to regulations and general patterns in regard to behaviors; not especially good or bad, just the vogue. This generality of acceptance, or recognition, seemed to constitute "a good reason" for the prevalence of the behaviors or regulatory practices.

Many responses were disdainful in tone; as, "Teachers seem to demand more help," given as a reason why there were more workshops for students. Another respondent

noted that there was "no" regulating of dating hours, "No, they stay out till 12 on Saturday and Sunday nights." Very obviously this person did not approve of such a late hour and considered the evident requirement to be in by mid-night no regulation at all.

Some responses were cheerful and optimistic in tone and seemed to set certain institutions apart from some of the others. Speaking of out-of-class student-faculty association one respondent wrote, "More: maturity and common interest have increased." Another lauding a "new system" wrote, "More interest in church activities under new system."

Many respondents from what were once very small colleges "blamed" everything on the new larger size of their colleges. "More money, more students, more scholarships," wrote one. Others wrote, "More facilities," "increased enrollments," "Increase in auto-owners," "more activities, more students," all of which indicate new problems that resulted from increased enrollments.

It was felt that the "reasons" attributed to indicated changes were more often in the nature of quips than expressions of deep understandings of all that may have been involved in the problems. The numbers used for the various items were those of the original questionnaire. (See Appendix, pp. 193-196.)



## Financial Aid to Students

Table XXV indicates that more scholarships were both available to students and used by them in 1958 than in 1933, that more athletes received scholarships, and that more students worked at college supplied or sponsored jobs than in 1933. The response to the item on athletic scholarships was notably light. Four of the colleges included in the responses to the four items in Table XXV were for women only. Had all of the others marked this item the total response would have been forty-one. Thirteen respondents revealed nothing. It was wondered whether athletic scholarships were a moot question at these colleges.

Comments on these items included the following direct quotations from the questionnaires.

Item one. "None offered in 1933," "Additional ones have been given," "State board action," "Increase in scholarship funds from state and from industry," "More local scholarships since 1956," "Many organizations offering scholarships."

Item two. "Need and scholarship abilities being made use of," "More demands because of increased enrollments," "Community and other outside concerns," "More money, more students, more scholarships."

TABLE XXV

FINANCIAL AID TO STUDENTS IN THE COLLEGES OF THE  
SOUTHERN APPALACHIAN REGION

Item and number of item	More than 1933	Less than 1933	Same as 1933	Total response to item
1. Scholarships available at your college	42	1	2	45
2. Students attending college on scholarships	42	1	2	45
3. Students receiving athletic scholarships	20	6	2	28
8. Students working at col- lege-supplied or sponsored jobs	30	5	3	38

Item three. "We have no athletic scholarships," "Do not offer such," "Greater alumni interest," "Increased emphasis on athletics," "1958-1959 was first year for these."

Item eight. "We have somewhat increased the student assistantships available in the various departments," "The same--100 per cent of the students work," "Students seem to be better financially able to pay their own way," "Teachers seem to demand more help," "Paid workers do what was formerly done by the students," "More faculty requests."

#### Student Eating, Housing, and Automobiles

Eating, housing, and automobiles were closely related as problems that confronted many 1958 college administrations. In 1933 the inclusion of automobiles in a discussion of eating and housing was not usual. The eight items listed in Table XXVI brought out a more balanced set of responses than most of the other items in the questionnaire. It was noted that automobiles, commuters, and married students (who did not live in regular dormitories, at any school reporting) were all involved in the answers given to items four, five, six, and seven, though the questions did not relate directly to automobiles. The "more" and "less" responses to items four,

TABLE XXVI

STUDENT EATING, HOUSING, AND AUTOMOBILES IN THE COLLEGES  
OF THE SOUTHERN APPALACHIAN REGION

Item and number of item	More than 1933	Less than 1933	Same as 1933	Total response to item		
4. Percentage of girls living in dormitories	28	9	7	44		
5. Percentage of boys living in dormitories	23	11	3	37		
6. Percentage of students eating in dining halls	20	12	6	38		
7. Percentage of students eating in college cafeterias	14	9	2	25		
Items calling for "yes" and "no" answers, and number of item	1933			1959		
	Yes	No	Total	Yes	No	Total
22. College-housed students own and operate automobiles while enrolled	22	17	39	33	5	38
23. Only upper-level students allowed autos	11	24	45	16	20	36
24. Lights-out rules in dormitories	28	12	40	20	20	40
33. Freshmen required to live in dormitories	28	12	40	29	15	44

five, six, and seven, in some measure reflected the greater mobility of the student populations of 1958 over that of the student populations of 1933. Many colleges enrolled more day students in 1958 than in 1933. Day students were not regular diners in college dining halls or at college cafeterias.

Item twenty-two showed very definitely that more dormitory-housed students owned automobiles in 1958 than in 1933 and were permitted to keep them at college. Item twenty-three showed a smaller percentage of lower-level students allowed automobiles in 1958 than in 1933. Item thirty-three showed no noticeable change in the usual regulation that required freshmen to live in dormitories. Rules regarding "lights out" were slightly less stringent in 1958 than in 1933.

Comments on these items included the following direct quotations from the questionnaires.

Item four. "Increased dormitory space," "In 1933 we had more local day students," "No girls in 1933," "All out-of-town girls now," "Enrollment increase--is a resident college," "Less, many more married students," "Better roads, more students commute," "Only five per cent of our students are day students."

Item five. "More facilities," "Dormitory construction has not kept pace with student enrollment," "Less,

more married students," "More, more dorms," "Formerly had no boys."

Item six. "Less, all boarding students eat in cafeteria," "No dining halls," "More married students," (This type of answer mentioned eight times.) "More day students," "Those living in dorms must eat on campus," "New and larger cafeteria," "Heavy at breakfast and lunch," "Students not required to eat in dining halls."

Item seven. "No such thing," "More girls in college," "Save money," "All except commuters," "More on campus."

Item twenty-two. "Many more cars now, new ones too," "Rules more liberal," "Yes, men only," "Increase in auto owners," "Seniors only," "Upper classmen only," "No restrictions except campus regulations," "Not freshmen."

Item twenty-three. "Yes, and eighteen and nineteen year old freshmen," "No restrictions other than insurance," "Parking problems require restrictions," "Freshmen not permitted," (The equivalent of this 13 times for items 21 and 22.) "In 1958 any and all," "Seniors only."

#### Married and Marrying Students

Table XXVII indicates that in 1958 there were more married students enrolled in all but four, of the forty-

TABLE XXVII

MARRIED AND MARRYING STUDENTS IN THE COLLEGES OF THE  
SOUTHERN APPALACHIAN REGION

Item and number of item	More than 1933	Less than 1933	Same as 1933	Total response to item		
12. Married students enrolled, excluding ex-service men past usual college age	36	4	1	41		
Items calling for "yes" and "no" answers, and number of item	1933			1959		
	yes	no	Total	Yes	No	Total
25. Students permitted to marry while in col- lege	27	14	41	38	4	42
26. Married students en- rolled if married other than during regular school year	33	8	41	38	4	42
34. Hours and times of dating regulated	33	7	40	39	6	45

one colleges reporting, than there were in 1933. Item twenty-five shows a greatly increased tolerance toward students who marry while enrolled in college. There was very little difference between the 1933 and the 1958 responses to item twenty-six. It seemed that the only discouragement to "early" marriage was during the school term, and comments on item twenty-five indicated that marriage during the school term was not too difficult to arrange in most colleges. Four colleges reported that students were not permitted to marry while in college. They simply reported this as a fact. No reasons were given.

The cryptic comments following Table XXVII were not interpreted to indicate a lack of feeling regarding married and marrying students on the part of the respondents. Item thirty-four evoked evidence of the "double-standard" in matters relating to the association of the sexes. Nearly all of the responses to all four of these items indicated an unenthusiastic acceptance of the patterns of behavior represented by them.

Comments on these items included the following direct quotations from the questionnaires.

Item twelve. "Married students are day students," "We do not enroll married students except an occasional day student," "More--revised constitution," "More--shift



in policy," "More--less restriction," "More emphasis on early marriage, more emphasis on adult education," "Trend," "Mores of the time," "Ex-service men set the example."

Item twenty-five. "With permission, less frowning now," "With advice and parental approval," "Yes, with proper approval," "Only with permission of the president's council." (None who said "no" to this item gave any reasons.)

Item twenty-six. "No difference." (This item evoked only the one comment quoted.)

Item thirty-four. "Has always been a problem to regulate," "Only general supervision of girls," "For on-campus women only," "No, except girls must be in by 10 p.m.," "No, they stay out till 12:00 on Saturday and Sunday night," "For women, 'yes,' for men 'no,'" "In the sense that girls must be in the dorm by a specified hour," "Yes, but social rules are more liberal than in 1933."

#### Guidance and Religious Activities

Forty-three of the forty-four colleges reported more guidance in 1958 than in 1933. Thirty-three of thirty-eight were more active in "placing" graduates in jobs and twenty-three of forty respondents felt that there

TABLE XXVIII

GUIDANCE AND RELIGIOUS ACTIVITIES IN THE COLLEGES OF THE  
SOUTHERN APPALACHIAN REGION

Item and number of item	More than 1933	Less than 1933	Same as 1933	Total response to item		
14. Guidance programs for underclassmen	43	0	1	44		
15. Effectiveness of college and/or alumni sponsored job placement service	33	2	3	38		
16. Out-of-class faculty as- sociation with students	23	9	8	40		
Items calling for "yes" and "no" answers, and number of item	1933			1958		
	Yes	No	Total	Yes	No	Total
27. Chapel attendance <u>compulsory</u> for all regularly enrolled students	33	10	43	32	12	44
28. Church attendance <u>required</u> of all regularly enrolled students	20	24	44	18	28	46
29. Church and chapel attendance <u>expected</u> of all regularly enrolled students	26	8	34	28	10	38

was more out-of-class association of faculty and students than in 1933. The quoted responses to items fourteen, fifteen, and sixteen indicated that in many colleges guidance, placement, and student-faculty association were all more or less tied together in one operation and better organized than in 1933.

It was noted in tabulating items twenty-seven, twenty-eight, and twenty-nine that although there was definite similarity between the numbers of "yes" and "no" responses to all three items, that the colleges responding "yes" and "no" were not the same in each year. Some colleges discontinued "compulsory" church and chapel requirements since 1933 and others began them. In the response to item twenty-nine, twenty-six of the twenty-eight colleges that responded "yes" were the same colleges that responded "yes" in 1933. The other two were not colleges in 1933.

Items twenty-seven, twenty-eight, and twenty-nine brought forth only the comments quoted following Table XXVIII. Apparently the respondents felt that the reason was "obvious," as one stated.

Comments on these items included the following direct quotations from the questionnaire.

Item fourteen. "Established a very comprehensive guidance program about ten years ago," "More emphasis,"

"Perhaps just as much in 1933 but done by interested teachers in an informal way," "Necessary," "More officers for such purposes," "Administration plan," "More information known about guidance," "Creation of the guidance office," "Expanded program."

Item fifteen. "We do not have a job placement service," "We do not have much of this since our students are from thirty states and usually wish to work at home," "No adequate records, perhaps more now," "Placement bureau better organized," "It is a part-time job here," "More opportunities and better quality of candidates," "More business students," "Not much need in recent years," "The college tries to place its graduates."

Item sixteen. "This is part of our counseling program," "Do not know," "More--larger number on faculty," "More--younger faculty," "Less personal association but more academic and professional association," "Less, the growth of the college has changed many things," "Less, more clubs and active student associations," "More, maturity and common interests have increased," "Student body too large." (In the latter case under 700 students.)

Item twenty-seven. "More expectations made now," "No, come now if they desire to," "No chapel services," "Compulsory chapel discontinued as of 1955," "Expected

to attend, no compulsion." (Only these five comments on this matter.)

Item twenty-eight. "Yes, Sunday night church services on the campus," "Encouraged," "Urged but not required," "No, change in concept because of the growth of the civilian student body. Church facilities are limited."

Item twenty-nine. "More interest in church activities under new system. Attendance encouraged in various ways," "Yes, chapel," "Hoped." (These were the only three comments.)

#### Student Behaviors and Extra-Curricular Participation

Table XXII shows that in twenty-four of forty-one colleges the respondents reported an increase in average student participation in extra-curricular activities. However, decline was reported in student attendance at athletic contests by exactly one half of the colleges responding. Student government was said to be more effective and useful by thirty-three of forty respondents. Increased numbers of local student organizations were reported by thirty-seven of forty-five colleges, and college-sponsored cultural functions were reported increased

TABLE XXIX

STUDENT BEHAVIORS AND EXTRA-CURRICULAR PARTICIPATION IN  
THE COLLEGES OF THE SOUTHERN APPALACHIAN REGION

Item and number of item	More than 1933	Less than 1933	Same as 1933	Total response to item
9. Average student participation in extra-curricular activities	24	9	8	41
10. Percentage of student attendance at intercollegiate athletic activities	12	18	6	36
11. Effectiveness and usefulness of student government	33	2	5	40
13. Local (your college only) clubs, societies, and other student organizations	37	4	4	45
17. College-sponsored and approved functions: musicals, lyceums, lectures, etc.	35	8	2	45
18. Percentage of local approval and support of college events and activities	26	12	4	42

TABLE XXIX (continued)

STUDENT BEHAVIORS AND EXTRA-CURRICULAR PARTICIPATION IN  
THE COLLEGES OF THE SOUTHERN APPALACHIAN REGION

Items calling for "yes" and "no" answers, and number of item	1933			1958		
	Yes	No	Total	Yes	No	Total
19. Dancing permitted on campus	20	23	43	33	8	41
20. Card-playing per- mitted on campus	25	16	41	34	6	40
21. Smoking permitted on campus	23	20	43	33	6	39
30. Local fraternities and sororities on campus or officially permitted	16	22	38	21	22	43
31. National fraternities and sororities on campus or officially permitted	15	23	38	22	20	42
32. Nearly all students belong to some or- ganized group other than their own class	30	11	41	34	11	45

by thirty-five of the forty-five colleges responding. Most colleges reported increased local community support and approval of the college. But it was noted that twelve college respondents said local support and approval had decreased. The "reasons" assigned to the latter are quoted under Item eighteen, of the comments.

Dancing, card-playing, and smoking on the campus of Southern Appalachian colleges was not reported as uncommon in 1933. However, it was reported to have increased as a "permitted" activity in 1958 by about 25 per cent of the colleges that responded. Dancing was "frowned upon" a little more frequently than card-playing and smoking. One college permitted card-playing that did not permit dancing or smoking, but, "without official approval." The exact meaning of "official" was not explained.

The crisp comments under items nineteen, twenty, and twenty-one seemingly indicated that in many cases these "permissions" were either granted reluctantly or were first condoned as a part of the "going" behaviors common to ex-service men after World War II.

Items thirty and thirty-one seemingly indicated an increase in the number of colleges that permitted chapters of national and local fraternities on campus in 1958. The "increase," however, was not as great as the table seems



to indicate. Thirty-eight of the forty-three colleges that responded to item thirty and thirty-eight of the forty-two colleges that responded to item thirty-one were the same colleges that responded to those items for 1933. For 1958 the respondents did not check anything at all. Actually there may have been no change at all. Some said they did not know.

Comments on these items included in the following direct quotations from the questionnaires.

Item nine. "More activities and more students," "Increase in number of clubs," "Student associations very active," "Better organized," "More varied facilities," "Broader program," "Less, in 1933 more students lived on campus. Now large numbers of transfers, married students, and off-campus livers, also automobiles."

Item ten. "Don't have such contests," (The equivalent of this comment occurred six times.) "Less, perhaps too many other activities," "More students study, less interest in sports," "Lack of emphasis," "Automobiles--less homogenous student group," "We have only recently had these and are constantly striving to make them more useful and effective," "No intercollegiate athletics from 1934 to 1946. Large expansion recently," "Less, because of more athletic contests."

Item eleven. "This question cannot be answered in terms of more or less. Student government was a strong organization in 1933 and is a strong organization in 1959. It is vital to campus life," "Administration welcomes student cooperations and suggestions," "Do not have as such," "More--revised constitution," "More--it began in 1933," "Maturity, now a better vehicle," "Never had student government that I know of," "Feeble, but more used than ten years ago."

Item thirteen. "We've added a few," "Wider interest and greater appreciation of values," "More--increased enrollment," "Now have an organized guidance program for all students," (This is not an error; it was given in response to item thirteen.) "More--revised constitution," "More--by student desire," "Steady increase in honorary and professional societies," "More--to meet student needs."

Item seventeen. "More--no funds for such things in the early days," "More functions available," "More money now for better cultural life," "Student fees, larger budget, student-sponsored programs, etc.," "Less--there is not the need there used to be," "More--a greater feeling of need."

Item eighteen. "In 1933 the community centered about the college. Now they have more activities of

their own," "Town supported college football. Now less, no team," "Too many other activities, T V etc.," "Too many other colleges here," "Less--inevitable result of increased enrollment and less homogeneity in response to planned events," "More--decided increase in past ten years due to growth of the college," "More--the college has created a wider range of interest in the community. We are more serviceable to the community now."

Item nineteen. "No, type of college," "Yes, the reason is obvious," "Yes, officially approved in 1955," "Yes, different policy adopted," "Yes, in 1933 at parties and dances, now everywhere," "In 1933 'no' in 1958 'yes' old idea of a church college nearly all gone now," "Changed attitude," "Change in the times and the attitude of the board."

Item twenty. "No, type of college," "Yes, but without official approval," "Card playing permitted, gambling prohibited at all times," (This answer or equivalent came up eight times.) "Yes, bridge tournaments encouraged," "Gambling is cause for expulsion," "Yes, different policy of the board."

Item twenty-one. "No-smoking rule adopted in 1933-34 after near fire," "Yes, for men only," "Permitted following the war," "Demands compelled change," "1933 limited, 1958 unlimited," "Yes, G. I.'s responsible for change,"

"In 1933 in one place, now everywhere," "Attitudes have changed," "Women students in their rooms only," "Yes, for men only, women forbidden," "Women smoke privately here."

Item thirty. "No, there were national sororities but the chapters all turned in their charters in 1929," "Yes, boys have fraternities, but no sororities," "Only honorary professional organizations," "Yes, social clubs since before 1933," "Never."

Item thirty-one. "No social fraternities or sororities," "Social fraternities and sororities prohibited by official board action," "Honorary and professional societies encouraged," "Never."

Item thirty-two. "Many clubs now," "We think 'yes' to both," "Possibly." (Most said they did not know, only guessed, or omitted answering.)

### Summary

The numbers representing the responses to the various items were in the nature of facts regarding prevailing situations at the various colleges sampled. The quoted comments represented the opinions and philosophies of the respondents. It was apparent that three main points of view influenced the respondents, all of whom were presumed to be people of position and authority in

their fields. One type of response indicated a reluctance to admit that noted changes had come as a result of pressures outside the controlling authority of the college. One type of response indicated the feeling that the college had exercised a felt responsibility to be in the vanguard of change. Still another type of response indicated a clinging to old notions and ways long since discarded by the majority of their contemporaries. These were supported by no more adequate or defensible reasons than tradition or accustomed patterns of evaluation, naive in relation to an honest look at the times. Be these basic attitudes as they may, certain overall tendencies, regulations, and behaviors were apparent in the data.

Ex-service men, after World War II, exercised a definite impact on nearly all colleges and caused a liberalizing of the regulations of social and personal conduct. Most colleges seemed to have exercised less influence in local and community affairs in 1958 than in 1933, and apparently had less local support. Student social activities were more diversified in 1958 than in 1933 and seemed to have operated more independently or less as a unit than formerly. There was much difference of opinion as to the value of inter-collegiate athletics among the respondents and student interest in athletics

seemed to have dropped. Due to increased enrollments, increased heterogeneity of the student population, and the newly recognized diversity of student problems, guidance and student placement services were more common in 1958 than in 1933. Automobiles created many problems for the colleges in 1958 that were unknown in 1933. The colleges enrolled a larger percentage of commuters, had new problems in cafeterias and dining halls, were beset with parking problems, and in some cases, gave up enforcing regulations once thought necessary. In 1958 it was still uncommon for dormitory freshmen to own automobiles. The earlier marriage of many college students caused changed attitudes and increased housing and dining problems for nearly all colleges. In one way or another, the colleges met these changes, each with the reflection of the philosophy that distinguished one from another and best characterized those who operated them.

## CHAPTER VI

### INSTITUTIONAL CHANGES 1933-1958

#### Introduction

This study was aimed primarily at changes in the student population in the colleges of the Southern Appalachian Region. The nature of and changes in the institutions was not especially considered except in relation to possible effects on the purposes and activities of the student population. Actually no changes took place in the colleges except in relation to the student population since the colleges existed, ostensibly at least, for no other purpose than to serve students. In view of this it was felt necessary to review briefly a few major areas where institutional change took place in response to the changing needs of the students. Though it seemed at times that institutions existed for purposes quite apart from the felt needs of students and that others operated on perhaps a too hasty evaluation of what needs really were, most institutions responded rather fully to changed times. Lees-McRae Junior College was completely honest about this matter. Their respondent wrote:

Changes that have occurred have been brought about by changes in society in general and

changes in institutions around us that take students desiring an education similar to the ones offered by Lees-McRae College.

Many Southern Appalachian Colleges changed out of the sheer necessity of attracting students when their leadership became convinced that "the old" was no longer attractive to them. Conflict of real purpose was apparent in many stated aims. Students were necessary to have a college at all. Attracting them to private and church-related colleges, against the more flexible competition of public colleges, caused many strange combinations of offerings in terms of courses, college plants, and enticing statements of highly idealistic notions. Often obscurely-stated aims and purposes came face to face with the realities of higher education as envisioned by prospective students. Niceties, in some cases, superseded academic necessities. Most colleges felt the need of a more secure position in the educational world and sought accreditation. Once this was achieved it served them well by substantiating their position and causing them to look more closely at their task in practical terms. Many were still marginal cases for the regional agencies in 1958. It was wondered what they would have been without accreditation.

State, or publicly-supported institutions, had no doctrine or dogma to protect or perpetuate. They represented



quite another situation. In all cases they grew out of public need and were developed to fulfill needs as and where they existed. Generally practical in nature, the departments of public colleges, and the colleges of public universities, were founded for very real and specific purposes. Because of this they grew, changed, and registered a sensitivity to the public not particularly characteristic of private and denominational colleges. Financed from the public coffers, state and municipal colleges were better able to meet needs than their private and church-related competitors for the student population. In some cases law limited the scope of public colleges. In other cases it gave them the opportunity to do what seemed best suited to the times. Hence, it seemed that the greatest change and the greatest growth was in the public colleges.

Some public colleges limited enrollment to secondary school graduates of certain rank, or by aptitudes determined by testing. This, however, was not common to most public colleges. Generally they accepted all secondary school graduates who came to enroll. Private and church-related colleges once took nearly all comers at whatever level of education they had attained. They lead them on from there by offerings of both elementary

and secondary education, as well as college level work. In general, this changed noticeably, especially just prior to, and in some cases since, 1933. These private and church-related colleges became highly selective. In some cases they were selective to limit size, in some they sought to improve the quality of the student body. In any case, they were highly selective. Public colleges, which in most cases were not selective in terms of admission, because of law, became increasingly selective beyond the freshman year through the processes of failure and dismissal for academic reasons.

In terms of purposes, buildings, needs, and changes accomplished, much happened between 1933 and 1958 to the forty-four Southern Appalachian colleges which supplied data for this portion of this study. Thirty-five of them were accredited senior colleges, twenty-two were church-related or private and thirteen were public. Of the nine junior colleges which responded, only one was publicly supported.

### Purposes and Plans

Church-related colleges and private colleges. Traditionally and actually the catalogs of the typical church-related or private college, of the Southern Appalachian

Region, called attention to the one-time great need for education among a state-forsaken and ignorant, but good, people. So a great man or group of men, or in a few cases women, founded a college, or colleges, to allay the colossal ignorance and extend the Kingdom of God or to educate citizens for democracy. By any standard these were great men and they did great deeds and great good. At one time the large majority of the educated people in the Southern Appalachian Region, limited though they were, were graduated from these colleges. These colleges supplied the region with many ministers and teachers and they pre-trained most of the other professional men of the region.

Eventually the public became mildly aware of its own ignorance and began to support public colleges and universities. The faculties of these new institutions were drawn principally from among the graduates of private and church-related colleges. Thus these pioneer and missionary efforts at higher education were once a vital force not only in their local community but over a much wider area. Actually they were ventures of the highest order and their establishment represented the life-accomplishment of truly important men.

Catalogs, the statements of respondents, and the course offerings of these colleges showed that by 1933

they were well on their way toward developing into institutions imbued with purposes quite unlike those of their founders. By their own dialectics they proved "the old." By their practices they often cast doubt on the validity of their verbalisms. The questionnaire used in this study called for actual future plans and asked for a few brief statements regarding important changes of the past twenty-five years. The following section on plans and purposes will illustrate the point.

Purposes and plans. Nearly all of the colleges responding definitely stated their future plans. The following quotations were lifted from the returned questionnaires. The items quoted seemed to best illustrate the viewpoints of these colleges. "To improve and/or enrich the present program and offerings," "To remain about the same size," "We do not plan to increase in size more than about 15 per cent," "No plans to increase in size or enrollment, plan to remain about the same size and enrich the program," "We plan to build two new buildings in the next two years increasing enrollment to about 400. Do not wish to be larger than that," "We do not have ambitions to become a large school," "We want the best possible facilities for 600 full-time students," "To increase to 600," "To enrich our program and offerings," "Since we admit only theological students we do

not expect an increase in enrollment," "Increase to about 750 by 1970 and to enrich offerings."

These quotations were typical of one group of private and church-related colleges. They operated on a philosophy well stated by one of their number which recently became a degree-granting four-year college, and did not plan to grow beyond 650 students.

The philosophy back of this decision is supported by the belief that a smaller college has certain principles consistent with the personal element in both democracy and Christianity and a belief on the part of the (ruling conference of the church) that resources of the conference would not be adequate to providing support for a larger institution.

Of the twenty-two private and church-related colleges that responded to the questionnaire every one had a limit on enrollment, and all planned to "enrich" programs, which they evidently believed were not "rich enough." All built some of nearly every kind of a college building during the past twenty five years, including dormitories, swimming pools, chapels, greenhouses, and horse barns, to enrich the offerings. But, the desired "enrichment" yielded only three science buildings, three libraries and two classroom buildings for twenty-two colleges in twenty-five years of "enrichment." Ten said they needed science buildings, five needed classrooms, six needed libraries, and several needed English

and language departmental improvements. While these needs were developing these twenty-two colleges built eight fine arts buildings, five chapels, four natatoriums, eight student union buildings, two president's homes, and other assorted accommodations for richer living. "Enrichment" was construed to mean something other than generally improved programs of educational opportunity, in modern ways, in modern buildings. It was seen rather to mean "enriched" development of the ways of an older culture and was not considered to assure any distinct advance in the social and economic problem-solving usefulness of the student product. The greatest change was in "who" would be accepted as a student, in short who was to be "enriched."

Public colleges. The enrollment in public colleges increased at a much faster rate than enrollment in church-related and private colleges during the twenty-five years from 1933 through 1958. Most private and church-related colleges refused to grow faster than at a set rate or to pass a predetermined size for reasons already mentioned. Public colleges saw their purpose as something entirely different. One university respondent wrote,

Since this is a State and Land Grant Institution, the policy is to increase in size to take care of the necessary enrollment. Our first obligation is to the citizens of this state.

Another public college respondent wrote,

Our purpose is to increase in size and enrollment to serve better the region of the college and to accommodate the large college-age population anticipated in the immediate as well as the future years.

Another said,

Our enrollment will grow to the limit of our faculty and the state appropriations. However, the ultimate increase will depend upon funds.

Still another wrote,

Our policy then is to accept qualified students if we have facilities for them and it is not the thinking of the Board of visitors to restrict or to decrease in size or enrollment.

Not one public college used the term "enrich" in describing its plans or its program. All thirteen which responded to the questionnaire spoke of growth and development as a necessity. The concern most commonly expressed was as to possible means of meeting needs as they were recognized to exist.

During the twenty-five years studied, thirteen public colleges built thirty-six science buildings, laboratories, research centers, and related structures, ten libraries, and ten classroom buildings.

Differences in private and church-related colleges and public colleges. The differences between private and church-related colleges and public colleges were distinct both in stated purposes and physical response to the times

and needs of the times. Private and church-related colleges were nearly all originally committed to the raising of the educational level of the area where they were established. As of 1958 they either were, or seemed to seek to be, highly selective in nature and bent on a strange mixture of "culture" and "enrichment." Buildings, course offerings, philosophy, and enrollment were all derived from comfortable notions of entrenchment and enrichment possibly entirely foreign to original or even some current stated purposes.

Public colleges saw their purposes clearly from the outset and changed whatever was necessary to meet needs and demands as they saw and recognized them and were able to get funds to finance them. There was no suddenness in these changes. Rather they were steady and generally consistent in aim and direction. In 1958 these colleges all looked to the future with little thought except the organized planning needed to meet the growing needs they saw in their future.

#### New and Renovated Buildings, 1933-1958

Table ~~XXX~~ lists by number and general purpose the types, or kinds, of buildings built by forty-four Southern Appalachian colleges which responded to the questionnaire.



TABLE XXX

BUILDINGS BUILT AND RENOVATED BY FORTY-FOUR TYPICAL JUNIOR  
AND SENIOR COLLEGES OF THE SOUTHERN APPALACHIAN REGION,  
1933-1959, BY NUMBER OF STRUCTURES AND GENERAL TYPE

Type of building	Number renovated	Number of new buildings
Administrative offices	9	2
Auditoriums	2	3
Cafeterias	1	10
Chapels	1	7
Classroom buildings	13	14
Dormitories		
for men	21	34
for women	13	42
quarters for the married		20
Fine arts buildings	2	12
Faculty apartments		1
Greenhouses		1
Hospitals and infirmaries	3	5
Health, Phys. Ed. and Gyms	5	17
Home economics buildings		8
Horse barns		1
Industrial arts buildings		2
Laboratory schools	1	1
Libraries	3	17
Maintenance buildings	4	3
Natatoriums		3
President's homes		2
Print shops		1
Science and research buildings	3	41
Student centers		13
Total	81	260

Some respondents sent thorough and complete lists of all building changes and additions during the twenty-five year period studied. Others sent a skeletal listing by function only and without dates of changes or of the construction of new buildings. Though these data represented 57 per cent of the colleges of the region they were by no means complete. They were considered to be indicative only. The data included twenty-two private and church-related colleges, thirteen public colleges, and nine junior colleges. Together they built 260 new college buildings and renovated eighty-one old buildings during the twenty-five years.

Reference was previously made to the kinds of buildings each type of college built. In respect to the purposes of the colleges, it was felt that they were built as implementation of these purposes which was possibly a very good indication of true intention.

Most of the building was done in recent years. The dates when all buildings were built were not submitted by all colleges reporting that they had built buildings. Table XXXI gives a fair indication of the trend. The table includes 208 of the 215 senior college buildings included in Table XXX. Some 1959 buildings were included in the lists submitted and were tabulated

TABLE XXXI

NUMBER OF NEW BUILDINGS OF ALL TYPES BUILT BY THIRTY-TWO  
TYPICAL SENIOR COLLEGES OF THE SOUTHERN APPALACHIAN  
REGION, 1933-1959, BY YEARS OF CONSTRUCTION, WITH  
PER CENT OF TOTAL BY NINE YEAR PERIODS

	Years of construction	Number of new buildings, all types	Per cent of total
First nine years:	1933	0	
	1934	1	
	1935	3	
	1936	2	
	1937	5	
	1938	1	
	1939	7	
	1940	4	
	1941	8	
		<u>37</u>	17.8
Second nine years:	1942	6	
	1943	1	
	1944	0	
	1945	2	
	1946	1	
	1947	13	
	1948	5	
	1949	13	
	1950	11	
		<u>46</u>	22.2
Third nine years:	1951	10	
	1952	21	
	1953	12	
	1954	16	
	1955	9	
	1956	17	
	1957	11	
	1958	17	
	1959	12	
		<u>125</u>	60.0
Grand total 27 years		208	

with the others. This made twenty-seven years. The years were divided into three groups, of nine years each, including 1933 and 1959. Table XXXI shows that 17.9 per cent of these buildings were built during the first nine year period, 22.1 per cent during the second nine year period, and 60 per cent during the most recent nine year period. The first nine years was considered the basic period and thirty seven buildings were considered to represent typical growth for that time. By that standard of growth, the rate of increase during the second nine year period, from 1942 through 1950, was 27 per cent. By the same standard, college buildings were built from 1951 through 1959, at a rate 240 per cent greater than from 1933 through 1941.

Types of college buildings built. Most of the buildings colleges built between 1933 and 1959 were of three types. Dormitories were built far more frequently than any other type of building. In all, the forty-four colleges built sixty-six new dormitories, renovated thirty-four, and built twenty assorted buildings as residences for married couples. Science and research buildings were second. Forty-one new ones were built and three were renovated, mostly by public colleges. Libraries ranked third, seventeen new libraries were built and three

were renovated. Only fourteen new classroom buildings were reported but thirteen were reported to have been completely renovated.

Many colleges reported having generally good old or original buildings which were modernized and renovated for classrooms, administrative offices, and dormitory purposes. It was noted that most of the new buildings were for highly specialized purposes. This was construed to give direct meaning to the avowed intentions of the various institutions.

Changes Considered Significant by College  
Respondents, 1933-1958

All of the colleges were asked,

As you see it, what, if any, are the most significant changes of the past twenty five years with respect to your institution in terms of anything suggested by any of the above or more particularly in terms of anything you think is related to the type, quality, numbers, purposes, aspirations, behaviors, and accomplishments of the student population in your institution?

This very general question yielded some equally general answers. It revealed more of the philosophy of the respondents than of scientifically significant changes that occurred. A few of the responses were included here to emphasize the kinds of people encountered in the colleges

by student populations between 1933 and 1958.

One free-thinker from a highly selective private college wrote,

It is difficult for me to answer this question for I have been here only three years. I would say that the most important development, as far as the students are concerned, is the improvement in the level of admissions. We are now taking students with much higher college board scores than we did a few years ago. This may be a debatable matter; many of our faculty seem to think so at least. Some also feel that the general behavior of the students is worse. But I cannot make such a comparison. I am inclined to believe, without any proof, that students were just as bad 25 years ago as they are today.

The dean of a very large public institution wrote,

Student government fortunately is now more effective than formerly because the students themselves are more active over the nine-month period. There has been a marked increase in the percentage of members of the student body who are married.

The dean of a private college wrote,

The students we have coming to us from the high schools have less training in foreign language and in most mathematics and some science. The purpose . . . has not in general changed and the major aspirations of the students appear to be about the same in that we still have many interested in pre-professional and professional courses. However, we had an increase in business courses and physical education since a major has been offered in these two fields for only a few years in comparison to other major fields. The quality of the student body may be considered poorer and shows a lack of leadership in some respects. Since World War II there appears to be a slackening of morals nation wide and we are affected

here also. Our graduates are accomplishing as much or more than twenty years ago. However, we have many of our graduates in very important positions the world around who have graduated over a fifty year period. [sic]

The president of a state college which drew its students from exactly the same area high schools wrote,

Students are better prepared in high school for college work; the enrollment has tripled in the last decade; students desire to be more fully educated and want a greater variety of courses of instruction; students enter more diverse fields after graduation.

The dean of a state liberal arts college wrote,

Caliber of our faculty is increasing. Believe our requirements are more rigorous. Higher demands (scholastically) are being made and more students are being suspended for academic reasons. Transfer policy has been tightened, tougher probation, suspension policy.

In some ways the older students are more capable because there was a natural tendency toward selection. More students are enrolling and tendency is to dig further into ability grouping. However, we have a number of fine youngsters and many of them on securing fellowships do graduate work. An amazing number of students turn out pretty well.

The dean of a state liberal arts college, who reflected some disdain for teacher training, wrote,

I believe that the most important change in our institution is that we are recognized as a liberal arts college, rather than a teachers college. . . . We are still attempting to offer the best liberal arts education we can for the most reasonable price possible.

The provost of a private university which was formerly a church-related college wrote,

The most important change and one which reflects all aspects of this particular question is the comprehension that this university is an institution serving primarily the people of the geographic area in which it is located and the reaction to that comprehension in terms of a broadened program. The process is underway.

The dean of the most cooperative college in this study, i.e. the one that furnished the only absolutely complete set of data, expressed a concern common to many others not quoted here.

I would say that among the most significant changes is the loss in interest in extra-curricular activities. Students often seem more interested in pursuit of personal pleasures than in giving their energies to student activities. It is difficult to get seniors to serve as managers of athletic teams, senior staff members on publications, etc. "School spirit" is still strong here but not so strong as it was even 15 years ago. Comparatively few students seem willing to sacrifice personal interests for the good of the group and I think this is a distinct loss in a college like this.

The dean of a rapidly growing church-related college, of the same conference and denomination as one quoted above, had a very different outlook.

In my opinion, the nature of the student body is one of the significant changes. We are growing closer and closer in our church connections and are drawing more and more on . . . and out of state . . . churches for our student population. In my opinion, this has meant a great deal in the future plans and aspirations of our institution. Also, I think, our increase in the number of students going into education is a significant factor.



The dean of a very rapidly growing state institution displayed great respect for the work he had had a part in. Everything had changed and all for the better.

Most significant changes in the past 25 years are in terms of growth of students, faculty, and buildings; the addition of a graduate school; the addition of all services required for our student personnel program; the division of the college into schools; the improvement in the quality of the student population; the improvement in the student government due to the training program which includes Leadership Institutes and other programs.

The student populations in the Southern Appalachian Region were subject to a wide variety of deans and presidents. They all saw changes. Some liked what they saw and some did not. Some seemed willing to face change and bring good from it, others did not. One thing only a few mentioned was accreditation. Reference was made in Chapters I and II to the increase in accredited colleges in the region during the past twenty-five years. There was much evidence that the necessity of meeting minimal standards was no small factor in many of the changes that actually took place. Some Southern Appalachian colleges were slow to recognize changes in student needs. They were also separated from possible action by various commitments. Some broke away from these commitments and gained a new strength to grow from the new-found freedom of action.

Some of the deans and presidents quoted in this chapter displayed only a mild faith in the capabilities of the average college youth and registered amazement at their later successes. None said, or even implied, that "the college" or some part of it, or some person of official position in it, might have contributed to some of the shortcomings observed within the student body.

#### Summary

This chapter drew a sharp line between the purposes, plans, buildings, and significant accomplishments of private and church-related colleges and public colleges. "Enrichment," as used by private and church-related colleges was not seen to mean increased emphasis on the practical aspects of the most useful kinds of higher education. The meeting of public needs for all types of useful education was seen as the function of public colleges, and to some extent as their accomplishment. The great increase in college building, in very recent years, was emphasized. Various and varying quotations, expressing the opinions of college respondents to questions raised by this study were listed to illustrate the range and diversity of opinion extant in Southern Appalachian Region colleges.

## CHAPTER VII

### AN ESTIMATE OF UNDERGRADUATE COLLEGE ENROLLMENTS AND INSTITUTIONAL NEEDS 1958-1968

#### Introduction

The seventh sub-problem of this study was the projection of discoverable trends, with regard to the college student population, as they have bearing on the future needs of the region. In this chapter the percentages developed in preceding chapters were applied to projected population figures representing the possible numbers of high school seniors who will graduate and possibly attend college from 1958 to 1968. The tables represent only natural increases in population. They do not take into account other factors, of possible increased enrollments, such as increased desire to attend college, the possibly increased economic necessity of certain types of higher education, or the results of possible calamities, such as war, that might affect the college student populations to an even greater extent than natural increase.

The system of projection employed in the following tables was based entirely upon the findings of this study. The basic regional population figures employed were taken

from Belcher's study<sup>1</sup> and the projected public school enrollments from the work of Delozier.<sup>2</sup>

In addition to these estimates other estimates based on the average rate of growth in the regional college student population were included.

#### Average Increase of the Student Population

Table XXXII was prepared to illustrate the average growth of the student population in Southern Appalachian colleges from 1933 through 1958. In Chapter II, Table V, page 41, the average increases in enrollments for all colleges in the region were illustrated and compared. It was pointed out that the overall average increase in enrollment was 177.2 per cent for the twenty-five year period from 1933 through 1958. The colleges included in Table XXXII were selected to represent the average for the region. Complete enrollment figures, by five year periods,

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<sup>1</sup>John C. Belcher, "Number of Inhabitants of the Southern Appalachians 1900-1957" (Mimeographed bulletin, Population Data Series No. 1, Southern Appalachian Studies, in cooperation with the University of Georgia, Athens, Ga.), May, 1959.

<sup>2</sup>Robert C. Delozier, "Public School Enrollment Predictions" (Unpublished thesis), Southern Appalachian Studies, in cooperation with the University of Tennessee, Knoxville, Tennessee), August, 1959.

TABLE XXXII

TOTAL UNDERGRADUATE FALL ENROLLMENTS IN TEN SOUTHERN APPALACHIAN COLLEGES SELECTED TO TYPIFY THE AVERAGE FOR THE REGION, BY INSTITUTION IN FIVE YEAR PERIODS, 1933-1958, WITH PER CENT OF CHANGE FROM 1933 AND FROM EACH PRECEDING FIVE YEAR PERIOD

College	Enrollment by five year periods					
	1933	1938	1943	1948	1953	1958
Appalachian State College	868	901	350	966	1476	2361
East Tenn. State College	582	685	276	1499	2933	4021
Glenville State College	348	379	101	448	413	652
Madison College	828	1100	970	1307	1005	1372
Moorehead State College	437	611	266	510	753	1821
Radford College	497	410	407	752	861	1178
University of Chattanooga	422	631	360	1392	814	1073
Western Carolina College	295	401	230	550	746	1339
West Virginia Inst. of Tech.	234	432	253	520	506	1070
West Virginia University	<u>3135</u>	<u>3939</u>	<u>4166</u>	<u>8377</u>	<u>6662</u>	<u>6283</u>
Total	7646	9489	7379	16321	16169	21170
Per cent of change from preceding five year period		24.1	-22.2	122.0	-0.9	30.9
Per cent of change from 1933		24.1	-3.5	113.5	111.5	176.9

were not available from most of the colleges studied. Table V was prepared from 1933 and 1958 enrollments for all colleges and illustrates only the limits of increase. Table XXXII illustrates both the overall increase and the rate of increase, to some extent. Due to the effects of World War II and the Korean affair, which show in the 1943 and 1953 enrollments of all colleges in the table, it was not possible to compute a true average rate of increase in college enrollments. It was noted that from 1933 to 1938 that the increase in enrollment was 24.1 per cent but that during World War II enrollment dropped back below pre-war levels. In the next five-year period the five-year increase was 122 per cent or 113.5 per cent above 1933. In 1953 the enrollment dropped again, by nine tenths of one per cent for the five-year period or 2 per cent below the overall increase over 1933 that was attained in 1948. The 1958 figures show an even larger increase than followed World War II, but it was an unnatural increase and tended to over-emphasize the rate of growth. It was apparent that many students were in college at that time who were past college age and had postponed higher education because of the necessity of military service. Because it was known that many veterans were in all colleges during that period the increase, of 30.9 per cent for the five years from 1953 to 1958, was

not taken to be truly representative. No data was available for the analysis of the several causes for increase felt to have worked together to establish the overall increase for that period.

#### The Change in Total Population of the Southern Appalachians

According to Belcher's study,<sup>3</sup> the population of the Southern Appalachian Region increased steadily until after 1940. Between 1940 and 1950 population decreases began to show in some areas of the region but there was still an overall regional increase of 7.85 per cent for the ten-year period. Between 1950 and 1957 the number of areas showing decreased population quadrupled. Specific areas of the region continued to increase but at a generally slower rate. These two factors developed into an overall decrease in the population of the region. Belcher estimated that from 1950 to 1957 the overall decrease in the total number of inhabitants in the region amounted to 1.17 per cent. Belcher's study showed the rate of change in the population and emphasized the steady decline in the rate of increase from 1900 to 1940 and the appearance of

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<sup>3</sup>Belcher, op. cit., Table II.

actual decline in total population in the region after that time. It was clear that natural population increase was not the principal cause of the increased enrollments in the colleges of the region. During the same years that the rate of total population increase declined, and developed into a decrease, the college student population in the region increased very rapidly and showed the greatest gains after the actual decrease in total population set in.

#### Sample Counties and Metropolitan Areas

Delozier's study<sup>4</sup> was based on possible or probable public school enrollments in the seventeen sample counties listed in Table XXXIII. In 1957, thirteen of these counties were primarily rural and four were more densely populated metropolitan areas. Together they represented 18.7 per cent of the total estimated population of the Southern Appalachian Region.<sup>5</sup> Although eight of the counties shown in Table XXXIII lost population ranging from 3 per cent to 23 per cent, other, generally

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<sup>4</sup>Delozier, op. cit.

<sup>5</sup>Belcher, op. cit.



TABLE XXXIII

TOTAL POPULATION SAMPLE COUNTIES--SOUTHERN APPALACHIAN REGION  
 --1950 CENSUS AND 1957 ESTIMATES<sup>a</sup> WITH PER CENT OF CHANGE  
 AND PER CENT OF TOTAL POPULATION OF REGION, 1957

County and State	Total population 1950 census	Estimated total population 1957	Per cent of change 1950-1957	
<u>Rural counties</u>				
Ala. De Kalb	45,048	41,600	-7.8	
Ga. Pickens	8,855	8,600	-3.0	
Ky. Jackson	13,101	12,500	-4.6	
	Leslie	15,537	18,700	20.4
N. C. Swain	9,921	9,300	-6.5	
Tenn. Bradley	32,338	35,000	8.2	
	Hawkins	30,494	33,100	8.7
	Sevier	23,375	25,500	9.1
Va. Giles	18,956	20,200	6.6	
W. Va. Barbour	19,754	17,200	-12.8	
	Gilmer	9,746	8,100	-16.4
	Grant	8,756	8,300	-5.3
	Tucker	10,600	8,200	-23.0
<u>Metropolitan counties</u>				
N. C. Buncombe	124,403	128,500	3.3	
Tenn. Hamilton	208,255	223,000	7.1	
	Knox	223,007	240,600	7.9
W. Va. Kanawha	239,629	250,600	4.6	
Total sample	1,041,793	1,089,000	4.3	
Estimated total 1957 population of region		5,765,300		
Per cent 1957 sample is of total estimated population		18.7		
Estimated population change 1950-1957, entire region		-1.17		

<sup>a</sup>John C. Belcher, op. cit.

more populous counties, showed increases ranging from 3.3 per cent to 20.4 per cent. The estimated overall population increase of the sample from 1950 to 1957 was 4.3 per cent. The sample did not exactly represent the overall average for the region which Belcher estimated decreased 1.17 per cent between 1950 and 1957. For the purposes of Table XXXIV, Delozier's estimates for the sample counties were used and considered to represent 18.7 per cent of Belcher's estimates of total population in the region. In that manner the estimates of total enrollments in the twelfth grade of public schools for the years from 1959 through 1969 were made.

#### The Proportion of Classes in Undergraduate College Enrollments

Table XXXV was prepared to illustrate the proportion of Freshmen, Sophomores, Juniors, and Seniors in the enrollment of typical Southern Appalachian colleges in 1958. Eight of the colleges in Table XXXV were the same as those listed as representative of the region in Table XXXII. Berea College and Fairmont State College were substituted for Madison College and Radford College because the necessary figures for those colleges were not available. Table XXXV was prepared to illustrate proportion

TABLE XXXIV

ESTIMATED TWELFTH GRADE PUBLIC SCHOOL ENROLLMENTS<sup>a</sup> IN SAMPLE  
SOUTHERN APPALACHIAN COUNTIES AND METROPOLITAN AREAS,  
1959-1969, BY SCHOOL YEARS WITH PROJECTION TO  
REPRESENT ENTIRE REGION

School year	Counties Estimated enrollments		Total rural and metropolitan counties 18.7 per cent of region	Projected estimate for region 100 per cent
	Rural	Metro- politan		
1959-60	2,469	8,752	11,221	60,000
1960-61	2,616	8,992	11,608	62,000
1961-62	2,411	8,688	11,099	59,300
1962-63	2,202	8,046	10,248	60,100
1963-64	2,327	8,960	11,287	60,300
1964-65	2,525	9,223	11,748	62,700
1965-66	2,407	10,274	12,681	67,800
1966-67	2,300	9,793	12,093	64,600
1967-68	2,149	9,726	11,875	63,500
1968-69	2,663	9,948	12,611	65,500

<sup>a</sup> Robert C. Delozier, op. cit.

TABLE XXXV

1958 UNDERGRADUATE ENROLLMENTS IN TEN TYPICAL SOUTHERN  
 APPALACHIAN COLLEGES, BY CLASSES WITH PER CENT EACH  
 TOTAL UPPER CLASS IS OF FRESHMAN CLASS

Name of college	Total enrollment by classes			
	Freshmen	Sophomores	Juniors	Seniors
Appalachian State College	689	450	412	437
Berea College	367	269	233	218
East Tenn. State College	1,420	922	804	722
Fairmont State College	584	284	210	191
Glenville State College	257	147	111	104
Moorehead State College	727	350	312	330
University of Chattanooga	315	318	185	151
Western Carolina College	617	280	213	229
West Virginia Inst. of Tech.	516	190	159	133
West Virginia University	<u>1,749</u>	<u>1,442</u>	<u>1,171</u>	<u>1,122</u>
Total	7,241	4,652	3,810	3,637
Per cent each upper class is of freshman class		64.2	52.6	50.2

only and is possibly as truly representative in that respect as Table XXXII is representative of the average increase in total enrollment.

Table XXXV shows that in 1958 in the typical, or average, regional college the number of Sophomores equaled 64.2 per cent of the Freshmen, the number of Juniors equaled 52.6 per cent of the Freshmen, and the number of Seniors equaled 50.2 per cent of the Freshmen.

#### The Percentage of 1959 High School Seniors Who Expected to Attend College

Chapter IV discussed the findings that resulted from a questionnaire filled in by 1959 high school seniors in selected high schools in the sample counties listed above and also used by Delozier<sup>6</sup> in his predictions of public school enrollments. Table XIX, page 105, shows that 42.9 per cent of those seniors expected to attend college after completion of high school. Table XVIII, page 102, shows that the seniors reported that of their siblings who attended college 65 per cent attended a college in the Southern Appalachian Region.

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<sup>6</sup>Delozier, op. cit.

The Percentage of Southern Appalachian College  
Students Native to the Region

In Chapter III it was noted that of the student population in all colleges in the region in 1958 only 55 per cent was native to the region. The other 45 per cent came into the region to attend college from other states and foreign lands or from other sections of the states a part of which are in the region.

The Process of Estimating Enrollments

It was noted that Delozier<sup>7</sup> estimated twelfth grade enrollments and that the sample he used represented 18.9 per cent of the estimated 1957 population of the region according to Belcher's estimates.<sup>8</sup> From these estimates the total numbers of high school graduates for the region were estimated for the years from 1959 through 1969. Of the high school graduates sampled 42.9 per cent expressed the intention of attending college. On the basis of the college attendance of the siblings of these 1959 seniors it was expected that 65 per cent of the high school graduates in each year estimated would attend a college in the

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<sup>7</sup>Ibid.

<sup>8</sup>Belcher, op. cit.

region. The freshmen thus estimated were then used as the basis for determining the total regional college enrollment of students native to the region. This number was known to equal 55 per cent of the total college student population in all colleges in the region. From it 100 per cent, or the total college enrollment in all colleges of the region, was estimated.

It was noted above in this chapter that natural population increase was not the principal cause of college enrollment increases. The estimates arrived at by the process outlined above takes into account nothing but natural increase in population. Table XXXVII shows a natural increase in college enrollment of 11.6 per cent for the ten-year period, from 1959 to 1969. It was felt that this increase was larger than the 4.3 per cent of increase for the population sampled, or than the minus 1.17 per cent for the region as a whole, because of the particular age group considered in Delozier's<sup>9</sup> sample.

Estimated Natural Increase in College  
Enrollment 1959-1969

Tables XXXVI and XXXVII illustrate the process by which the estimates of natural increases in college

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<sup>9</sup>Delozier, op. cit.

TABLE XXXVI

METHOD OF ESTIMATING POSSIBLE UNDERGRADUATE ENROLLMENT, OF STUDENTS NATIVE TO SOUTHERN APPALACHIAN REGION, WHO MAY BE ENROLLED IN REGIONAL COLLEGES, 1959-1969, DUE TO NATURAL POPULATION INCREASE ONLY

Year	Estimated total H.S. grads. in region	In 1959 42.9 per cent expected to attend college (Table XIX)	65 per cent of sibs. of 1959 H.S. Seniors attended college in region (Table XVII)	64.2 per cent of Freshmen equals Sophomores (Table XXXV)	52.6 per cent of Freshmen equals Juniors (Table XXXV)	50.2 per cent of Freshmen equals Seniors (Table XXXV)	Total 4 classes-college student population native to region
1959-60	60,000	25,740	16,731	10,741	8,600	8,399	44,471
1960-61	62,000	26,598	17,289	11,099	9,094	8,679	46,161
1961-62	59,300	25,440	16,536	10,616	8,697	8,301	44,150
1962-63	60,100	25,783	16,759	10,759	8,815	8,413	44,746
1963-64	60,300	25,868	16,814	10,794	8,844	8,440	44,892
1964-65	62,700	26,898	17,474	11,218	9,191	8,771	46,654
1965-66	67,800	29,086	18,906	12,137	9,944	9,490	50,477
1966-67	64,600	27,533	17,896	11,489	9,413	8,983	47,781
1967-68	63,500	27,241	17,707	11,367	9,313	8,888	47,275
1968-69	65,500	28,110	18,272	11,730	9,611	9,172	48,785



TABLE XXXVII

METHOD OF ESTIMATING POSSIBLE TOTAL UNDERGRADUATE ENROLLMENT IN ALL SOUTHERN APPALACHIAN COLLEGES 1959-1969 WITH PER CENT OF NATURAL<sup>a</sup> INCREASE FOR TEN-YEAR PERIOD

Year	Total student population native to region (Table XXXVI) equals 55% total student population	45 per cent of student population not native to region	Estimated total undergraduate student population by natural increase only	Per cent of increase for ten year period
1959-60	44,471	34,936	79,407	
1960-61	46,161	37,755	83,916	
1961-62	44,150	36,090	80,240	
1962-63	44,746	36,585	81,331	
1963-64	44,892	36,720	81,612	
1964-65	46,654	38,160	84,814	
1965-66	50,477	41,265	91,742	
1966-67	47,781	39,060	86,841	
1967-68	47,275	38,655	85,930	
1968-69	48,785	39,915	88,700	11.6

<sup>a</sup>This table, and the sequence of tables leading to it, were based on percentages established elsewhere in this study and natural population increase only. Increase in felt need or desire to attend college was not estimated.

enrollments were developed. By that process it was estimated that the college student population of the region would increase from an estimated 79,407 for the 1959-1960 school year to 88,700 for the 1968-1969 school year. Those numbers represent a ten-year college enrollment increase of 11.6 per cent due to natural population increase only.

Other Possible Causes of College Enrollment  
Increases Expected for the Period  
from 1958 to 1968

Table XXXII illustrates that Southern Appalachian college enrollment increases took place much more rapidly than natural increases in the total population of the region, as illustrated in Table XXXIII. Due to the fact that college enrollments increased faster than the total population, both before and after the wars that disrupted college enrollments, in the middle forties and early fifties, it was considered safe to assume that the proportion of high school graduates who will expect to attend college in future years will continue to increase faster than, or to exceed, natural increase or decrease in total population. Therefore, it was felt that the estimates above which reflected only natural increase were much too low.

The actual average increase in student population in all of the colleges of the region was illustrated in Table V, page 41. It showed that over the twenty-five year period from 1933 through 1958 that the student population increased 177.2 per cent. On the basis of actual enrollment figures this represented an average twenty-five year increase of about 2000 students per year. The increase did not come evenly and was more rapid at the end of the period than at the beginning. There were no indications that this tendency to increase, from causes not directly related to natural population increase, would let up. Therefore, it seemed much more reasonable to assume that college enrollments in the region would continue to increase by at least the "established" 2000 students per year for the ten years from 1959 through 1969. At that rate total Southern Appalachian college enrollment for the ten years from 1959 to 1969 would increase 25 per cent, or more, instead of the 11.6 per cent estimated as due to natural causes only.

Table XXXVIII is, therefore, offered as an estimate probably much more accurate than Table XXXVII. No attempt was made in this study to determine the personal purposes of those who attended college, why they attended where they did, or why there were more people in college in 1958 than in 1933. But it is a fact that they were

TABLE XXXVIII

ESTIMATED TOTAL ENROLLMENT IN SOUTHERN APPALACHIAN COLLEGES  
1959-1969, BASED ON THE 1958 ENROLLMENT AND THE AVERAGE  
RATE OF INCREASE FROM 1933 TO 1958

School year	Estimated total college student population for entire region
1958-1959	79,157 <sup>a</sup>
1959-1960	81,157
1960-1961	83,157
1961-1962	85,157
1962-1963	87,157
1963-1964	89,157
1964-1965	91,157
1965-1966	93,157
1966-1967	95,157
1967-1968	97,157
1968-1969	99,157

<sup>a</sup>This figure is made up of 73,435 students reported by the colleges as enrolled for the fall quarter in 1958 and 5,722 estimated to have been enrolled in colleges that did not supply figures for this study. (See explanation following Table V.)

there and a fact that percentage-wise college enrollments increased much more rapidly than total population. It was considered safe to prepare the estimates in Table XXXVIII on the assumption that the trend to attend college that operated during the past twenty-five years would continue to operate from 1959 through 1969. It was estimated that total college enrollments in the Southern Appalachian Region would increase 11.6 per cent from natural population increase and at least another 13.4 per cent from all other causes of college attendance, or a total increase of not less than 25 per cent between 1959 and 1969. For the school year 1958-1959 there was a fall enrollment in the seventy-seven colleges of the region of 79,157 students. Table XXXVIII shows that it was estimated that in 1969 there will be 99,157 students in these seventy seven colleges if no new colleges are established in the region.

#### Which Colleges Will Enroll the Increase?

Most of the increased numbers of students expected to attend Southern Appalachian colleges in the next ten years will attend public colleges. All of the private and church-related colleges limit their enrollments. In 1958 some had already reached the maximum size planned by those

who operated them and others were rapidly approaching a maximum size that was predetermined by them and expressed in questionnaires used in this study. It is not likely that all fifty-three private and church-related colleges in the region will absorb more than about 30,000 of the 99,000 students who will probably attend college in 1969. That would be an increase over 1958 enrollments of about 3000 in private and church-related colleges, which is about the limit of their plans. The public colleges will need to make provision for the other 17,000 students expected by 1969, at an average rate of about two and one half per cent of their own enrollment per year.

It was noted in Chapter II that the increase in enrollment varied greatly among the colleges of the region and that location, control, courses offered, and other factors greatly influenced student choice of colleges. Tables I, II, III, and IV, pages 26-33, show the twenty-five year percentage increases in enrollment for each of the colleges in the region. On the basis of these percentages some colleges will likely grow, or continue to grow, much more rapidly than others. What was said here is in terms of the region only and has no particular significance for any particular college other than in relation to its particular share of the task of

offering higher education to the prospective students of the region.

Future Needs as Seen by College Respondents  
to this Study

All of the respondents to this study were asked,

What buildings, or instructional or functional departments in larger buildings, now seem to you to be below standard in comparison with the rest of the college plant?

This question brought responses from thirty-five colleges of all types. Most of the respondents expressed deficiencies in terms of what was needed for student bodies enrolled in 1958. The question directed the attention of the respondents more to improvements than to additional facilities envisioned in the face of increasing enrollments. It was thought significant, however, that if these thirty-five colleges needed seventeen new science buildings, four new lecture-room or regular classroom buildings, eight new dormitories, six new libraries, three fine arts buildings, three student centers and one or more of nearly every other type of building common to colleges, that in the face of increasing enrollments they probably and actually needed far more buildings than these.

Thirteen of the thirty-five colleges that reported some of their facilities were felt to be inadequate, were public colleges and twenty-three were private and church-related colleges. About half of each group recognized the need for new and better facilities for instruction in various sciences. Aside from this common "felt need" the other facilities thought inadequate followed very closely the building habits of the public, private and church-related colleges outlined in Chapter VI. "Needs" reflected philosophy.

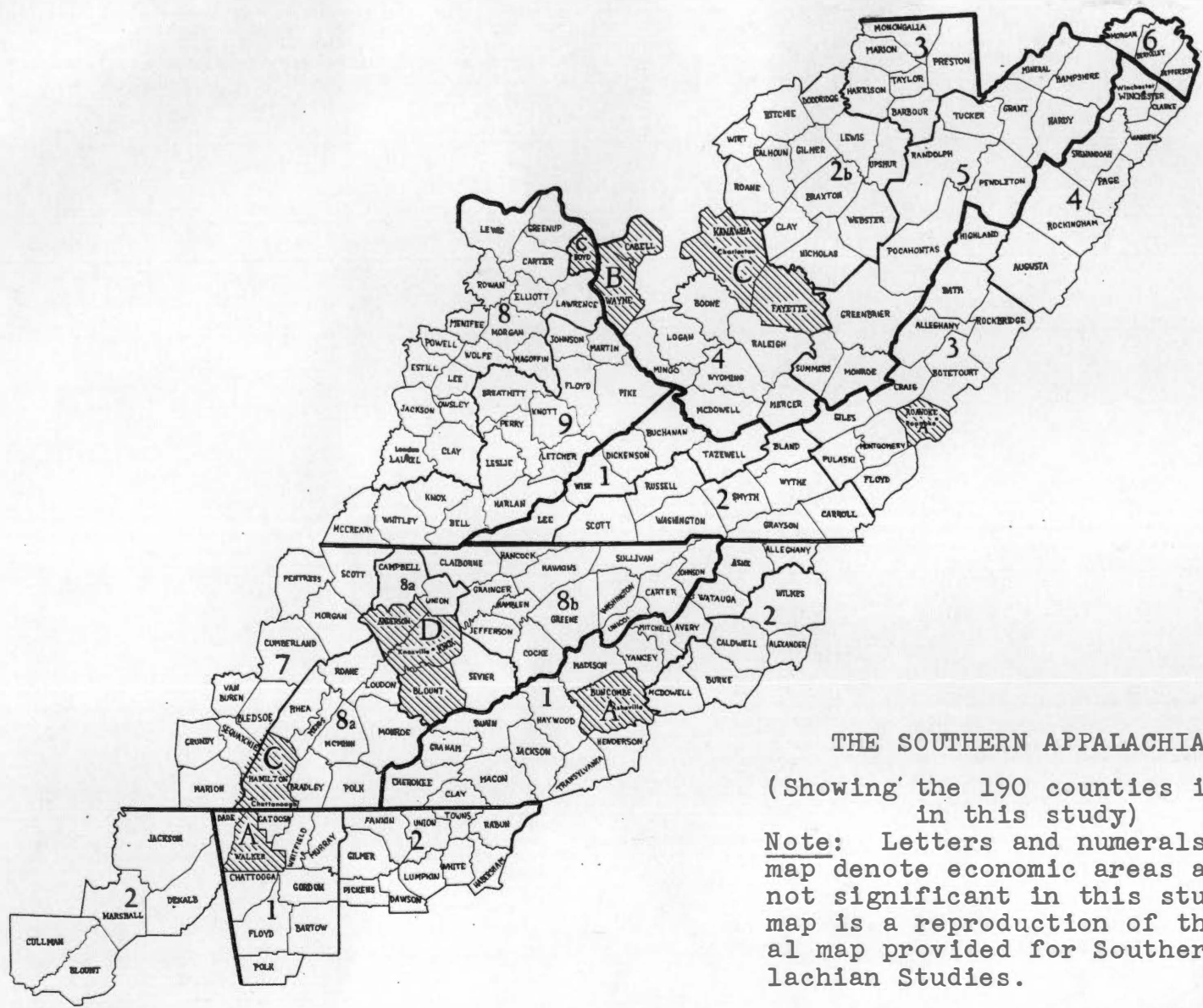


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APPENDIX



THE SOUTHERN APPALACHIANS

(Showing the 190 counties included in this study)

Note: Letters and numerals on this map denote economic areas and are not significant in this study. This map is a reproduction of the general map provided for Southern Appalachian Studies.

## LETTER TO STATE DEPARTMENTS

The following is a copy of the letter sent to the state department of education of each state of the Southern Appalachian Region.

February 16, 1959

Dear

As a part of the Ford Foundation Study of the Southern Appalachian Mountain Region, Mr. T. Madison Byar, one of our doctoral students, is making a study of The Student Population in the Institutions of Higher Education in the Southern Appalachian Mountain Region, 1938-1959 (with prediction of needs by 1969).

Enclosed is a listing of what he believes to be the accredited four year colleges and the two year (or other) junior colleges in the area of (name of state) indicated by the attached list of counties. Institutions in the state but not in the listed counties are being excluded from the study and, hence, are not included here.

Will you please check this list for accuracy and return it to Mr. Byar as soon as possible? It is important that all parts of this list be verified i.e. as to the correct name of each institution, county, city, and the name of the president, or other chief official. If the list is incomplete please make any necessary additions.

These listings were obtained from two sources neither of which is exactly current, though both were recent. Because of this, we seek your cooperation in aiding us to prepare a correct list. There may have been some institutions operating since 1938 that have since closed. If you know of any, formerly operating in the listed counties, please indicate them also.

Yours truly,

Orin B. Graff  
Head of Department  
E. A. & S.

OBG  
tmb

## ORIGINAL LETTER TO COLLEGE PRESIDENTS

The following is a copy of the original letter and return card sent to all colleges in the Southern Appalachian Region.

March 6, 1959

Dear President

You are doubtless familiar with "Southern Appalachian Studies," presently being financed by The Ford Foundation, under the general direction of Dr. W. D. Weatherford of Berea College. The University of Tennessee is one of several colleges and state universities participating in these studies.

One of our doctoral students, Mr. T. Madison Byar, is contributing to the general effort by making "A Study of the Student Population in the Institutions of Higher Education in the Southern Appalachian Region, 1938-1959 (with estimates of needs by 1969)."

His study will be directed toward the establishment of trends and/or changes, if any, peculiar to the student population in the colleges of the area for the years to be studied. (name) College is among the institutions Mr. Byar wishes to include in his study. Pending their cooperation, all accredited colleges and junior colleges in the area will be included. There are over sixty of them and the study would produce data of value to all.

He will need certain statistics, data on curriculum, the faculty, housing, the geographic origin of students, institutional income, etc. Some of this needed data you may have compiled in the form of catalogues, other printed materials, and in the retained copies of forms sent to accrediting agencies. Some may require small special preparation.

We hope that you will assure us of your interest and cooperation by favorably marking the enclosed card and by assigning a member of your staff to whom Mr. Byar may write for data. All colleges participating in the study will be provided with a summary of the findings. Both this university and Mr. Byar will greatly appreciate your cooperation.

Please fill in and mail the enclosed card.

Yours truly,  
Orin B. Graff  
Head of Department

OBG:tmb

## CARD TO COLLEGE PRESIDENTS

Sample of return card enclosed with original letter to all college presidents in the Southern Appalachian Region.

(Name of College)

\_\_\_\_\_ will cooperate in the study of higher education in the Southern Appalachian Region.

\_\_\_\_\_ does not wish to be included in the study.

I assign \_\_\_\_\_ (Name) \_\_\_\_\_ to provide Mr. Byar with the necessary data. His (her) mailing address is

\_\_\_\_\_

\_\_\_\_\_  
President

REGARDING MEMBER COLLEGES OF THE  
SOUTHERN ASSOCIATION

The following letter and return card were sent to members of the Southern Association of Colleges and Secondary Schools.

The president of your institution returned my card and assigned you as the "contact person" to whom I should write for data necessary for my study of "The Student Population in the Institutions of Higher Education in the Southern Appalachian Region, 1933-1959 (with estimate of needs by 1969)." I very greatly appreciate your willingness to cooperate with me in this effort, and I assure you that I will make every effort to minimize your task.

Your institution is a member of the Southern Association of Colleges and Secondary Schools. My committee chairman, Dr. Orin B. Graff, wrote to Dr. Gordon W. Sweet, Executive Secretary of the association, seeking his permission for me to use the association's records. His answer emphasized the confidential nature of the files and stated that it was not within his power to grant such permission. However, he wrote (this is a direct quote from his letter of March 13 to Dr. Graff), "The alternative to this is for him to request from all the colleges with which he is concerned permission for him to examine their reports."

Since access to these reports might reduce both the extent of your effort and my own and since any confidential information these reports may contain will not be identifiable in either the tables or the text of the study, I now seek such permission on the enclosed card.

1. Will you please ask your president, or chief official, to write the name of your college on the enclosed card, sign it, and return it to me as soon as possible? Or, if he prefers, have him drop me a note granting this permission.

2. Please have your registrar, or other proper official, send me a copy of the current catalog and any other current literature, printed reports, etc., that may be had without special preparation.

3. Please send me a catalog (and other pertinent literature, if available) for each of the following years: 1933-34, 1938-39, 1943-44, 1948-49, 1953-54, and the current 1958-59 (mentioned above). If you wish to have me return them, include a note to that effect and they will be carefully handled and returned as specified.

As soon as possible I will mail you a questionnaire to be filled in and returned to me. I sincerely desire to make this as brief as possible.

Sincerely yours,  
T. Madison Byar



CARD REGARDING MEMBER COLLEGES OF THE  
SOUTHERN ASSOCIATION

The following card was enclosed with the letter sent to members of the Southern Association of Colleges and Secondary Schools.

As president of \_\_\_\_\_ (college or university) \_\_\_\_\_, I have agreed to the participation of this institution in a study of higher education being made under a grant from the Ford Foundation. I further agree to grant T. Madison Byar, a doctoral student from The University of Tennessee, access to our annual reports at the office of The Southern Association of Colleges and Secondary Schools, under the supervision of Dr. Gordon W. Sweet, for the purpose of his research. In granting this privilege, I understand that no data taken from our files will be specifically identifiable in the context or tables of his study.

President \_\_\_\_\_

Date \_\_\_\_\_

REGARDING MEMBER COLLEGES OF THE  
SOUTHERN ASSOCIATIONThe University of Tennessee  
Knoxville  
College of Education

April 17, 1959

Dr. Gordon W. Sweet, Executive Secretary  
Southern Association of Colleges and Secondary Schools  
795 Peachtree Street, N.E.  
Atlanta, Georgia

Dear Dr. Sweet:

You were out of your office when we left there the first week of April and I missed seeing you when you were here in Knoxville this week. I talked to Dean Thomason twice while you were here and he told me that you were more than a little busy. I had hoped to see you for a few minutes but thought my problems were minor by comparison to the necessity of your work.

I now have cards from nearly all of the colleges cooperating in my study granting me the necessary permission to use their records in your office. I plan to come to Atlanta and get such data as I can on Wednesday of next week. It will likely take me both Wednesday and Thursday to get what I will need.

If for any reason it would be inconvenient for you or your office force for me to be there on April 22nd. and 23rd. please call the office here at the university and either Dr. Graff or myself will arrange another date. If I do not hear from you, I will see you Wednesday morning.

Very sincerely,

T. Madison Byar  
Box 8830  
University of Tennessee  
Knoxville, Tennessee

P. S. If necessary,  
Call collect, Knoxville: 4-2981, Extension 326  
(This is the phone in Dr. Graff's office, which  
is next door to mine.)

Copy of letter sent with basic questionnaire to Southern Association colleges that permitted use of their records in Atlanta, Georgia.

THE UNIVERSITY OF TENNESSEE  
Knoxville  
College of Education

April 21, 1959

It has been very helpful to be allowed to use the records of your institution in the files of the Southern Association in Atlanta. I greatly appreciate the fact that you secured this privilege for me. The Association keeps three years of reports on file and only a part of the standards are reported on each year. Because of this, it is necessary to ask for data, from past years, which may only be secured from the people at the colleges in the area.

The enclosed four-page questionnaire will give me nearly all of the data I will need in addition to what I have been able to get from catalogs and from reports to the Southern Association of Colleges and Secondary Schools. It may be necessary later to send you about one more sheet asking for a little skeletal financial data, and at the same time asking you to correct or verify the data I have on faculty, tenure, salaries, etc.

I will be in Atlanta part of the week of April 20, and as soon as I return I will write you for all additional data that I will need to complete my job.

I sincerely hope that the data, for which the enclosed pages call, is readily available to you and that completing the form and getting it back to me will not require too great an effort on your part, or too much time. I hope to have all needed data in by May 10. I shall rely upon your continued cooperation to help me make this possible. I fully appreciate the kindness you have already shown me and hope that I have not too heavily encroached upon your own busy schedule.

Sincerely yours,

T. Madison Byar  
Box 8830  
University of Tennessee  
Knoxville, Tennessee

## NORTH CENTRAL ASSOCIATION COLLEGES

Copy of letter sent to North Central Association colleges along with basic questionnaire.

THE UNIVERSITY OF TENNESSEE  
Knoxville  
College of Education

April 22, 1959

In March, the president of your institution returned my card and designated you as the person to whom I should write for data for my Study of the Student Population in the Institutions of Higher Education in the Southern Appalachian Region, 1933-1958. It is very kind of you to be willing to cooperate and assist me in this effort, which we hope will turn up some valuable information about our area.

I would like for you to send me, as soon as possible, copies of your regular college catalogs for the following years: 1933-34, 1938-39, 1943-44, 1948-49, 1953-54, and 1958-59. If you desire that any or all of these be returned, I will guarantee to do so.

I believe the enclosed four-page questionnaire is self-explanatory. It will provide me with the majority of the data I need. The rest, if not in your catalogs, I will ask for in another form which I will send you within the next week or ten days, or after I have had a chance to check the catalogs.

I plan to begin writing on or about the tenth of May. I hope that it will not unduly burden you to complete the questionnaire, as nearly as possible, and return it to me by that time.

Thank you very much for your kindness. Whatever of value comes of this effort will be attributed to the cooperative spirit and efforts of the good people I have been called upon to ask for assistance.

Sincerely yours,

T. Madison Byar  
Box 8830  
University of Tennessee  
Knoxville, Tennessee

TMB:gl  
Enclosure

## BASIC QUESTIONNAIRE USED

This is a copy of the basic four-page questionnaire used in this study and sent to all participating colleges. It is reproduced here without the adequate spaces for responses to items that were provided on the questionnaires actually used.

Data Sheet

Number 1 of 4 sheets

## GENERAL INFORMATION

1. Name of institution \_\_\_\_\_
2. This form filled in by \_\_\_\_\_ Position \_\_\_\_\_
3. Location of main campus \_\_\_\_\_ If there are branches list them here \_\_\_\_\_
4. Present type of institution: Junior College \_\_\_\_\_ Four Year College \_\_\_\_\_ University \_\_\_\_\_ (if a university, list colleges on back of this sheet.) If a combination or other than these explain \_\_\_\_\_
5. This institution is: public, state supported \_\_\_\_\_ public municipal \_\_\_\_\_ ch rch-related \_\_\_\_\_ part of a state university \_\_\_\_\_ private with no denominational relationship \_\_\_\_\_. If other, explain \_\_\_\_\_
6. This institution was originally founded by: (Give person and/or sponsoring organization \_\_\_\_\_)
7. At the time this institution was founded (State year \_\_\_\_\_) it offered education on the following levels as checked. Elementary \_\_\_\_\_ Secondary \_\_\_\_\_ Junior College \_\_\_\_\_ Four-year college \_\_\_\_\_ Vocational work \_\_\_\_\_ (If checked indicate approximate original level) Graduate work \_\_\_\_\_ (If checked give date of oldest graduate degree granted by institution and state type.) \_\_\_\_\_
8. This school first became a full participating member of the \_\_\_\_\_ Association of Colleges and Secondary Schools (Give year and original level of accreditation.) Year \_\_\_\_\_ Level of accreditation \_\_\_\_\_
9. In the space below give the dates when the elementary or secondary schools were dropped, if they ever existed. \_\_\_\_\_
10. When was first two year diploma granted? \_\_\_\_\_ Four year degree \_\_\_\_\_
11. When was the first woman granted a four year degree? \_\_\_\_\_ In what? \_\_\_\_\_

Data Sheet  
 Number 2 of 4 sheets

Name of Institution \_\_\_\_\_  
 Form filled in by \_\_\_\_\_

GEOGRAPHIC ORIGIN OF STUDENTS--  
 COLLEGE AND GRADUATE LEVEL ONLY

Instructions. Use total figures for fall term of selected years, including male and female. Figures should agree with total enrollment on preceding sheet, minus preparatory school students. List only college and graduate students above twelfth grade level.

	1933	1938	1943	1948	1953	1958
LOCAL, from county in which school is located						
REMAINDER OF STATE, in addition to local above						
TOTAL from state in which school is located. Also list these numbers below for total.						

Portions of the following listed states are included in the Southern Appalachian Region. Please list students coming from each listed state separately. The point is to determine whether or not the student body of your institution is mostly local, mostly from the state and immediate area of the school, or whether it better represents the Southern Appalachian Region or draws many students from without and how, if any, this situation has changed in the past 25 years.

	1933	1938	1943	1948	1953	1958
Georgia						
Virginia						
West Virginia						
Kentucky						
Tennessee						
North Carolina						
Alabama						
Total from all other United States						
Total from all foreign lands						
Total college and graduate enrollment						

Name of institution  
Form filled in byData Sheet  
Number 3 of 4 sheets

TOTAL INSTITUTIONAL ENROLLMENT BY SELECTED YEARS, GRADE LEVEL, AND SEX, 1933-1958  
Instructions. Use figures for the beginning of the fall term for each year listed.  
 In case entire chart is not needed to give complete data, please check all unused  
 squares intentionally left without figures, to distinguish them from omissions.

Year	Total enrollment all levels		Prep.Schl. all below 13th yr.		13 yr.		14 yr.		15 yr.		16 yr.		Graduate Level			
	Male	Female	M	F	M	F	M	F	M	F	M	F	Master's		Doctoral	
													M	F	M	F
1933																
1938																
1943																
1948																
1953																
1958																

EARNED DEGREES AND DIPLOMAS GRANTED 1933-1958 (Use totals for calendar year listed)

Year	Secondary school diploma		Junior college two year terminal		Jr.college university parallel complete		4 yr. A. B. or B. A.		4 yr. B. S.		M. A.		M. S.		All Doctoral		All other earned degrees*	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1933																		
1938																		
1943																		
1948																		
1953																		
1958																		

\*Name or explain "All other earned degrees" on back of this sheet.

FRESHMEN ENROLLMENTS, TRANSFERS, AND  
 DROPOUTS BY SELECTED YEARS

Name of Institution

Instructions.

Column 1. Include total freshmen (or all 13th. year students) regardless of school or type of college where enrolled.

Column 2. FOR JUNIOR COLLEGES--Include all students admitted to advanced standing during years indicated.

Column 3. and

Column 4. Two year college graduates. Report separately those receiving two-year terminal diploma and those completing a university parallel course.

Column 5. FOR FOUR-YEAR COLLEGES--Include all students admitted with advanced standing after freshman year, whether they graduated or not.

Column 6. Include all four-year degrees granted during calendar year.

NOTE REPEATERS. Those who fail, go part time, or for any other reason take longer than normal time to graduate, may be ignored or included in the proper transfer column, since they would not normally have belonged to the class with which they graduated.

NOTE COMBINATION. Junior and four-year COLLEGES, or those which have changed during the past twenty-five years, should use all appropriate columns and add a note at bottom, or on back of this sheet, to explain variation.

Form filled in by

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Total number all freshmen fall of	No. transferred from other colleges and Junior colleges	Two-year Jr. College No. of terminal diplomas granted all types	Two-year uni-versity parallel course completed	Four-Year College No. transferred from all other schools	Total No. of four-yr. degrees granted all types
1933	1933-1935	1935	1935	1934-1937	1937
1938	1938-1940	1940	1940	1939-1942	1942
1943	1943-1945	1945	1945	1944-1947	1947
1948	1948-1950	1950	1950	1949-1952	1952
1953	1953-1955	1955	1955	1954-1957	1957
1958	1958-1959			1959	
		X	X		X





Pickens County, Georgia, Hyden, Kentucky, and only a partial return was obtained from DeKalb County, Alabama. No check was made of exact senior enrollments, in the schools sampled, but it is believed that ninety per cent or more of all seniors in the selected schools filled in questionnaires.

All five questions were to be answered "yes" or "no" and if "yes" explained. In cases where a senior had no serious intention of attending college, had no siblings who were attending, or had ever attended, and no parent who ever attended college, the questionnaires were returned with five "no" answers. Of the 5,148 questionnaires returned, 2,906 contained one or more "yes" answers with proper explanation. The remaining 2,242 questionnaires contained all "no" answers.

Table XXXIX (following) shows the number and origin of the 5,148 returned questionnaires and shows wide differences in college influence on the families of the seniors sampled.

TABLE XXXIX

NUMBERS AND ORIGIN OF QUESTIONNAIRES FILLED IN BY HIGH SCHOOL SENIORS (1959), BY STATE AND BY COUNTY

Identification of schools	Returns with all "no" answers	Returns with one or more "yes" answers	Sub-Total by states
VIRGINIA			
<u>Giles Co.</u>	112	102	214
WEST VIRGINIA			
<u>Kanawha Co.</u>			
Nitro	82	63	
St. Albans	97	243	
Charleston	127	279	
Dunbar	73	104	
<u>Tucker Co.</u>			
Parsons	24	35	
Bayard	11	9	
<u>Grant Co.</u>			
Petersburg	36	45	
<u>Barber Co.</u>			
Philippi	61	55	
Belington	44	24	
<u>Gilmer Co.</u>			
Troy and Glenville	6	25	1443
KENTUCKY			
<u>Jackson Co.</u>			
McKee	18	16	
Tyner	20	16	
<u>Owsley Co.</u>			
Booneville	13	25	
<u>Lesley Co.</u>			
Hyden	(No returns)		
TENNESSEE			
<u>Hamilton Co.</u>			
Chattanooga City	66	309	
Howard (Chattanooga)	105	191	
Kirkman (Chattanooga)	114	39	
Soddy Daisey	79	40	

TABLE XXXIX (continued)

NUMBERS AND ORIGIN OF QUESTIONNAIRES FILLED IN BY HIGH SCHOOL SENIORS (1959), BY STATE AND BY COUNTY

Identification of schools	Returns with all "no" answers	Returns with one or more "yes" answers	Sub-Total by states
<b>TENNESSEE (continued)</b>			
Central High Knox Co.	167	208	
Knoxville East	38	113	
Knoxville West	6	78	
Knoxville Fulton Bradley Co.	127	156	
Bradley Central Sevier Co.	111	122	
Sevier Co. High School Hawkins Co.	81	43	
Church Hill Surgoinville Rogersville (2 Schools)			
Bulls Gap McMinn Co.	158	98	
McMinn Co. High School	72	94	2615
<b>NORTH CAROLINA</b>			
Buncombe Co.			
Asheville City and Buncombe Co. School	285	282	
Swain Co.	39	41	647
<b>ALABAMA</b>			
DeKalb Co.			
Three small schools	70	51	121
<b>GEORGIA</b>			
Pickens County (No returns)			
	—	—	—
<b>TOTAL</b>	<b>2242</b>	<b>2906</b>	<b>5148</b>

## SUPPLEMENTARY QUESTIONNAIRE

The following letter and questionnaire were sent to all college respondents.

THE UNIVERSITY OF TENNESSEE  
Knoxville  
College of Education

May 6, 1959

Attached is a brief questionnaire seeking data to indicate, confirm, and/or predict the general direction of the seventy-six accredited institutions of higher education in the Southern Appalachian Region. These questions are aimed at purposes, policy, philosophy, and the actual evidences of effort on the part of institutions to implement these things.

In the case of your institution, you may feel that the answers to some of these questions are obvious from catalog statements and/or data you have already supplied for this study. However, there is so very much difference, in some cases, between what appears to have actually happened and what would seem was expected to happen, that these direct questions are necessary to assure accuracy.

In answering any and all questions, please remember that your answers should cover, as nearly as possible, the years between 1933 and 1958. Where it is possible, give approximate dates to limit answers and aid in the classification and comparison of the data with those for the area as a whole and other similar institutions.

If you feel that these items fail to bring out any significant change in your institution, that is, anything that has profoundly affected it in the past twenty-five years, please write a paragraph about it in answer to item number "v."

Nearly all the colleges concerned have cooperated beautifully so far. I am indeed fortunate to have the good contact people who have been assigned to assist me. My data is coming in sooner and in more complete form than I had expected. This is the last I will ask for unless I find a few letters necessary to clear up odd points. Sometime before the last of August, I will be able to send you your copy of the promised summary of the findings.

Very sincerely yours,

T. Madison Byar  
Box 8830

University of Tennessee  
Knoxville, Tennessee

P.S. Please try to return this to me by May 23.

BEHAVIORAL AND REGULATORY PATTERNS RELATING TO  
STUDENT POPULATION, 1933-1958

The idea in the following items is to bring out changes, if any, in regulatory and behavioral patterns related to college student populations. The first group seeks responses meaning "more" than in 1933 or "less" than in 1933. The second group seeks "yes" and "no" responses and refers to student behaviors prevailing or not permitted in 1933 and in 1958. If the "why" column is inadequate, feel free to carry item number to back of sheet and write more fully there, or answer on a separate sheet of paper. Where the "why" is omitted it will be assumed that the answer is not known.

<u>GROUP ONE</u>	<u>MORE</u>	<u>LESS</u>	<u>WHY?</u>
1. Scholarships available at your college	_____	_____	_____
2. Students attending college on scholarships	_____	_____	_____
3. Students receiving athletic scholarships	_____	_____	_____
4. Percentage of girls living in dormitories	_____	_____	_____
5. Percentage of boys living in dormitories	_____	_____	_____
6. Percentage of students eating in dining halls	_____	_____	_____
7. Percentage eating in college cafeterias	_____	_____	_____
8. Students working at college-supplied or sponsored jobs, any type	_____	_____	_____
9. Average student participation in extra-curricular activities	_____	_____	_____
10. Percentage of student attendance at intercollegiate athletic contests	_____	_____	_____

<u>GROUP ONE</u>	<u>MORE</u>	<u>LESS</u>	<u>WHY?</u>
11. Effectiveness and usefulness of student government	_____	_____	_____
12. Married students enrolled, excluding ex-service men past usual college age	_____	_____	_____
13. Local (your college only) clubs, societies and other student organizations	_____	_____	_____
14. Guidance programs for underclassmen	_____	_____	_____
15. Effectiveness of college and/or alumni sponsored job placement service	_____	_____	_____
16. Out-of-class faculty association and contact with students	_____	_____	_____
17. College-sponsored and approved functions: lyceums, musicals, lectures, etc.	_____	_____	_____
18. Percentage of local approval and support of college events and activities	_____	_____	_____

GROUP TWO

ANSWER THE FOLLOWING BY WRITING "Yes" OR "No" UNDER THE APPROPRIATE YEAR.

	<u>1933</u>	<u>1958</u>	WHY? If 1933 and 1958 answers are not the same, note reasons for difference.
19. Dancing permitted on campus	_____	_____	_____
20. Card-playing permitted on campus	_____	_____	_____
21. Smoking permitted on campus	_____	_____	_____

WHY? If 1933 and 1958 answers are not the same, note reasons for difference.

<u>GROUP TWO</u>	<u>1933</u>	<u>1958</u>	
22. College-housed students own and operate automobiles while enrolled as students	_____	_____	_____
23. Only upper-level students allowed autos	_____	_____	_____
24. Lights-out rules in dormitories	_____	_____	_____
25. Students permitted to marry while in college	_____	_____	_____
26. Married students enrolled if married other than during regular school year	_____	_____	_____
27. Chapel attendance <u>compulsory</u> for all regularly <u>enrolled</u> students	_____	_____	_____
28. Church attendance <u>required</u> of all regularly enrolled students	_____	_____	_____
29. Church and chapel attendance <u>expected</u> of all regularly enrolled students	_____	_____	_____
30. Local fraternities and sororities on campus are officially permitted	_____	_____	_____
31. National fraternities and sororities on campus are officially permitted	_____	_____	_____
32. Nearly all students belong to some organized group other than their own class	_____	_____	_____



GROUP TWO1933   1958

WHY? If 1933 and 1958 answers are not the same, note reasons for difference.

33. Freshmen required to live in dormitories

\_\_\_\_\_

34. Hours and times for "dating" regulated

\_\_\_\_\_

Please briefly answer the following five questions on a separate sheet of paper or on the back of these sheets.

- I. Does your institution now have any definitely formulated plans or policy to increase in size and enrollment, to remain about the same size, to improve and/or enrich the present program and offerings, to grow to a predetermined size and then stop growing, or to try to decrease in size and enrollment from the present scope or program and offerings? The idea here is to reflect the long-term policy or philosophy of your institution and give the reason why it is that way.
- II. How many buildings used for college purposes (other than for faculty housing) have been completely renovated and/or modernized in the last twenty-five years to accommodate increased enrollments, changed or expended institutional purposes, and/or put to new and different use? In answering this question please do not consider routine maintenance, painting, and small repairs. Give the approximate date of each renovation and a brief statement of why it was undertaken.
- III. What new buildings and/or additions to existent buildings have been built in the last twenty-five years to accommodate increased enrollments, changed or expanded institutional purposes, and/or additions to the program or courses offered? Please give a brief explanatory statement about the purpose of each and the date it was first put into use.
- IV. What buildings, or instructional or functioning departments in larger buildings, now seem to you to be below standard in comparison with the rest of the college plant? Give a brief statement as to function and your reason for thinking it to be below standard. Example: "Chemistry laboratory inadequate for enrollment."

- V. As you see it, what, if any, are the most significant changes of the past twenty-five years with respect to your institution in terms of anything suggested by any of the above or more particularly in terms of anything you think of that is related to the type, quality, numbers, purposes, aspirations, behaviors, and accomplishments of the student population in your institution?