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AUTHOR Patterson, Robert A.
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ABSTRACT

This study identified prior career experiences of 612 junior college faculty in 10 of 12 junior colleges in Pennsylvania and investigated the relationship between identified career experiences and faculty attitudes toward progressive-traditional education issues. Attention was given to the prior career experiences that faculty members felt had the greatest influence on forming their attitudes toward education. These experiences were classified as (1) degree held; and (2) the kind of institutions they were last affiliated with (public school, junior college, 4-year college, graduate school, or business and industry). Kerlinger's Education Scale VII (ESVII) was the measurement inventory used in the study. It was found that: (1) there are statistically significant differences between the subjective pre-organizational career pattern classification of faculty and their attitudes toward educational issues; (2) attitudes of faculty toward education issues do not vary according to the number of jobs held; (3) there is a significant relationship between selected biographical characteristics of faculty, especially academic field and age, and attitudes toward educational issues. It was concluded that community college leaders must try harder to recruit progressive faculty by developing closer contacts with those in graduate study and/or from 4-year institutions. The questionnaire used in the study is included.
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PENNSYLVANIA COMMUNITY COLLEGE FACULTY:
CAREER PATTERNS AND EDUCATIONAL ISSUES

By

Robert A. Patterson

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UNIVERSITY OF CALIF.
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FOREWARD

The most rapidly growing segment of higher education in America today is that of community colleges. This growth is a result of a variety of forces. Society has increasing needs for paraprofessionals in numerous fields, with community colleges providing this type of skilled manpower. Increasingly involved in "functional education," community colleges are also assuming responsibility for technical instruction as well as general education. Career programs are rapidly replacing traditional vocational programs in community colleges by producing a mix of technical and academic instruction.

Other reasons for the rapid growth of community colleges are their commitment to be comprehensive in their curriculums; to serve students with wide ranges of interests, ages and abilities; to maintain flexibility with respect to the needs of the community; and to work toward excellence in teaching.

"The great equalizers," as they have often been called, community colleges also offer the opportunity

for further education and job training for the disadvantaged. According to a report of the Committee for Economic Development, "Because of their accessibility, they are a gateway through which the disadvantaged may move to civic influence and leadership, high level technical positions and university preparation for the advanced professions."¹

This monograph focuses on an important aspect of the community college--its faculty. Explored are the questions of whether these faculty members are inclined toward collective negotiations, and whether their career patterns influence their attitudes toward progressive-traditional educational issues.

Collective negotiations is becoming increasingly important in relation to higher education. At present, over a dozen states have Public Employee Bargaining Laws,² with Hawaii, Pennsylvania and New Jersey passing them within the last few years. Because of these laws, there is now a rapid rush among many organizations for the power to serve as bargaining representatives for faculty in higher education establishments, particularly

those in community colleges. The attitudes of faculty members toward these activities and toward the various sanctions that could be applied within the collective negotiations framework--such as strikes--is important to our knowledge of how a community college functions.

The question of educational philosophy is also extremely vital. Community colleges have been founded on the open, liberal lines stated above where according to many, a student orientation (progressive attitude), should take precedence over a subject orientation (traditional attitude). Whether faculty not only verbally agree with this philosophy, but actually put it into practice in the classroom is an important issue. There have been some indications that the varied backgrounds from which community college faculty are drawn have an effect on whether or not a faculty member truly adheres to the progressive community college philosophy. The study presented here not only delves into this question, but also into whether or not certain other biographical aspects become involved in this process as well.

Graced perhaps with more public and political favor than any other segment of higher education today, community colleges represent a vast and important stride in our system of education. More knowledge is needed about their operations, their faculty and their students. It is only in this way that we will be truly able to assess their impact in the future. We are pleased to present this monograph by John W. Moore and Robert A. Patterson, which is derived from their studies offered in partial fulfillment of the requirements for the D.Ed. degree at The Pennsylvania State University. Dr. Robert Sweitzer, Professor of Higher Education, directed the research.

G. Lester Anderson
April 1971

¹Education for the Urban Disadvantaged from Pre-school to Employment: A Statement on National Policy by the Research and Policy Committee of the Committee for Economic Development (New York: Committee for Economic Development, March, 1971), p. 41.

²Labor Law Journal (December 1968) 786-788.

TABLE OF CONTENTS

Foreward	<i>iii</i>
Table of Contents	<i>vi</i>
List of Tables	<i>ix</i>
<u>Career Patterns and Educational Issues</u> Robert A. Patterson	53
Acknowledgements	55
Introduction to the Study	57
The College	58
The Faculty	61
The Problems	63
Framework for the Investigation	69
Career Patterns and Attitudes	74
The Research Methodology	80
Hypotheses and Questions	84
The Findings	90
Career Patterns	91
Biographic Characteristics	96
Career Patterns and Attitudes-- A Significant Relationship	107
Appendix A--Pennsylvania Community Colleges	119
Appendix B--Sample Research Questionnaire	121
Bibliography	131
Notes on the Author	135

Pages 1-52 have been processed as another
ERIC document, "Pennsylvania Community College
Faculty: Career Patterns and Educational
Issues," JC 710 175.

LIST OF TABLES

Career Patterns and Educational Issues

Table 1--Comparative Analysis of ESVII Means and Standard Deviations between Respondent and Non-Respondent Groups	85
Table 2--Comparative Analysis of Biographic Characteristics Between Respondent and Non-Respondent Groups	86
Table 3--Analysis of Pre-Organizational Career Patterns	92
Table 4--Means and Standard Deviations of Career Pattern Groups on ESVII	95
Table 5--Analysis of Variance Summary Table	95
Table 6--Zero Order Correlation Coefficients Between Biographic Variables and Attitudes Toward Educational Issues	99
Table 7--Correlation Coefficients and Coefficients of Determination between Significant Biographic Variables and Attitudes Toward Educational Issues	100
Table 8--Multiple Regression Correlation Coefficients and Coefficients of Determination between Select Biographic Variables and Attitudes Toward Educational Issues	103
Table 9--Analysis of Covariance Summary for Academic Field and Career Patterns	105
Table 10--Analysis of Covariance Summary for Age and Career Patterns	105

PENNSYLVANIA COMMUNITY COLLEGE FACULTY
CAREER PATTERNS AND EDUCATIONAL ISSUES

Robert A. Patterson

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PENNSYLVANIA COMMUNITY COLLEGE FACULTY

CAREER PATTERNS AND EDUCATIONAL ISSUES

Robert A. Patterson

INTRODUCTION TO THE STUDY

Organizational behavior is a function of interactions among at least three sets of variables: (a) social, institutional, and individual values; (b) institutional goals and role expectations; and (c) individual needs and perceptions of the work environment.

One problem confronting the administrator in institutions of higher education is to understand the perceptual base upon which institutional members act as they carry out their various tasks and role assignments. This problem is especially critical in newly emerging institutions with specifically stated goals,

which are composed of faculty with a variety of occupational backgrounds.

The purpose of the present study is to examine a part of this larger problem by identifying the pre-organizational career patterns of community college faculty in Pennsylvania and investigating the relationship between identified career patterns and faculty attitudes toward progressive-traditional educational issues. In this way, important insights into institutional and faculty goal conflicts and consistencies can be gained.

The College

Over the last 50 years, an egalitarian philosophy toward higher education has developed in the United States. Throughout these years, attempts have been made to make the educational content of post-high school education more responsive to the changing social order. John W. Gardner aptly summarized the democratic intentions motivating these attempts:

The traditional democratic invitation
to each individual to achieve the best

that is in him requires that we provide each individual with the particular kind of education which will benefit him. The good society is not one that ignores individual differences but one that deals with them wisely and humanely. Our kind of society demands the maximum development of individual potentialities at every level of ability.¹

The comprehensive community junior college has attempted to fulfill this country's desire to make higher education more responsive to social needs and to allow all individuals who wish an education beyond high school the opportunity to pursue that desire. In fact, the comprehensive community college is America's creation, designed to allow all citizens to make the most of their abilities. Its institutional goals have been designed to encompass educational objectives that recognize the limitations and needs of students and guard against forcing students to conform to some educational mold.

The President's Commission on Higher Education in 1947 described the community college by stating:

¹John W. Gardner, *Excellence* (New York: Harper and Row Publishers, 1961), pp. 74-76.

Whatever form the community college takes, its purpose is educational service to the entire community, and this purpose requires of it a variety of functions and programs. It will provide college education for the youth of the community, so as to remove geographic and economic barriers to educational opportunity and discover and develop individual talents at low cost and easy access. But in addition the community college will serve as an active center of adult education. It will attempt to meet the total post-high school needs of the community.¹

In describing the community college, Fields outlines five fundamental characteristics identifying the uniqueness of the institution:

- a. Democratic--low tuition, non-selective admission policies; geographically accessible; and popularized education for the largest number of people.
- b. Comprehensive--a wide range of students with varying abilities, aptitudes and interests; a comprehensive curriculum to meet the broad needs of such students.
- c. Community centered--locally supported and controlled; local resources utilized for educational purposes; services to improve the general level of the community.

¹The President's Commission on Higher Education, *Higher Education for American Democracy*, Vol. 1, pp. 67-68.

- d. Dedicated to life-long education--educational programs for individuals of all ages and educational needs.
- e. Adaptable--to individual differences among student; differences in communities; and the changing needs of society.¹

Thus, the educational mission of the community college is not confined to the traditional functions of the four-year college or university. The curriculum has been designed to include transfer and two-year terminal programs, general education courses for all students and interested citizens and community service projects as well as a program for the proper guidance and counseling of all students. The true nature of the community college curriculum exemplifies an interchange of educational programs and services designed to support and improve the general welfare of the community.

The Faculty

Since the curriculum has been designed to appeal to all ages of students from various socio-economic backgrounds with diverse abilities, community colleges

¹Ralph R. Fields, *The Community College Movement* (New York: McGraw-Hill Book Company, 1962), pp. 63-95.

may often be more heterogeneous than the typical four-year institution. In light of this, the need arises for faculty who are pragmatically willing to take students from where they are and exert every effort to lift them to acceptable levels of performance. Therefore, institutional leaders often feel that a special kind of person is needed.

In addition to a thorough knowledge of the subject matter, faculty members in community colleges should place within their responsibilities and obligations a vital interest in the overall development of students, including an awareness and sympathetic understanding of the kinds of developmental problems students face in a complex and changing society. This interest should promote an eagerness to communicate with students in the classroom as well as through student organizations and co-curricular activities.

Ideally, the community college teacher should be an educator with a student-centered orientation--one who sees education as a developmental process through mutual student-faculty interaction; one who is deeply

concerned with the quality of classroom instruction; one who seeks to develop social awareness through the material being studied; and one who is committed to the educational objectives of the institution.

The Problem

Within the community college, the teaching faculty is the professional core from which institutional objectives are achieved. In an attempt to provide personnel who emulate desired faculty characteristics and understand the democratic mission of the college, universities organized courses and higher education programs emphasizing the two-year college. By 1969, 100 programs of one kind or another were offered in various institutions.¹ These attempts however, do not begin to meet the growing demand for instructors to fill the rapidly expanding networks of community colleges.

In the academic year 1969-1970, a total of 2,250,000 students were enrolled in two-year colleges--

¹Win Kelly and Leslie Wieber, *Teaching in the Community Junior College* (New York: Appleton Century Crofts, 1970), p. 49.

a 15 percent increase over the 1968-1969 academic year.¹ Additionally, the Carnegie Commission predicts that community college enrollment will continue to grow rapidly throughout the 1970s.²

Because of this rapid growth, the supply of properly trained faculty is falling far behind the demand. Conservative estimates indicate a need for at least 100,000 additional instructors by 1975.³ According to research study reported in the *Phi Delta Kappan*, 426 administrators estimated their faculty needs for the 1969-70 academic year well into the thousands. In the area of technological subjects, a need for 1,496 full-time instructors and 700 part-time instructors was projected. The number of general-subject instructors required was even greater, yielding an aggregate need

¹*The Chronicle of Higher Education*, IV, 19, February 16, 1970, 2.

²The Carnegie Commission on Higher Education. *The Open Door Colleges* (New York: McGraw-Hill Book Company, 1970).

³Roger H. Garrison, *Junior College Faculty: Issues and Problems* (Washington, D. C.: American Association of Junior Colleges, 1967), p. 5.

for 2,388 full-time and 699 part-time instructors.¹ Certainly, the present oversupply of graduates with doctoral degrees in some academic areas will relieve this shortage somewhat, but the direct and immediate results of this surplus are as yet unclear.

Faculty members are now being recruited for community colleges from all levels of education as well as from outside the educational community. A study by Edinger of 589 new junior college faculty in California in the Fall of 1957 found that 46 percent were recruited from high schools and 11 percent from four-year institutions.² Koos points out that three-fifths of all those participating in two separate studies reported their "last previous position" to be high school teaching and one-eighth had previous experience in college or university teaching.³

¹"Recruiting Problems in Booming Junior Colleges," *Phi Delta Kappan*, LI, 6 (February, 1970), 334-335.

²Lamar B. Johnson, *Problems of Preparing Junior College Teachers*, Report of the Statewide Conference on the Preparation of Junior College Teachers (Sacramento: State Department of Education, 1958).

³Leonard V. Koos, "Junior College Teachers' Background of Experience," *Junior College Journal*, 18 (April, 1958), 457-469.

Medsker found that more than 64 percent of the respondents in his national study had once taught at either the secondary or elementary school level.¹ Reports from Florida show that in 1964-65, of every 100 new community college teachers, 36 came from university graduate schools, 14 from colleges and universities, 27 from high schools, 10 from business occupations, and the remainder from miscellaneous sources.² The National Education Association showed that 30 percent of new junior college teachers came directly from public schools, 17 percent from college and university teaching, 24 percent from graduate schools and 11 percent from business occupations.³

This variance in the career backgrounds of community college faculty members indicates that a type of wholesale recruitment procedures has developed due

¹Medsker, *op. cit.*, p. 172.

²Edmund J. Gleazer, Jr., *This is the Community College* (New York: Houghton-Mifflin Company, 1968), p. 114.

³National Education Association, "Teacher Supply And Demand in Universities, Colleges, and Junior Colleges, 1963-64 and 1964-65," Research Report, 1965-R4 Higher Education Series, Washington, D. C., April 1965, pp. 43-45.

to the rapid growth of these institutions with the single intent of filling vacancies, according to Bill Priest, past president of the American Association of Junior Colleges.¹ This trend often results in the recruitment of personnel who do not understand nor support the mission of the two-year college, and it has led Blocker to conclude that faculty with various career backgrounds may display attitudes toward educational issues that do not always coincide with the role expectations set forth for community college faculty.²

This study has been designed to explore this issue. The basic assumption is that community college faculty may express attitudes toward education that have been influenced by the organizational values and role expectations of their previous positions.³ Consequently,

¹Bill Priest, "On the Threshold of Greatness," *Junior College Journal*, 37 (September, 1966), 7.

²Clyde E. Blocker, et. al., *The Two Year College: A Social Synthesis* (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965), p. 134.

³For a more detailed report of this research problem, see Robert A. Patterson, "An Investigation of the Relationship Between Career Patterns of Pennsylvania Community College Teachers and Their Attitudes Toward Educational Issues," (unpublished doctoral dissertation, The Pennsylvania State University, September, 1970).

their perceptions and attitudes toward the community college faculty may be a distracting rather than contributing force to institutional effectiveness. It is the identification of the source of this distracting force that is the matter under study here.¹ Thus, the primary objective of this study is two-fold: to identify and classify the pre-organizational career patterns of community college teachers;² and to investigate the relationship between the identified pre-organizational career patterns and faculty attitudes toward progressive-traditional educational issues.

¹"Pre-organizational career patterns" is a characterization of an individual's work experiences over some period of time and before entrance into present teaching position.

²"Attitudes toward educational issues" represent the dimensions of Kerlinger's Education Scale VII. Progressive attitudes are characterized by statements indicating an emphasis on problem solving, education as growth, students' interests and needs, equality and warmth in inter-personal relations, internal discipline and liberal social beliefs that emphasize education as an instrument of social change. Traditional attitudes are characterized by statements indicating an emphasis on subject matter for its own sake, impersonal superior-inferior relationships based on hierarchy, external discipline and conservative social beliefs and preserving the status quo.

FRAMEWORK FOR THE INVESTIGATION

The basic conceptual notion behind the investigation is that an individual's past occupational career experiences will influence his expectations, perceptions, and attitudes toward a cognitive object that is related to his present occupational role. In this case the cognitive object is "attitudes toward educational issues." The thrust for pursuing this concept was gleaned from the writings of Kerlinger,¹ Blocker,² and Medsker.³

Kerlinger found that occupational roles and role expectations are potent forces in influencing attitude and attitude structure. He hypothesized that individuals having the same or similar occupational or professional roles will hold similar attitudes toward education and educational issues. To test this notion, he used educa-

¹Fred N. Kerlinger, "The Attitude Structure of the Individual: A Q Study of the Educational Attitudes of Professors and Laymen," *Genetic Psychology Monographs*, 53 (1956), 238-239; "Progressivism and Traditionalism: Basic Factors of Educational Attitudes," *Journal of Social Psychology*, 48 (1958), 111-135.

²Clyde E. Blocker, et al., *The Two-Year College: A Social Synthesis* (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1965) pp. 134-136.

³Leland L. Medsker, *The Junior College: Progress and Prospect* (New York: McGraw-Hill Book Co., Inc., 1960), p. 169-205.

tion professors, liberal arts professors, and people outside the university setting, and measured their attitudes in terms of the philosophical themes of progressivism and traditionalism. The connection between occupational roles and attitudes toward education was well supported by his findings.¹

Kerlinger's research has an appropriate conceptual base to guide a study of community college faculty. First, his use of occupational roles as a frame of reference can be adapted to community college faculty since they are recruited from higher and lower educational levels as well as from business or industrial positions. Second, the progressive-traditional theme seems to be alive in the community college. For example, Blocker states that community colleges have faculty members who represent a conservative academic point of view and are interested in serving the academically skilled student. Then there are those who come to the institution with a liberal point of view

¹Kerlinger, *op. cit.*, "Attitude Structure," pp. 238-329.

who are challenged by the academically deficient student and willing to break the restrictions of a curriculum handed down from a four-year college. From Blocker's analysis, it seems evident that progressive-traditional attitudes are very much present among community college faculty in the forms of the defenders of the established educational order, and those who see the need for new approaches to meet new educational needs.¹

Medsker in his study of the attitudes of faculty members toward their role in the two-year college presents the notion of reference group theory. According to this theory, faculty may not necessarily identify directly or primarily with the particular group of which they are a member. Specifically, faculty members may identify themselves with groups outside the college and may more readily adhere to the views of another group to which they aspire to belong.² Medsker says:

The attitudes of junior college teachers may reflect the educational values or attitudes of teachers in four-year colleges and universities. Another possibility is that the relatively new and inexperienced teacher in the junior college will retain

¹Blocker, *op. cit.*

²Medsker, *op. cit.*, p. 173.

a close identity with the graduate school or department from which he recently came and thus visualize the role of the junior college in terms of graduate standards and procedures. Still another possibility is that junior college teachers who once taught in high school may retain that perspective after they transfer to junior college teaching. A junior college teacher may have many reference points; he may see himself through several different projections, each one of which may influence his thinking about the junior college.¹

Paramount to the notions of both Kerlinger and Medsker is the sociolization process. "Sociolization" refers to the adoption and internalization by individuals of values, beliefs, and ways of perceiving the world that are shared by a group--in other words, the process of internalizing organizational roles.² When an individual makes an occupational choice he internalizes the values, attitudes, and behavior patterns

¹ *Ibid.*, pp. 173-174.

² Edward E. Jones and Harold B. Gerard, *Foundations of Social Psychology* (New York: John Wiley & Sons, 1967), p. 76.

characteristic of the actual occupational incumbents.

Rosenberg supports this premise by stating that an individual's work tends to affect his life by requiring him to play certain occupational roles. The individual who makes an occupational choice also commits himself to certain patterns of thought and behavior for years to come. In many cases, if the role is sufficiently internalized, it may influence his entire personality structure.¹

In summary, Kerlinger feels that if individuals are grouped according to similar occupational roles and placed into a common working environment, the effect of the socialization process will cause them to hold similar views toward a cognitive object that is related to the profession. Similarly, Medsker believes that the socialization process causes people to develop a frame of reference toward their professional roles and that this internalized frame of reference may be carried over into their next place of employment.

¹Morris Rosenberg, *Occupations and Values*, (Glenco, Illinois: The Free Press, 1957), p. 13.

Career Patterns and Attitudes

Pre-organizational career patterns were identified by developing a typology construct with six pre-organizational career classifications: Public School (PS), Junior College (JC), Four-Year College (CO), Graduate Study (GS), Business or Industry (B & I), and Other Employment (OE).

The term "career pattern" is a developmentally oriented characterization of the work histories of individuals or groups of individuals over some period of time.¹ Hughes states that in a highly structured society a career has two aspects, the objective and the subjective. Objectively, an individual goes through a series of successions, offices and organizational work roles. These series of work roles represent a person's career history. The subjective or internal aspects of a person's career reflect his perception of his work life, identity, and image of self. It includes

¹Charles H. Morris, "Career Patterns of Teachers," *The Teacher's Role in American Society*, Fourteenth Yearbook of the John Dewey Society (New York: Harper Brothers, 1957), p. 247.

the values and aspirations that interplay in every phase of an individual's career history. Thus in Hughes' terms, a career pattern can be identified as a constructed combination of the objective career history and subjective career outlook.¹

Two questions were appropriately designed in order to elicit responses relating to career patterns. The first elicited information on the subject's objective career history. All respondents were asked to list chronologically all full-time jobs held and the number of years spent in each job using the six pre-organizational classifications--public school teaching, teaching in another junior college, teaching in a four-year college, full-time graduate study, business or industrial work, and other employment. The second question was designed to evoke a subjective feeling about which employment experience most influenced the individual's attitudes toward educational issues. Given the same

¹Everett C. Hughes, *Men and Their Work* (Glenco, Illinois: The Free Press, 1958), pp. 13-65.

six pre-organizational job classifications, the subjects were given the following instructions:

Thinking over your previous work experiences, which one of the positions checked in question one do you feel had the most influence on forming your present opinions toward educational issues similar to the ones asked in this section? Place an X in front of the one position in your opinion which was the most influential in forming your present opinions toward education.¹

The rationale for analyzing a respondent's career pattern was based on two considerations: first, the work experience that had the most influence on forming his attitudes toward education, and second, whether his full-time work experiences represented a "pure" history or a "mixed" history. Thus all respondents were placed in one of the six classifications according to their expressed subjective feeling and, based on their objective work history, given a pure or mixed career pattern.

It is important to note that when analyzing a respondent's work history, the researcher classified

¹The career pattern questions appear in Part I-B of the questionnaire in Appendix B.

the respondent "pure" or "mixed" according to the number of different kinds of jobs held. For example, if an individual showed a history of work experiences in three different high schools, his career pattern was considered "pure" because his experience remained in one occupational area. On the other hand, if an individual taught in college, worked in industry and then went back into teaching in a community college, he was classified as having a "mixed" career pattern. It is also important to emphasize that all respondents were initially placed into a career pattern classification according to the work experience they said most influenced their attitudes. The evaluation of each respondent's work history was a judgment made by the researcher in order to refine the classifications for purposes of analysis.

When relating the concept of attitudes to community college faculty, it is important to note that attitudes have specific social referents or specific classes¹ and

¹Theodore Newcomb, *Social Psychology* (New York: The Dryden Press, 1950), p. 117.

they are learned through interaction with social objects and social events or situations.¹ In the course of an individual's experience with an object, he formulates a set of evaluative concepts or beliefs. These then become relevant to the goal-striving of the individual and determine what further beliefs may be formed regarding the object.²

The specific social referent considered in this study is attitude toward educational issues, specifically those of progressivism and traditionalism. In relation to this, Kerlinger contends that the more one studies education, educators, and patrons of education, the more one becomes convinced of a basic division in thinking that is best expressed in the notions of progressivism and traditionalism. The educator who is

¹M. Sherif and C. Sherif, *An Outline of Social Psychology* (New York: Harper and Row, 1956), p. 539.

²Marvin E. Shaw and Jack M. Wright, *Scales for the Measurement of Attitudes* (New York: McGraw-Hill Book Company, 1967), pp. 1-11.

progressive emphasizes the importance of problem solving and sees education as a developmental process. The approach favors equality and warmth in inter-personal relations and takes into consideration students' interests and needs. Faculty holding this viewpoint tend to have liberal social beliefs and see education as an instrument for social change.¹

The traditional educator places an emphasis on the importance of learning subject matter for its own sake. This approach places importance on superior - inferior relationships with considerable importance attached to the hierarchical nature of student - faculty relationships. Faculty holding this viewpoint tend to be conservative in their social beliefs and educate to preserve the status quo.²

Thus the attitudes of community college faculty toward progressive-traditional educational issues are formulated through interaction with social objects,

¹Fred N. Kerlinger, "Progressivism and Traditionalism: Basic Factors of Educational Attitudes," *Journal of Social Psychology*, 48 (1958) III.

²Kerlinger, *op. cit.*

events and situations in the everyday environment of the individual. According to Shaw and Wright, attitudes are the end product of the socialization process and they significantly influence a man's response to cultural products, other persons, and social situations.¹

The Research Methodology

Kerlinger's Education Scale VII (ESVII), a 30-item, Likert-type scale with 15 progressive items and 15 traditional items, was used as the measurement inventory in this study.² Kerlinger's main objective for developing ESVII was to construct a relatively short but reliable instrument containing items that were "pure" measures of progressivism and traditionalism.³ He administered ESVII to 620 teachers and graduate students in New York (N = 289) and Indiana (N = 322), and the

¹Shaw and Wright, *op. cit.*

²The Education Scale VII appears in Part I of the questionnaire in Appendix B.

³Fred N. Kerlinger, "Manual for Education Scale VII," New York, pp. 3-4. (Mimeographed).

respective reliability measures for the two groups were:

	<u>Progressive Subscale</u>	<u>Traditional Subscale</u>
New York	.79	.78
Indiana ¹	.76	.69

Kerlinger then conducted a factor analysis of ESVII. Of the 15 progressive items, 14 loaded substantially ($>.40$) on one factor, and of the 15 traditional items, 11 loaded ($>.40$) on one factor. Therefore, Kerlinger states, the statistical evidence concludes a basic two-factor structure as predicted.²

Three reliability coefficients were computed from the Pennsylvania population -- stratified reliabilities for the progressive and traditional items, and a non-stratified reliability for the total scale. The stratified reliabilities for the progressive and traditional items were .85 and .84, respectively, and the total scale reliability was .85. A factor analysis extracted

¹Kerlinger states that judging from later evidence there seemed to have been something idiosyncratic about the Indiana sample. The reliabilities obtained from other studies were all substantially .80 or greater.

²Fred N. Kerlinger and Elazar J. Pedhzar, "Attitudes and Perceptions of Desirable Traits and Behaviors of Teachers," Project No. 5-0330, Contract No. OE.5-10-024, Office of Education, United States Department of Health, Education, and Welfare, Washington, D.C., 1967, pp. 62-63.

five factors and of these, two were clearly dominant. Of the 15 progressive items, 14 loaded substantially ($>.38$) on one factor. Of the 15 traditional items, 9 loaded substantially ($>.38$) on one factor. Factor one represents the progressive items, and factor two, the traditional items. In summary, the statistical analysis of Kerlinger's Education Scale VII with the Pennsylvania community college faculty population supported his previous research findings. The reliability coefficients were sufficiently high enough to use in a group testing situation. Therefore, it was concluded that ESVII appeared to be a reliable and factorially valid instrument for the purposes of this study.

The research population was taken from 10 of the 12 community colleges in Pennsylvania (see Appendix A). The individuals studied consisted of all full-time faculty who were teaching in some phase of the comprehensive curriculum. Administrators and faculty with administrative responsibility were not included in the population.

The original research population totaled 951 full-

time community college teachers. Of these, 612 or 64 percent responded to the mailed questionnaire and 547 or 58 percent of the returns were useable. Each individual institution showed a response rate over 50 percent except for one college that totaled a 47 percent return. Because of the uncertainty of minimum cell sizes -- that is, numbers of respondents in each of the career categories -- and the expectations of less than a 100 percent questionnaire return, sampling was not done.

Since only 64 percent of the total population responded to the questionnaire, an effort was made to compare the nature of respondents to nonrespondents through a follow-up study of randomly selected nonrespondents. A *t* test was conducted in order to determine if the mean scores of the two groups were statistically different at the .05 level of confidence. The two groups were also compared on selected biographic characteristics.

The group mean of the nonrespondent sample did not differ significantly at the .05 level from the primary group in attitudes toward educational issues. A com-

parative analysis of the select biographic characteristics also showed the nature of the two groups to be very similar. (See Tables 1 and 2 for a summary of the analysis). Hence, it was concluded that there was good justification for generalizing the results derived from the primary population.

Hypotheses and Questions

The relationship between pre-organizational career patterns of community college faculty and their attitudes toward educational issues was statistically measured through the following hypotheses:

Hypothesis 1: There is no statistically significant difference between the "subjective" pre-organizational career pattern classifications of community college faculty and their attitudes toward educational issues.

Hypothesis 2: There is no statistically significant difference between the "objective" career history or the number of jobs held (pure or mixed) by community college faculty and their attitudes toward educational issues.

Hypothesis 3: There is no statistically significant interaction between pure and mixed categories and career pattern classifications of community college faculty and their attitudes toward educational issues.

In relation to the biographical information collected, no empirical corollary hypotheses were offered,

TABLE 1

Comparative Analysis of ESVII Means and Standard Deviations Between
Respondent and Nonrespondent Groups

Group	Mean	Standard Deviation
Respondent Group N = 547	116.59	14.37
Nonrespondent Group N = 32	114.03	13.25

TABLE 2

Comparative Analysis of Biographic Characteristics Between
Respondent and Nonrespondent Groups

Characteristic	Respondent Group (N = 547) (percent)	Nonrespondent Group (N = 32) (percent)
Sex -- Male	78	75
Age -- Below 35	47	47
Married	78	81
Children -- One to three	55	55
Religion -- Protestant	55	59
Politics -- Conservative	44	56
Father's Education -- High School or less	73	78
Mother's Education -- High School or less	77	72
Community -- Grew up in 50,000 or less	70	72
Academic Field -- Non-Science or Technical	52	41
Curriculum -- Transfer Program	42	38
Rank -- Instructor or Assistant	80	84
Years of Service -- Three years or less	78	75
Tenure -- Yes	14	19

but two research questions were asked:

Question 1: Is there a significant relationship between select biographic characteristics of community college faculty and their attitudes toward educational issues?

Question 2: Can select biographic characteristics be used as predictors of faculty attitudes toward educational issues?

The following variables were selected for analysis: age, sex, marital status, number of children, religious and political persuasion, father's occupation and education, mother's education, size of childhood community, academic field, teaching curriculum, salary, degree, and professional memberships. A factorial analysis of variance program designed to handle multiple classifications with unequal cases was used to test the statistical significance of the null hypotheses,¹ which were tested at a .05 and .01 level of significance. An omega square index was used for predicting the power of the relationship between the faculty attitudes and

¹Nancy C. Daubert, ANOVUM Program, Computation Center, The Pennsylvania State University, 1969.

career pattern variables. When the analysis of variance found significant differences between treatment group means, a multiple comparisons among means program was used to discover which groups were significantly different.¹

A Pearson product-moment correlation program was used to test the linear relationship between the biographical variables and attitudes toward educational issues.² The research questions were tested at the .01 level of significance and significant correlation coefficients were used to discover the best individual predictor variable of faculty attitudes toward educational issues. Multiple correlation and step-up regression procedures were used to identify combinations of biographic variables that were the best predictors of the same faculty attitudes.³ The analysis revealed

¹Richard L. Kohr, CMCMP Program, Center for Cooperative Research with Schools, The Pennsylvania State University, 1969.

²Richard Stein, PPMCR Program, Computation Center, The Pennsylvania State University, 1970.

³Richard Stein, VPREG Program, Computation Center, The Pennsylvania State University, 1968.

coefficients of determination for predicting the power of the relationship between the dependent and demographic variables. Finally, an analysis of covariance program was used to investigate the effects of the highest correlated demographic variables on the major independent variable, faculty career patterns.¹

¹Richard Craig, COV Program, Computation Center, The Pennsylvania State University, 1963.

THE FINDINGS

It may be remembered that in this study all respondents were placed in a career pattern classification according to their pre-organizational career experience that had the most influence on forming their attitudes toward the educational issues. Over 50 percent of the community college faculty fell into two classifications -- Public School, 36 percent, and Business or Industry, 21 percent. Faculty responses to the remaining four classifications showed the following order: Graduate Study, 16 percent; Junior College, 13 percent; Other Employment, 8 percent; and Four-Year College, 6 percent.

Within the six career pattern classifications, all respondents were categorized "pure" or "mixed" according to the number of different kinds of jobs held before entrance into their present positions. The analysis showed that across the six career pattern classifications, 54 percent of the faculty fell into the "mixed" category and 46 percent into the "pure" category. Also within each individual career pattern classification there was a higher proportion of "mixed"

career experiences. Table 3 presents the complete career pattern analysis.

Career Patterns

Hypothesis 1: There are no statistically significant differences between the "subjective" pre-organizational career pattern classifications of community college faculty and their attitudes toward educational issues.

Attitude group mean scores¹ were computed for the six career pattern groups. A one-way analysis of variance between the six career pattern mean scores revealed an *F*-ratio that was significant at the .01 level of confidence. (See analysis of variance summary table on page 95.) The group means are presented in Table 4.

The statistical relationship between the dependent variable -- attitudes toward educational issues -- and the independent variable -- faculty career patterns -- was estimated by calculation of the omega square value. In this instance, the calculation showed that six percent

¹All scores represent standard scores with a population mean of 50 and a standard deviation of 10.

TABLE 3

Analysis of Pre-Organizational Career Patterns

Career Pattern Classifications	Faculty with Pure Career Patterns		Faculty with Mixed Career Patterns		Combined Faculty Career Patterns	
	N	%	N	%	N	%
Public School	91	37	108	37	199	36
Junior College	33	13	40	14	73	13
Four-Year College	16	06	19	06	35	06
Graduate Study	41	16	48	16	89	16
Business or Industry	50	20	58	20	108	21
Other Employment	20	08	23	07	43	08
TOTAL	251	100	296	100	547	100

of the variance in the faculty attitudes variable was accounted for by the career patterns variable.¹ Therefore, it was implied that although a significant variation did exist between the attitudes of community college faculty in the six career pattern groups the predictive power of the association was modest, but approximated typical educational research findings.²

In order to discover which groups were significantly different, Dunn's test of multiple comparison between group mean scores was performed at the .01 level of significance. The test of comparisons between group means showed that attitudes of community college faculty with the Graduate Study career pattern were significantly more progressive than faculty with either the Business or Industry, or Public School career patterns. Also, the attitudes of community college faculty with the Four-Year College career pattern were significantly more progressive than faculty with a

¹The omega square (ω^2) analysis was performed from the information contained in the analysis of variance summary table on page 95.

$$\omega^2 = \frac{SS \text{ between} - (J-1) MS \text{ within}}{SS \text{ total} + MS \text{ within}}$$

²Omega square values below five percent are in the majority in educational psychology research.

career pattern representing Business or Industry.

Therefore, in three cases the null hypothesis was rejected.

Hypothesis 2: There is no statistically significant difference between the "objective" career history of the number of jobs held (pure or mixed) by community college faculty and their attitudes toward educational issues.

Attitude group mean scores were computed for the pure and mixed career pattern categories. A *t* test was then conducted to measure attitude differences between the two groups. The analysis showed that the mean differences for the pure and mixed career pattern groups was not significant at the .05 level of confidence. (See analysis of variance summary table--Table 5--on page 95.) Therefore, in this case the null hypothesis was retained. The attitudes of community college faculty toward the educational issues do not vary when considering number of jobs held.

Hypothesis 3: There is no statistically significant interaction between pure and mixed categories and career pattern classifications of community college faculty and their attitudes toward educational issues.

TABLE 4

Means and Standard Deviations
of Career Pattern Groups on ESVII *

Career Pattern	N	Mean Score	Standard Deviation
Graduate Study	89	54.6	10.4
Four-Year College	35	52.8	8.5
Other Employment	43	50.5	10.6
Junior College	73	50.3	10.0
Public School	199	49.2	9.6
Business or Industry	108	46.2	8.9

* Scores are reported as standard scores with a mean of 50 and a standard deviation of 10.

TABLE 5

Analysis of Variance Summary Table

Source of Variation	Sum of Squares	Mean Squares	Degrees of Freedom	F-Ratio
Pure-Mixed Categories	24.34	24.34	1	0.265 ^a
Career Pattern Classifications	2607.99	539.59	5	5.870 ^b
Interaction	913.08	182.61	5	1.987 ^c
Error	49177.40	91.92	535	

^aNot significant

^bSignificant at .01

^cNot significant

A two by six factorial analysis of variance was conducted between the mean scores of the pure and mixed categories and the six career pattern groups.¹ The analysis computed an *F*-ratio that was not significant at the .05 level of confidence. (See analysis of variance summary table on page 95.) The factorial analysis of variance indicated that variation in attitudes did not exist when the number of jobs held was combined with a person's career pattern classification. Therefore, in this case the null hypothesis was retained.

Biographic Characteristics

Research Question 1: Is there a significant relationship between other select biographical characteristics of community college faculty and their attitudes toward educational issues?

In order to measure the relationship between the select biographic variables and the dependent variable, zero order correlations were computed at the .01 level

¹Since the career pattern groups were of unequal cases, the statistical program performed a Bertlett's test of homogeneity of variance. The results showed that any differences among the groups was a function of the treatment effects rather than from population differences based on sampling. With 11 degrees of freedom, the chi square was 10.960 and the probability equaled .4465.

of significance. A coefficient of $\pm .110$ was required. (The low correlations required for significance is, of course, a function of the large sample size and should be interpreted accordingly.) The analysis showed that for 10 of the 15 variables there was a significant relationship at the .01 level.

According to the analysis, a faculty member with progressive attitudes toward educational issues can be characterized as follows: a young female with a small family; non-Protestant with liberal political views and a father with a high degree of education; most likely teaching in the social sciences or humanities rather than the sciences or technical areas; in a college-transfer program as opposed to a vocational-technical program; has an advanced degree and belongs to one or more professional organizations related to higher education such as the American Association of University Professors, the American Association of Higher Education, the National Faculty Association for Community Junior Colleges or the American Federation of Teachers. (For correlation coefficients

see Table 6).

Research Question 2: Can select biographic variables be used as predictors of faculty attitudes toward educational issues?

As discussed above, of the 15 biographic variables, 10 correlated statistically significant at the .01 level and had coefficients that ranged from -.113 to .330. The variable academic field ($r = .330$) had the highest correlation with the faculty attitude variable. The amount of variance accounted for by this correlation was 10.8 percent ($r^2 = .108$) of the variance. This indicated that a faculty member's academic field was the strongest predictor of attitudes toward the educational issues.

The variable age ($r = -.295$) had the next highest correlation with the dependent variable. The amount of variance accounted for by this correlation was 8.7 percent ($r^2 = .087$) of the variance. In general, the eight remaining significant variables were of less value in predicting faculty attitudes toward educational issues. (The coefficients of determination for the 10 significant variables are presented in Table 7).

TABLE 6

Zero Order Correlation Coefficients Between
Select Biographic Variables and Attitudes Toward
Educational Issues

Variable	Correlation Coefficient
Academic Field	.330*
Age	-.295*
Degree	.268*
Teaching Curriculum	-.233*
Political Persuasion	.200*
Father's Education	.147*
Professional Membership	-.145*
Religious Persuasion	-.137*
Sex	.121*
Number of Children	-.113*
Marital Status	-.104
Mother's Education	.095
Childhood Community	.041
Ranks	.022
Salary	.014

*Correlation coefficient significant at the .01 level ($r = \pm .110$).

TABLE 7

Correlation Coefficients and Coefficients of
Determination Between Significant Biographic Variables
and Attitudes Toward Educational Issues

Variable	Correlation Coefficient	Coefficient of Determination
Academic Field	.330	.108
Age	-.295	.087
Degree	.268	.071
Teaching Curriculum	-.233	.054
Political Persuasion	.200	.040
Father's Education	.147	.021
Professional Affiliation	-.145	.021
Religious Persuasion	-.137	.018
Sex	.121	.014
Number of Children	-.113	.012

A multiple regression analysis was also performed to discover if the predictive power of all 15 biographic variables -- including the five not found significant -- could be improved by considering them together. The highest correlated biographic variable with the faculty attitude variable and the first to enter the regression equation was a faculty member's academic field. The correlation coefficient was .33 and the fraction of explained variance amounted to 10 percent. Of the remaining 14 variables, 6 entered the regression analysis: age, degree, professional membership, sex, politics, and father's education. For these six variables plus academic field, the multiple correlation coefficient was .48, which accounted for 23 percent of the variance.

The regression analysis terminated after the seventh step because the addition of the remaining variables failed to significantly increase the multiple correlation coefficient. From these findings, it was concluded that the biographic variables were limited in their collective ability to predict community college faculty attitudes toward educational issues.

Table 8 presents a summary of the findings.

The correlational findings associated with the secondary research questions motivated one additional analysis. Of the 15 biographic variables, academic field and age had the highest correlation with faculty attitudes toward educational issues. It was also noted that there were distinct differences in the academic fields and ages of two career pattern groups. Community college faculty in the Graduate Study career groups who were the most progressive in their attitudes proved to be the youngest group of faculty with 54 percent below 30. Sixty-six percent of them also taught in the social sciences, humanities and related areas. Faculty in the Business or Industry career groups who were the most traditional in their attitude pattern had 53 percent above 39 years of age and were the oldest group of faculty. Sixty-five percent taught in the vocational, natural science and related areas. Because of these findings it was advisable to investigate the independence of these two variables from the major independent variables -- pre-organizational career

TABLE 8

Multiple Regression Correlation Coefficients
and Coefficients of Determination Between
Select Biographic Variables and Attitudes Toward
Educational Issues

Biographic Variables	Correlation Coefficient (r)	Coefficient of Determination (r ²)
Academic Field	.33	.10
Age	.40	.16
Degree	.43	.18
Professional Affiliation	.44	.19
Sex	.46	.21
Politics	.47	.22
Father's Education	.48	.23

patterns of community college faculty. The question was asked: Are faculty attitudes toward educational issues influenced by career patterns or is it the confounding effect of a person's academic field and age?

An analysis of covariance program disclosed that the academic field and age were independent of career patterns. The analysis produced F -ratios that were significant at the .01 level. The F -ratio for the covariance analysis with academic field was 5.39. An omega square index showed that when academic field was held constant, career pattern accounted for four percent of the variance in the academic field variable. The F -ratio for the covariance analysis with age was 5.12, and again an omega square index showed that the career pattern variable accounted for only four percent of the variance in the age variable. The analysis of covariance summaries is presented in Tables 9 and 10.

Thus, the analysis of covariance revealed that the variables academic field and age were not confounding the relationship between the career patterns and faculty attitudes. The results from these findings give added

TABLE 9

Analysis of Covariance Summary
for Academic Field and Career Patterns

Source of Variation	Sum of Squares	Mean Squares	Degrees of Freedom	F-Ratio
Between Groups	2304.18	460.83	5	5.39*
Within Groups	46141.23	85.44	540	
Total	48445.41		545	

*Significant at .01.

TABLE 10

Analysis of Covariance Summary
for Age and Career Patterns

Source of Variation	Sum of Squares	Mean Squares	Degrees of Freedom	F-Ratio
Between Groups	2258.80	451.76	5	5.12*
Within Groups	47470.75	88.07	540	
Total	49729.55		545	

*Significant at .01.

support to the major and earlier findings of this investigation that pre-organizational career patterns of community college faculty are significant but limited predictors of attitudes toward progressive-traditional educational issues.

CAREER PATTERNS AND ATTITUDES-- A SIGNIFICANT RELATIONSHIP

In the past few years, there have been many efforts to describe community college administrators, faculty and students in terms of demographic data and how individuals demonstrate agreement with select criteria relating to the educational mission of the community college. Although it is important to have descriptive information about the nature of community college administrators, faculty, and students and to know their attitudes toward specific institutional roles, it seems to be of equal importance to have an understanding of the axiological base (values toward educational issues) from which they approach their professional duties.

As stated in the introduction to this study, one problem confronting the collegiate administrator is a general lack of knowledge about the perceptual base upon which faculty members act as they carry out their role assignments. Community colleges are especially sensitive to this problem.

Because of their educational mission toward the

development of a comprehensive curriculum, as well as the demand to fill vacancies in a dynamically expanding system of new institutions, community colleges must recruit faculty from all levels of the education profession as well as from business and industry. This diversity in recruitment has generated considerable concern among community college leaders who believe that previous work experiences exert a major influence on forming personal attitude patterns. Consequently, the attitudes toward educational issues that faculty members bring with them into the community college may be as diverse as their career experiences. If the community college is to be successful in helping faculty translate their philosophy, objectives, and programs into meaningful action, a clearer understanding of the existing attitude patterns of faculty with various career experiences is needed.

This study approached the issue by identifying the prior career experiences that faculty felt had the greatest influence on forming their attitudes toward education. The study then set out to determine the

relationship between the identified career experiences and attitudes toward educational issues.

Analysis of pre-organizational career experiences showed that 57 percent of the community college faculty in Pennsylvania fell into two of six classifications-- 36 percent in the Public School classification and 21 percent in the Business or Industry classification. Faculty responses to the remaining four career classifications show the following order: Graduate Study, 16 percent; Junior College, 13 percent; Other Employment, 8 percent; and Four-Year College, 6 percent.

It is interesting to note that the career experiences of the Pennsylvania community college faculty proved to be as diverse as those in other states, with the majority of faculty having a high school teaching background, and a low percentage coming from college and university teaching careers. (The social psychological reasons why high school teachers are more inclined to move toward the community college teaching environment than faculty from four-year collegiate institutions are discussed by Norman L. Friedman¹ in

¹Norman L. Friedman, "Career Stages and Organizational Role Decisions of Teachers in Two Public Junior Colleges," *Sociology of Education* (December, 1965), 231-245.

his interesting study of the career stages and role decisions of community college teachers.)

Statistical analysis between the pre-organizational career experiences of Pennsylvania community college faculty and their attitudes toward progressive-traditional educational issues showed significant differences. Faculty with different career experiences did exhibit different attitudes toward educational issues.

Community college faculty who felt their Graduate Study career experience¹ had the greatest influence on forming their attitudes toward educational issues were significantly more progressive in their attitudes than faculty with Public School or Business or Industry career experiences. Also, faculty with Four-Year College career experiences were significantly more progressive in their attitudes than faculty members with a Business or Industry career experiences. All findings were statistically significant at the .01

¹Full-time graduate study was treated as a career experience since it is considered as a necessary step to the collegiate teaching profession and since some faculty had never held a previous assignment.

level.

The investigation found that 10 other faculty characteristics also correlated significantly with attitudes including academic field, age, degree, teaching curriculum, political persuasion, father's education, professional membership, religious persuasion, sex and number of children. Interpretation showed that community college faculty who were young, female, with small families, of a non-Protestant religious persuasion and with liberal political views tended to be more progressive in their attitudes toward the educational issues. They were also from families with well-educated fathers, had pursued graduate work, taught social sciences or humanities courses in the college transfer program and belonged to a national higher education organization.

Although these 10 faculty characteristics correlated significantly with attitudes, further statistical analysis showed that faculty career experiences proved to be the best and most significant single predictor of these attitudes. These findings added support to

and reinforced the notion that an individual's previous employment experience is a powerful factor in developing attitudes that will carry over into a new working environment.

Since community college faculty with certain career experiences seem to express significantly different attitudes toward educational issues, what practical use can be derived from the findings? Over the last 50 years, community colleges have made attempts to develop a comprehensive curriculum projecting a progressive approach to education. The curricular fields of study were designed to appeal to students with diverse abilities, interests and needs from various socio-economic backgrounds. Recognizing that the typical collegiate homogeneity of students was not present, community colleges felt that the best faculty member was one who was pragmatically willing to take students from where they were and to help them achieve acceptable levels of performance. Consequently, this type of faculty member needed to have a vital interest in the usefulness of creating a classroom atmosphere

designed for personal as well as academic development. The community college therefore projected faculty role expectations that placed a premium on the importance and need to approach subject matter from a developmental point of view.

From the findings of this study, it appears that faculty members in the Graduate Study and Four-Year College career pattern groups expressed attitudes toward educational issues that had the strongest congruence with faculty role expectations set forth by the community college. These faculty members agreed with issues that reflected upon education as a growth and problem-solving process based on the interest and needs of students, and they expressed concern for interpersonal relations and change through mutual interaction. Yet, faculty in these two groups represented only 22 percent of the population.

Faculty in the Public School and Business or Industry career groups were significantly more traditional in their responses to the educational issues. They felt the mastery of academic material to be more

important than the pragmatic problem-solving approach. Their view of education tended to be more narrow with a lack of interest in personal development. The hierarchical position of the teacher was also thought more important than mutual respect and interaction. Faculty in these two groups represented 57 percent of the population.

As stated earlier, community college administrators are concerned about the consistency between educational attitudes of faculty and educational objectives of the institution, since these attitudes could prove to be a distracting rather than contributing force to the achievement of objectives.

In this study, community college faculty were asked to respond to issues that represented a personal commitment to broad educational ideas -- ideas that would pervade a teacher's classroom behavior no matter what kind of a school he found himself in. The significance rests in the way faculty members responded to issues that related to the nature of teaching; how subject matter should be presented; the attention

given to the needs and interests of students; and the role of education in today's society. All have a direct influence on the achievement of the progressive educational aims and objectives of the community college. Yet, the kinds of faculty members holding progressive philosophies on these questions could quite possibly not be in the majority in a given institution. There may be a conflict between the actual teaching taking place in classrooms and the learning environment community colleges desire.

Careful selection of faculty is most important to the educational mission of community colleges according to a report by the Pennsylvania Department of Education¹, and the findings of this study add a note of support for this statement. Since career experiences of faculty proved to be the best predictor of

¹Elwood A. Shoemaker, ed., *Report on Selected Data--Historical and Statistical--Related to the Development of Community Colleges in Pennsylvania* (Harrisburg, Pennsylvania: Department of Education, 1969, (unpublished report)).

educational attitudes, community college leaders must begin to show a greater concern for recruitment of progressively minded faculty.

This may not be an easy task. The career change from public school teaching to community college teaching is a natural step up the ladder of professional advancement. Consequently, the personnel from public schools tend to gravitate toward community colleges. The same holds true for people from the business and industrial areas. If they want to enter the teaching profession, the needs of the comprehensive curriculum allows them to find appropriate positions. In other words, there is a natural career movement for people from these two areas to seek out the community colleges in order to enter the collegiate world of teaching. Because of this, and what has been found about their expressed attitudes toward education, the community colleges must begin to show a certain degree of caution in recruitment in the years ahead and efforts should be made to improve the career patterns mix of the community college faculty.

Community colleges must begin to actively seek out the kinds of faculty characterized by their stated philosophy.

Thus, the future calls for community college administrators to develop closer contacts with the sources of potential faculty members. They must begin to seek out the new instructor who sees teaching as his main objective. Community colleges must also make known to the graduate schools the kinds of faculty they are seeking. With the present overproduction of Ph.D.'s, the graduate schools themselves already have seen the need to change their emphasis from research preparation to greater emphasis on classroom instructors. The same holds true for many faculty in four-year colleges and universities. Traditionally, faculty from four-year institutions have looked unfavorably upon the two-year college as a step down in professional development. Again, the present state of the academic marketplace may cause this attitude to become a myth of the past.

In the final analysis, community colleges must increase their efforts to actively recruit faculty

members from graduate schools and four-year institutions, and rely less on recruits from the immediate area. In this way, their institutional objectives can best be achieved with faculty recruits who display educational attitudes congruent with the colleges' stated educational mission.

In summary, community college faculty members are seen as the prime movers for achievement of institutional goals and there is little doubt that the objectives of the community colleges in Pennsylvania, as well as other states, will be reflected and achieved through improved instruction. The findings from this investigation have pointed out that there is more to the achievement of educational goals than just a general agreement that they are good and appropriate to the educational needs of the times. The commitment must come alive through the basic philosophies and life styles of the faculty who attend to the classrooms.

APPENDIX A

Pennsylvania Community Colleges

Participating Colleges:

Bucks County Community College
Swamp Road
Newtown, Pennsylvania 18940

Butler County Community College
College Drive, Oak Hills
Butler, Pennsylvania 16001

Community College of Allegheny County
711 Allegheny Building
Pittsburgh, Pennsylvania 15219

Community College of Beaver County
609-615 Third Avenue
Freedom, Pennsylvania 15042

Community College of Delaware County
Baltimore Pike and Thornton Road
Media, Pennsylvania 19063

Harrisburg Area Community College
3300 Cameron Street Road
Harrisburg, Pennsylvania 17110

Lehigh County Community College
2370 Main Street
Schnecksville, Pennsylvania 18078

Luzerne County Community College
19-21 North River Street
Wilkes-Barre, Pennsylvania 18702

Northampton County Area Community College
3825 Green Pond Road
Bethlehem, Pennsylvania 18017

Williamsport Area Community College
1005 West Third Street
Williamsport, Pennsylvania 17701

Non-Participating Colleges:

Community College of Philadelphia
34 South Eleventh Street
Philadelphia, Pennsylvania 19107

Montgomery County Community College
612 Fayette Street
Conshohocken, Pennsylvania 19428

APPENDIX B

The Community College Faculty in Pennsylvania
October 1969
A Research Questionnaire

Part I

Instructions: Given below are thirty statements on educational ideas and problems about which we all have beliefs, opinions, and attitudes. We all think differently about such matters, and this scale is an attempt to let you express your beliefs and opinions. Please circle the response to the right of the statement which best describes your reaction to the statement.

Agree Very Strongly AVS	Agree Strongly AS	Agree A	Disagree D	Disagree Strongly DS	Disagree Very Strongly DVS
Example: Education is in a time of stress.					
	AS	A	D	DS	DVS
1.	Learning is essentially a process of increasing one's store of information about the various fields of knowledge.				
	AVS	AS	A	D	DS DVS
2.	The curriculum consists of subject matter to be learned and skills to be learned and skills to be acquired.				
	AVS	AS	A	D	DS DVS
3.	The learning of proper attitudes is often more important than the learning of subject matter.				
	AVS	AS	A	D	DS DVS
4.	It is more important that the child learn how to approach and solve problems than it is for him to master the subject matter of the curriculum.				
	AVS	AS	A	D	DS DVS
5.	The true view of education is arranging learning so that the child gradually builds up a storehouse of knowledge that he can use in the future.				
	AVS	AS	A	D	DS DVS
6.	What is needed in the modern classroom is a revival of the authority of the teacher.				
	AVS	AS	A	D	DS DVS

- | | |
|---|-------------------|
| 7. Teachers should keep in mind that pupils have to be made to work. | AVS AS A D DS DVS |
| 8. Schools of today are neglecting the three R's. | AVS AS A D DS DVS |
| 9. Standards of work should not be the same for all pupils; they should vary with the pupil. | AVS AS A D DS DVS |
| 10. The goals of education should be dictated by children's interests and needs, as well as by the demands of society. | AVS AS A D DS DVS |
| 11. Each subject and activity should be aimed at developing a particular part of the child's makeup: physical, intellectual, social, moral, or spiritual. | AVS AS A D DS DVS |
| 12. Right from the very first grade, teachers must teach the child at his own level and not at the level of the grade he is in. | AVS AS A D DS DVS |
| 13. Teachers need to be guided in what they are to teach. No individual teacher can be permitted to do as he wishes, especially when it comes to teaching children. | AVS AS A D DS DVS |
| 14. Learning experiences organized around life experiences rather than around subjects are desirable in our schools. | AVS AS A D DS DVS |
| 15. We should fit the curriculum to the child and not the child to the curriculum. | AVS AS A D DS DVS |
| 16. Subjects that sharpen the mind, like mathematics and foreign languages, need greater emphasis in the public school curriculum. | AVS AS A D DS DVS |
| 17. Since life is essentially a struggle, education should emphasize competition and the fair competitive spirit. | AVS AS A D DS DVS |
| 18. The healthy interaction of pupils one with another is just as important in school as the learning of subject matter. | AVS AS A D DS DVS |
| 19. The organization of instruction and learning must be centered on universal ideas and truths if education is to be more than passing fads and fancies. | AVS AS A D DS DVS |

- | | |
|--|-------------------|
| 20. The curriculum should contain an orderly arrangement of subjects that represent the best of our cultural heritage. | AVS AS A D DS DVS |
| 21. True discipline springs from interest, motivation, and involvement in live problems. | AVS AS A D DS DVS |
| 22. Emotional development and social development are as important in the evaluation of pupil progress as academic achievement. | AVS AS A D DS DVS |
| 23. Education and educational institutions must be sources of new social ideas. | AVS AS A D DS DVS |
| 24. Children should be taught that all problems should be subjected to critical and objective scrutiny, including religious, moral, economic, and social problems. | AVS AS A D DS DVS |
| 25. One of the big difficulties with modern schools is that discipline is often sacrificed to the interests of children. | AVS AS A D DS DVS |
| 26. Teachers should encourage pupils to study and criticize our own and other economic systems and practices. | AVS AS A D DS DVS |
| 27. Children need and should have more supervision and discipline than they usually get. | AVS AS A D DS DVS |
| 28. Schools should teach children dependence on higher moral values. | AVS AS A D DS DVS |
| 29. The public school should take an active part in stimulating social change. | AVS AS A D DS DVS |
| 30. Learning is experimental; the child should be taught to test alternatives before accepting any of them. | AVS AS A D DS DVS |

PART I-B

1. Using the descriptive classifications below, consider all previous full-time jobs (excluding part-time work and summer graduate study) you have held since receiving your baccalaureate degree.
 - a. In the first column, write the number of years position was held.
 - b. In the second column, rank the position 1st, 2nd, 3rd, etc., from the first held since receiving your baccalaureate degree to the last one previous to joining the staff of your present institution.
 - c. If none of the classifications suit your major career background please check OTHER and describe.

The following example is provided as a guide

Example	Example	Example	
		Number of Years	Order
Teaching in High School.....		8 yrs.	2nd
Teaching in Another Two Year College.....	
Teaching in a Four-Year College.....	
Graduate Student (only if full-time for a year or more)		1 yr.	3rd
Worked in Business or Industry.....	
Full-time Housewife.....		4 yrs.	1st
Other Describe: _____	

Your Response	Your Response	Your Response	
POSITION			
Teaching in High School.....	
Teaching in Another Two Year College.....	
Teaching in a Four-Year College.....	
Graduate Student (only if full-time for a year or more)....	
Worked in Business or Industry.....	
Military Service.....	
Full-time Housewife.....	
Other Describe: _____	

BE SURE YOU HAVE AT LEAST ONE RESPONSE
IN EACH OF THE TWO COLUMNS

2. Thinking over your previous work experience, which one of the positions checked above do you feel had the most influence on forming your present opinions toward educational issues similar to the ones asked above? Place an X in front of the one position in your opinion which was the most influential in forming your present opinions toward education.

- Teaching in High School
- Teaching in Another Two-Year College
- Teaching in a Four-Year College
- Graduate Student (only if full-time for a year or more)
- Working in Business or Industry
- Military Service
- Full-time Housewife
- Other (Describe: _____)

PART II
BIOGRAPHICAL AND CAREER INFORMATION

For each item please check (✓) the response which correctly describes you, or answer the question asked. Please respond to all items.

Example: I enjoy college teaching.

1. Yes
 2. No

1. Are you a full-time employee at this community college?
 1. Yes
 2. No
2. Are you a member of the administrative staff?
If yes, how much time do you devote to administrative duties?
 1. 1/4 time
 2. 1/2 time
 3. 3/4 time
 4. full-time
3. Age
 1. 20-24 years
 2. 25-29 years
 3. 30-34 years
 4. 35-39 years
 5. 40-44 years
 6. 45-49 years
 7. 50 years or older
4. Sex
 1. Male
 2. Female
5. Marital status
 1. Single
 2. Divorced
 3. Widow
 4. Married
6. Number of children
 1. No children
 2. One child
 3. Two children
 4. Three children
 5. Four children
 6. Five children
 7. Six or more children
7. Religious preference
 1. Jewish
 2. Catholic
 3. Protestant
 4. Other (State: _____)
 5. None

8. Political preference
 1. Republican
 2. Independent
 3. Democrat
 4. Socialist
 5. Other (State: _____)
9. Birthplace
 1. Pennsylvania
 2. Other state (Specify: _____)
 3. Foreign country (Specify: _____)
10. Was your father born in the United States?
 1. Yes
 2. No
 3. Unknown
11. Was your mother born in the United States?
 1. Yes
 2. No
 3. Unknown
12. Did your father ever belong to a labor union?
 1. Yes
 2. No
 3. Unknown
13. What was your father's primary occupation? _____
14. Father's schooling (check highest level he attended)
 1. Grade school
 2. High school
 3. Junior college
 4. College
 5. Graduate school
 6. Other
15. Mother's schooling (check highest level she attended)
 1. Grade school
 2. High school
 3. Junior college
 4. College
 5. Graduate school
 6. Other
16. In which type community did you live while growing up?
 1. Rural
 2. Town (less than 10,000)
 3. Small city (10,000 to 49,999)
 4. Large city (50,000 to 1 million)
 5. Metropolitan (over 1 million)

17. In which academic area do you teach?
- 1. Vocational-Technical
 - 2. Humanities and Fine Arts
 - 3. Social Sciences and Behavioral Sciences
 - 4. Education
 - 5. Business Administration
 - 6. Natural Sciences
 - 7. Other (State: _____)
18. The major portion of the courses you teach apply to what part of the curriculum?
- 1. College transfer
 - 2. Vocational-Technical
 - 3. Both
 - 4. Other (State: _____)
19. How many years have you been employed by your current institution?
This is the beginning of my:
- 1. First year
 - 2. Second year
 - 3. Third year
 - 4. Fourth year
 - 5. Fifth year
 - 6. Sixth year or more
20. Do you have tenure status?
- 1. Yes
 - 2. No
21. Rank as of 1968-69 academic year:
- | | |
|--|--|
| <input type="checkbox"/> 1. None-college does not have academic rank | <input type="checkbox"/> 4. Associate Professor |
| <input type="checkbox"/> 2. Instructor | <input type="checkbox"/> 5. Professor |
| <input type="checkbox"/> 3. Assistant Professor | <input type="checkbox"/> 6. Other (please specify) _____ |
22. What is your present salary range?
- | | |
|--|--|
| <input type="checkbox"/> 1. Less than \$7,000 | <input type="checkbox"/> 5. \$10,000 to \$10,999 |
| <input type="checkbox"/> 2. \$7,000 to \$7,999 | <input type="checkbox"/> 6. \$11,000 to \$11,999 |
| <input type="checkbox"/> 3. \$8,000 to \$8,999 | <input type="checkbox"/> 7. \$12,000 to \$12,999 |
| <input type="checkbox"/> 4. \$9,000 to \$9,999 | <input type="checkbox"/> 8. \$13,000 or above |
23. Check the organizations in which you currently hold membership.
- 1. American Association of University Professors
 - 2. American Association of Higher Education
 - 3. National Education Association
 - 4. National Faculty Association for Community and Junior Colleges
 - 5. American Federation of Teachers
 - 6. United Federation of Teachers
 - 7. AFL-CIO
 - 8. State or local association representing faculty in collective negotiations (other than those listed above)
 - 9. Other (Specify: _____)

24. Check the organizations in which you held membership prior to assuming your present position.
- 1. American Association of University Professors
 - 2. American Association of Higher Education
 - 3. National Education Association
 - 4. National Faculty Association for Community and Junior Colleges
 - 5. American Federation of Teachers
 - 6. United Federation of Teachers
 - 7. AFL-CIO
 - 8. State or local association representing faculty in collective negotiations (other than those listed above)
 - 9. Other (Specify: _____)
25. Would you join a local faculty organization engaged in collective negotiations?
- 1. Yes
 - 2. No
 - 3. Uncertain
26. Please check the expression below which best describes your present attitude toward community junior college teaching as a career.
- 1. Very dissatisfied
 - 2. Dissatisfied
 - 3. Indifferent
 - 4. Satisfied
 - 5. Very satisfied
27. Do you think you would again choose to work in a community junior college if you could remake your decision?
- 1. Yes
 - 2. No
 - 3. Uncertain
- If not, which field would you choose? _____
28. In which type of educational institution were you awarded your baccalaureate degree? (If you attended a junior college, you will have two responses.)
- 1. Junior College
 - 2. Private Four-Year Liberal Arts College
 - 3. Private University
 - 4. State-Related College
 - 5. State-Related University
 - 6. Other
29. Are you presently working toward an advanced degree?
- 1. Yes
 - Bachelor's Degree
 - Master's Degree
 - Doctor's Degree
 - 2. No

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NOTES ON THE AUTHOR

ROBERT A. PATTERSON received his Bachelor of Arts degree from Tarkio College in Missouri in 1961, majoring in psychology and sociology. He was awarded a Master's degree in Counseling in Education in 1962 and the Doctor of Education degree in Higher Education Administration in 1970 from The Pennsylvania State University. Dr. Patterson's professional career began as a Student Admissions Counselor while an undergraduate. Since then, he has spent seven years in student personnel administration as a counselor and Dean of Students. For the past three years, he has been with The Pennsylvania State University, first as an administrative assistant to the Associate Dean for Resident Instruction in the College of the Liberal Arts, and most recently Assistant Director for Resident Instruction at Penn State's Delaware County campus.

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