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ABSTRACT

This symposium report includes principal addresses and invited papers about the two year college student. Section A on career education in the community college includes: "Career Programs at Miami-Dade Junior College" by Peter Masiko, Jr.; "Community Colleges: Islands of Accomplishment or Oceans of Rhetoric" by Dale Parnell; and "Career Education for the Post-Secondary, Two Year Student" by Andreas A. Paloumpis. Section B, on activities and unions in the community college, includes: "Student Activity Programs in the Community College" by Terry O'Banion; and "The Idea of the College Union--and Implications for Two Year Colleges" by Porter Butts. Also provided is an addendum on "Peers and Positions" by Don A. Morgan.
(SW)

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THE TWO YEAR COLLEGE STUDENT

ACTIVITIES AND CAREERS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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A Report of a Symposium Held

June 1972

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Under the Joint Sponsorship of
Rochester State Junior College, Minnesota

And

The Rochester Extension Center

And the

Division of Educational Administration
of the University of Minnesota

Included Are the Principal Addresses and Invited Papers

Edited By: Don A. Morgan

January 1973

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PREFACE:

The emphasis Commissioner Marland has given recently to "career" education is not a new one relative to the efforts of the community colleges of this country. It seemed fortunate to many of the professionals in the non-baccalaureate post-secondary institutions that the Office of Education was catching up, though there were many reservations, some expressed in this publication, as to just what this new emphasis translated into the efforts of the Office of Education might mean in terms of accomplishments at the interface of student and faculty.

At any rate, 1972 seemed a good time to examine some of the basic premises, promises and performances of career education efforts in the two-year colleges and technical schools of the country. Earlier planning for the Symposium reported here had called for some attention to be given activities and student unions. And though the combination of careers and activities might seem unrelated as a common topic for a symposium and related institute, it is noted only that the planners felt each important enough to be included for concern, and that the relationship is in the effort to expand the classroom---in the most direct sort of way, first by involving students with students in peer situations and students with themselves in self-selected activities which expand the traditional classroom, and secondly by affording the student the opportunity of income potential and dignity through employment related to training and aspirations whether this be as a nurse aide, neurosurgeon, welder, or metalurgist.

SECTION A:

There are few institutions in the country with a wider horizon than Miami-Dade Junior College of Florida. This college offers a nearly bewildering array of courses and programs geared directly to student needs and desires. It is the epitome of the "comprehensive" effort---one characterized by a lack of pre-definition, i.e., a student need not be anywhere as measured by tests or achievements but is where he is and needs help only to move on to where he might possibly go. President Masiko covers the import and impact of this in his paper.

Oregon State Superintendent Parnell is no late-comer or late-loper on the two-year college field. Before being elected to the office he now holds, he was the President of Lane County Community College. Lane College had been a purely technical school operating in the same city, Eugene, as the University of Oregon. It was Dr. Parnell's charge to move this institution towards a comprehensive base by the addition of transfer and general education courses, all being done under the close scrutiny of the school which was "marketability" for students. It was fortunate for the symposium that Dr. Parnell's incredible schedule permitted his appearance and contribution.

Dean Paloumpis of Illinois Central College brought the invaluable experience of someone charged with the responsibility to translate mission goals and statements into programs. This requires careful attention to what is meant by basic philosophies and terms, and then careful attention as to how to implement them.

Through all these first three papers, there runs the unmistakable thread of a concern of how best to meet student needs. This is the same thread taken up in Section B.

SECTION B:

Professor O'Banion, though now Associate Professor of Higher Education at the University of Illinois (on loan during 1972-1973 to the University of California at Berkeley), served for a number of years within student personnel service divisions of community colleges. His last experience in the field was as a Dean of Students in a Florida college. He is a recognized authority on activities and is much sought as a consultant.

Professor Butts is probably the "dean" of all student union people in the country. From his former post as the Director, the Wisconsin Union, at the University of Wisconsin-Madison, his long experience extends from the time when unions moved from the concept of "fun and games" to the rightful recognition of being an integral part of the students total educational experience.

All papers presented here are based on speeches or presentations to the Symposium, which for 1972 numbered over 100 registrations for the first time. The papers are not in the more usual academic form, but the editor was most reluctant to do anything but the most superficial editing for fear of changing the intent of the contributor. As with any speech, however, there are personal allusions and diversions from the theme which though topical, explanatory and often entertaining do not lend well to a printed publication. These were for the most part deleted, and it is hoped such deletion did not impair the messages given.

ACKNOWLEDGEMENTS:

Each year for the past three, it has been my pleasure to recognize the outstanding contributions of three individuals who, with the writer, constitute the basic planning committee and conductors of the Symposium and concurrent Institute. President Charles Hill of Rochester State Junior College, Minnesota, once more lent his beautiful campus and his long experience to the total effort reported here. President Hill, who heads as comprehensive a college as Minnesota has, is well known nationally since he is one of but two Minnesota presidents to serve on the American Association of Junior Colleges Executive Board. Dr. Wilbur Wakefield, Director, Rochester Extension Center, University of Minnesota, once again contributed to the planning sessions and also to the conducting of the Symposium. Dr. Wakefield also serves on the faculty for the concurrent Institute. Special note should be made of the efforts of Dr. Dean Swanson, Assistant Director,

Rochester Extension Center. Not only did Dr. Swanson help plan and organize the Symposium, he served as Master of Ceremonies as well. In particular, it is his efforts at spreading the word about what is going on at Rochester each June which doubtless has contributed to the growing success of the Symposium recorded. Additionally helpful in 1972 for planning were: Donald Zander, Gordon Starr, and Edwin Siggelkow, all of the University of Minnesota, Twin Cities.

Don A. Morgan
University of Minnesota
October 1972

SECTION A

**CAREER EDUCATION IN THE
COMMUNITY COLLEGE**

CHAPTER ONE

CAREER PROGRAMS AT MIAMI-DADE JUNIOR COLLEGE

by

Peter Masiko, Jr.*

It is incumbent upon all of us to look at certain basic facts in the American educational scene and to look ahead at the anticipated requirements of the American economy and society for various categories and classifications of productive employees. I think America's community colleges in particular have a special responsibility in this regard, and I trust that we can make our voices heard so that we may take our legitimate place in whatever developments are appropriate in the expansion of the career education concept in the years ahead. At all costs, we must guard against the heavy hand of the Federal Government in attempting to impose any national standards, or requirements, on the local education systems. We are all aware of the impact of categorical Federal funding programs on local schools and colleges. It is my belief that we would be doing a disservice to the American tradition in education, if we did not watch this potential development very, very closely.

In preparing for this presentation I had been doing a fair amount of reading, particularly documents of recent origin relating to the concept of "career education". I feel like the young man who in his freshman course in English composition discovered that he had been speaking prose all his life. It is my feeling that the community colleges in this country have been in the "career education" business for many, many years, and it comes as a shock to discover that this is now a revolutionary concept. As the H.E.W. publication, Career Education, points out,

"Career education is one answer to the President's call for reform. U.S. Commissioner of Education, S. P. Marland, Jr., has described this revolutionary concept as a 'new order of education concerned with the usefulness and self-realization of every individual'.

Much work by state and local administrators, teachers, curriculum developers, and counselors, must follow before an educational revolution is truly underway. This pamphlet, an outline of a concept that could change the shape of

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American education, is for them and for all who are concerned with the health and progress of our schools."

Anyone familiar with the deficiencies of the total American educational system, if it can be called a system, must admit that many students leave the formal educational institutions without adequate preparation for gainful employment. The dropout rate all along the line disturbs us. It would appear that the new thrust in "career education" is aimed at meeting this specific problem. For example, this same pamphlet from the USOE points out that approximately 2,450,000 students leave our schools without such preparation. Of these 850,000 are elementary and secondary school dropouts, many of whom have found school irrelevant. Another 750,000 are general curriculum high school graduates who did not attend college, and an additional 850,000 are high school students who entered college in 1967 but did not complete the baccalaureate, or an organized occupational program.

This is a sizable number of students to be sure, but I think we need to ask ourselves most seriously whether the entire educational system from kindergarten through the 14th year should be reorganized, because a large minority of the students apparently are not adequately prepared for entrance into the world of work.

This publication proposes that,

"The fundamental concept of career education is that all experiences, curriculum, instruction, and counseling should be geared to preparation for economic independence, and an appreciation for the dignity of work.

The main thrust of career education is to prepare all students for a successful life of work by increasing their options for occupational choice, by eliminating barriers--real and imagined--to attaining job skills, and by enhancing learning achievement in all subject areas and at all levels of education."

It can be seen from these quotations that direction is being given from Washington toward the revamping of the entire K-14 educational program. We might debate the merits of such a proposal, but let us assume that we could agree that a thorough overhaul is indeed in order. The question is whether or not the agency through which this reform is being engineered is the most acceptable and the most logical one for the task.

All the evidence that I have seen indicates that the developments to date have been promoted by the vocational-technical bureaucracy from the Washington level on down.

The same Career Education pamphlet reveals that,

"The career education concept is being developed through state level curriculum laboratories and state vocational research coordinating units. This process of development and diffusion at state levels is increasing."

"...For the past two years the office's Bureau of Adult, Vocational and Technical Education has funded exemplary vocational education in many states. Some of these programs have developed breakthroughs that are being incorporated into emerging model career education curriculums."

"...Under the career education concept, every child gets the same bill of fare up to a certain grade, usually the sixth."

"...A few schools and school systems have installed career education elements, but none have adopted a curriculum that cuts across all of a student's education experience and runs throughout the entire elementary and secondary spectrum. This total approach is the essence of career education. It should at this time extend at least through two post-secondary years of school."

As one who has for more than twenty-five years worked toward the development and expansion of job-related "career education programs" at the community college level, I can attest to the problems of working within the rather rigid framework of the vocational-technical hierarchy. These difficulties persist to this day. One is tempted to suggest that the track record of the vo-tech establishment in meeting the career needs of students in the past years may give legitimate cause to question whether it is the appropriate agency to be spearheading this new emphasis on "career education".

The Present Scene and Projections

In 1970, not counting enrollment in homemaking, only about one high school student in six was enrolled in occupational preparation. More persons are graduating from a four-year college with a bachelor's degree than there are appropriate jobs for degree holders. By the end of this decade, eight out of ten jobs in America will not require a baccalaureate degree. Grant Venn has projected for the 1970's the following specific job opportunities:

White Collar Workers

1900 - 18% of the work force

1980 - 50% of the work force

This includes:

Professional and technical	50% increase
Clerical	33% increase
Computer operators	over 50% increase
Office machines	40% increase
Secretaries, stenos, etc.	33% increase
Sales and management	25% increase

Farm Workers

1900 - 37% of work force

1980 - 3% of work force

Blue Collar Workers

1900 - 37% of work force

1980 - 33% of work force

Service Workers

1900 - 8% of work force

1980 - 13% of work force

We can glean from Venn's projections that the community colleges are in an excellent position to expand their present offerings and to move in appropriate new directions with a minimum of difficulty to meet the greatly expanded, anticipated demand for white collar workers. The Carnegie Commission in its report on New Students and New Places points out that the community colleges of this country have increased substantially the percentage of all college students that are enrolled in occupational programs. It further points out that these institutions are probably best equipped to increase in the future the proportion of all students in these programs. For example, it reports that enrollment in such programs increased from 5.4% to 7.8% of total undergraduate enrollment in all institutions between 1963 and 1968. The Carnegie undergraduate enrollment projection suggests that this enrollment might reach 11% by 1980 and if labor market changes, as well as the establishment of new community colleges, as the Commission proposes, results in acceleration of this trend, the proportion in such programs could be considerably greater. In states with well developed community college systems, the proportions of all undergraduates enrolled in occupational programs is much higher, reaching 18% in Washington and 21% in California.

The problem of providing appropriate career education programs at community colleges has been accentuated in recent years as a result of the large increase in new categories of students attending such institutions. Traditional curriculums and approaches to learning are not appropriate for many of these students. On the whole, it is recognized that the community colleges are probably the most flexible of all American educational institutions in adapting to changing circumstances, and this I think is a substantial part of the reason why it has gained such rapid acceptance in this country.

Community colleges have felt the impact of the resistance to secondary school vocational-technical programs, particularly as they have been viewed by what might be called the emerging students. The term "emerging students" is used to describe the newer categories of students who have been entering community colleges with less adequate preparation to pursue collegiate studies. Johnnie Ruth Clark of St. Petersburg Junior College indicates that emerging students show a great reluctance to participate in career education unless it involves one of the traditional high prestige careers. This exists because the whole process of career choice, change of career choices, and knowledge of career alternatives has been a problem of the emerging student. As a consequence the tracking system of high school has hedged many of them into career preparatory courses which none of them wanted. Likewise, she says that the high school vocational-technical programs for all the traditionally non-college-bound students have made a major contribution to the negative feelings toward career education. Thus, the placement of the less academically able students into programs which

lead directly toward job placement has become stigmatized, and most emerging students who are aware of the negative attitude associated with this practice shy away from career counseling altogether.

It is to be hoped that by the cooperative efforts of all segments of the K-14 educational systems we may be able to overcome such negative attitudes toward preparation for gainful employment. In the meantime, however, it seems to me that the community colleges already are doing an excellent job in breaking down this resistance. Many of us have developed the ladder concept in our job related curriculums. We have encouraged non-high school graduates to come back into the community college, and we have designed specific programs aimed especially at insuring success at each step of the way. We have the advantages of providing the "emerging students" with a wide range of academic and/or occupational choices. We can, in fact, cater to the original desire of many such students to aim toward higher professional careers. Some will, indeed, make the grade, but many will not; and instead of turning such students away from college, we have the opportunity to encourage them to enter related technical and semi-professional careers without the indignity of flunking out of college.

With recent changes in the labor market and the opening up of many kinds of employment to the emerging students, we find a growing interest on the part of such students in many of our one- and two-year job oriented curriculums. Many of these paraprofessional careers offer high prestige and good income, along with excellent opportunities for upward mobility. Some of these new careers are as follows:

- Urban Planning Aides
- Library Technician
- Welfare Case Work Aides
- Early Childhood Education Specialists
- Special Policemen
- Legal Services Assistant
- Recreational Services Technician
- Health Related Technical Aides

At Miami-Dade Junior College we have offered such students nearly 100 options in job-related programs alone, not counting a wide range of pre-professional preparatory programs in related fields. The community college, if it is to perform effectively, must relate its career programs to the local economy, although we must also take into account the fact that today's young people are highly mobile, so that it is perfectly legitimate for some of us to be involved in so-called regional curricula. One example of such is our two-year degree program in Mortuary Science.

We must also recognize the responsibility for meeting urgent national needs for certain types of trained personnel, but I think we should keep in mind that not all of us are in a position to make such a contribution, and I would suggest that it is sometimes necessary to resist urgent pleas for development of programs for which there is not a ready local labor market. It has been a matter of regret that because of certain national priorities we have been able to secure funds for the purchase of equipment in some highly technical and expensive curricula with limited enrollment prospects and limited local job prospects, while at the same time no funds of a comparable nature have been available to expand technical programs for which there is an urgent student demand and for which there is a large local labor demand.

For example, the development of a number of marine science technology curricula at Miami-Dade Junior College seemed like a very natural expansion of our career programs, particularly in view of our closeness to the open sea and the large marine development. Accordingly, we set up programs and have been able to get substantial Federal funds to provide the expensive equipment in these curricula. In addition, we were able to get the City of Miami to contribute an eleven-acre site of prime city property on Key Biscayne for the construction of a new facility. We have the land. We have the money to build the facility, but we are hesitant to move because we have discovered that the graduates of these marine science technology programs are having great difficulty in finding jobs in their field. An alleged national shortage of such personnel has not been particularly helpful in providing job opportunities for students emerging from our program, and we will either have to maintain a status quo situation, or consider some drastic revisions in the nature of the curricular offerings before we will feel justified to move ahead in this area.

In order to do a more efficient job in career education, community colleges need to establish cooperative arrangements with their feeder high schools and with the senior colleges to which their graduates transfer. Miami-Dade has established regular communications through coordinating committees with both levels. We have a committee of career education specialists in the junior college who meet regularly with their counterparts in the Dade County Public Schools. Their responsibility is to review all present career offerings to try to eliminate unnecessary duplication and overlap and to try to facilitate easy transition from one level to the next. They also have the responsibility to make recommendations for the need for new programs and for the most appropriate level of such programs.

We have also established a formal committee with Florida International University, a new upper division state university in Miami, and one of the responsibilities of this committee is to work out cooperative technical bachelor degrees so that students earning the Associate in Science Degree in certain technical fields can acquire a Bachelor of Science in a technical field at F.I.U. with two additional years of study. A number of these have already been identified with particular emphasis on the social service and health related areas.

I am sure that all of you are aware of the need for the use of advisory committees in technical and vocational education. Each of our career curriculums has a single college-wide committee consisting of appropriate representatives from that field of work in the community and corresponding college staff. All of these committee members are appointed by the president and the membership rotates on a regular basis. Such committees are crucial in the development of new programs, in making suggestions for appropriate curriculum materials and courses to be included, and for keeping course content current by constant reference to the changing requirements on the job. We have found such committees to be especially helpful in the accreditation process, particularly where such requirements as certification or registry are involved. One needs to guard against the temptation of some advisory committee members to do more than give advice to the junior college, and in such cases it may be desirable to provide for early rotation off the committee for such members.

I mentioned earlier the need to develop the ladder concept in occupational and technical programs. One such program which has worked very well at Miami-Dade is in Nursing. We have taken hospital aides with a number of years of experience in community hospitals and enrolled them in the Practical Nurse Program, giving them college credit for the full year of study. A very high percentage of these students have passed the required state examination for licensed practical nurse. We are now involved in a new experimental program which gives the above students who have passed the required state licensure examination a full year of credit toward the two-year Associate Degree in Nursing. Upon completion of their A.S. degree they will be able to take the state examination for registered nurse. In addition, we have developed a cooperative arrangement with Florida International University under which associate degree registered nurses can transfer to the upper division at F.I.U. and in two more years receive the B.S. in nursing, which will qualify them for administrative responsibilities.

One of the factors which has tended to hold back the development of technical programs in community colleges has been the cost of these programs. In Florida the legislature has recognized this fact and in its session earlier this year approved a new funding formula for community colleges based on cost of instruction. This new formula will go into effect in the 73 fiscal year and it will provide support funds to the colleges based on the average cost in the state for the various programs and curricula and the enrollments therein for each of the community colleges of the state.

This formula has been developed as a result of fairly accurate cost information received from the colleges in the previous year. We have been working cooperatively for a number of years to establish a uniform system of accounts and have computerized the entire operation so that there is comparability and compatibility throughout the state. The legislature will, thus, know exactly what the various programs are costing and the colleges will be able to compare their cost for each program with the cost of the same program at other community colleges in the state.

An important consideration in the development of career programs at community colleges has been in the recruitment and upgrading of the staff in these fields. At Miami-Dade we have not allowed career education to stand off by itself, but have made it an integral part of our total college operation. Faculty rank, promotion, salaries, etc., are uniform throughout the college, and we have evaluated relevant industrial or commercial experience in career fields on a par with advanced degrees in the academic areas.

We have established very comprehensive programs for the upgrading of staff, and have provided both time and resources for the staff to keep abreast of latest developments in their field. We have the usual sabbatical leaves, but in addition we have three-, six-, and twelve-week leaves which are granted to about 10% of the staff each year, either to go back to school for additional credits, to attend workshops, or to take relevant jobs in business or industry. Promotional credit is granted for such participation. In addition, we provide twelve months employment at full salary for all the staff that is interested in it, and up to 90% have availed themselves of this opportunity. Under this program six weeks are available during the summer months for curriculum development, for short-term leave, or other self-advancement opportunities.

In conclusion, let me restate that many comprehensive community junior colleges are doing an excellent job in providing opportunities in career education for a heterogeneous population. Without question, more can and should be done in this area, and it is incumbent on all of us to work, both with lower and higher levels in the total educational system to make the transition in either career or academic education less painful. We need the continuous involvement of the employing community in advising with us about appropriate curricula and appropriate changes which may be necessary. In addition, we need their assistance in recruiting students for such programs and in providing job opportunities when they complete their studies.

The community college is an ideal place in which students can move easily back and forth between so-called career and academic programs without damage to their egos if they make a change, for whatever reason.

The community colleges have also demonstrated a superior capacity to attract older students into the classroom for retraining for new jobs, or for other worthwhile and useful purposes. As the speed of technological change increases, as unemployment and technical obsolescence continues, it is incumbent upon us in education to assess the directions in which new opportunities will be open and to provide meaningful education and training for those for whom provision must be made. We will continue to provide as we have in the past a wide range of educational opportunities, including the more specific career education, but I think we must be ever watchful of any attempts to make career education the central theme of the entire educational experience for all students.

CHAPTER TWO

COMMUNITY COLLEGES: ISLANDS OF ACCOMPLISHMENT OR OCEANS OF RHETORIC

by

Dale Parnell*

The great American experiment of universal education is still just that; an experiment. We haven't proven that we can provide meaningful schooling for all the students amidst all their diversity. This is particularly true of post-high school education. Our four-year colleges and universities do not directly serve more than a third of the population. The question for our time is how do we serve the post-high school needs of about two out of three of our people?

At the same time one out of three Americans is involved either as an employee or a student in the schooling enterprise across the country. That's big business. The unfortunate thing about this side of schooling is that most people, including the managers of education, haven't yet realized that it is big business. We still operate the enterprise as one might a neighborhood feed and seed store. The reason, of course, is our strong belief in local control, which I support. However, it is imperative that we discover how to operate the large industry of education using the best modern management techniques while maintaining quality and interest in each individual.

The greatest challenge we as educators face today is to help schooling meet a majority of the needs of a majority of our students. James S. Coleman says that the society of 50 or 60 years ago was information poor but experience rich. His statement is profound in analyzing what has happened to us over 50 years in the business of education. Fifty years ago we were really living in a society that was experience rich but information poor in the sense that we did not have television, tremendous access to radio or newspapers. We find today in 1972 that society is inundated with information and media of all kinds such that the reverse of the experience-rich situation is now true. Our experience poor-data rich young people are growing up finding it difficult to have constructive experiences in life.

Being well acquainted with the formal institutions of education at all levels, my general reaction is if we are to make major changes in American education at any level it is going to be led by the faculties,

*Dale Parnell is State Superintendent of Public Instruction, Oregon. He was the founding president of Lane Country Community College, Eugene, Oregon.

the administrations, and the boards of the post-secondary community colleges. Community colleges, whether vocational technical institutes or academic junior colleges, have not been generally tied to the old patterns of the past. Let's not make the same old mistakes that have been made by the four-year colleges and by elementary and secondary education. Can we at least make new mistakes? Can we learn from the mistakes of others and from the past? Will the community colleges of this country be islands of innovation and accomplishment or oceans of rhetoric?

Community colleges have the opportunity to set some new paces and develop an optimistic trend about education in this country. One of my great missions in life is to put the smiles back on the faces of the students and faculty and taxpayers when the topic of education comes up. Across the country there are many people who are negative about education at all levels. A bright spot is the community college. There are several things that community college people can do to lead the way in putting smiles back on all of our faces.

Organizational Mental Health

My goal here is to leave you with an evaluation tool that may help in the process of restoring additional faith in our education system. In doing so I run a hazard: It seems that one of the rules of scholarly discourse in the social sciences is never to use simple words if you can find pretentious words to use instead. If you speak so that most understand you, you are called a popularizer. Friendly colleagues will say it more politely. They say your views are simplistic and reductionistic. On the other hand, if no one can understand what you write or speak your scholarly reputation will be immense, but no one will comprehend you. So I am going to run the hazard of oversimplifying a very complex subject.

Recently, a psychiatrist friend of mine in a nonclient relationship gave me a new perspective on how to move schooling in a more productive direction. While making small talk during a social hour one evening I mentioned that his business and profession interests me a great deal because he is called upon to make the important judgement of whether someone is sane or not. I wanted to know the basis for his decisions. He related three very important points which can be transferred over to the mental health of a people-type organization such as a community college.

My psychiatrist friend said the first thing to look for is congruence in the life of an individual. The old say-do problem of believing and saying one thing and doing another. He said the greater distance a person is from congruence, being in a state of harmony, the greater the problem the person has in the field of mental health. Some people are literally walking wars within themselves--believing one thing, saying one thing, but doing another. This creates tremendous frustration and anxiety.

Secondly, the psychiatrist looks for something he called unconditional positive regard. A person who puts up a lot of barriers that say I like you only if you do certain things or if you are a certain color is in this category. He said the more barriers a person puts up in life the greater the mental health problem. Unconditional positive regard means that the more conditions one sets up about his human relations, the more negative he is toward his fellow man, the greater the difficulty in coping with life.

The psychiatrist called the third factor accurate empathy. The more inaccurately one is able to assess reality the more inaccurately he is able to understand what another person is going through or facing, the greater difficulty he has with good mental health.

Mental health in an individual is all a matter of degree; the closer a person is to congruence, the closer he is to unconditional positive regard and the closer he is to accurate empathy, the better his mental health. The further someone is from achieving these points the more difficulty we all will have.

Intrigued, I jotted down the psychiatrist's comments about individual mental health and saved the note to myself until there was time to wrestle with the thought of applying this notion to the mental health of an organization. There seemed to be something significant about the explanation.

Not wanting to be charged with a lack of congruence between preaching and action, we have assigned a man in the State Department of Education--our agency has kindergartens through community colleges--to spend full time laying a template over our operation to see if we can discover the degree of mental health in our organization. The experience has been interesting for all of us. As a result I can relate the psychiatrist's three points on sanity as being applicable to organizations, and particularly to educational institutions.

"Congruence" and the Schools

First of all let's look at the matter of congruence. It begins with the concept of needs versus goals. One of our greater problems in education is that we always use need as a verb. We need more money. We need more faculty. We need differentiated staffing. Need always takes the form of a verb. We should use need less as a verb and more as a noun. What is the real need? What are the real needs of individuals today? What are the real needs of communities today? We must analyze these needs as they relate to our elementary, secondary and community college programs if we are to fulfill our mission of meeting people at the point of their real needs.

Take a quick look at the individual needs fifty years ago as opposed to today. In the area of being a consumer you didn't have to fight with credit cards 50 years ago, you didn't have to worry about installment buying. There are a host of new problems faced by young people today that did not face my mother and father. There are massive consumer problems in existence that were not even conceived of when public schooling was first designed.

Take a look at citizenship. All of us have a role as citizen. Citizenship, as our young people must learn, has never before carried the responsibility it does today. The 18-year-old vote alone adds numerous dimensions to the schooling process.

In the area of being a producer major changes have occurred. Over a 50-year period we have gone from an agricultural kind of an economy to a white collar economy. Once predominantly blue collar and agrarian, we now live in a service and managerial society. Moreover, these changes in production and consumption patterns have greatly altered educational needs.

What kind of competencies are required to negotiate with life today as compared to a life of 50 years ago? This is the context in which we should put Coleman's comment about life several generations ago being experience rich but data poor. Most things people learned 50 years ago were learned at school or from parents or ministers, passed on from a neighbor or someone else. Today television is a primary part of the educational system in this country. This means that schooling and education are two different things.

The needs of an individual today differ so vastly in terms of the skills and the competencies that are required to just cope with life as opposed to a time of three or four decades ago. Never has it been so difficult for a young person to become an adult. Becoming an adult is not a matter of chronology but a product of experience. Throughout the history of man young people have had to prove themselves. This was the "Davy Crockett killed a 'bar' when he was only three" kind of approach. A performance based kind of society would show a young person how to handle a team and plow, or how to sew a quilt. Whether a person was bringing home an enemy scalp or drinking a half pint of whiskey without passing out, the society of 50 years ago was performance based. Today society is becoming exposure based. Even our community college degree requirements are more closely related to exposure than to performance. You are exposed to so many hours of this and so many hours of that and by osmosis you are ready to face life. This is what Coleman was suggesting when he said schooling must provide experiences. Contrive them if necessary, but at least develop opportunities where young people can experience life rather than just be exposed to it. Career education provides us with great opportunities in this area.

Let me move to another aspect of congruence. I think a fundamental question for any college, particularly community colleges, is "do we meet our students at the point of his or her need or do we meet them at the point of the institution's need?"

We must meet students at the point of their need rather than the institution's need. This is a foremost challenge: Looking at congruence as it relates to needs and goals in the community college. Maslow has developed a hierarchy of needs. In his scheme the physiological needs come first, the need for safety follows, and the need for belonging comes third, esteem and respect needs are fourth, and the self actualization needs are in a fifth level. It is very hard to start talking about that fifth level need of self actualization until we have met the first need which has to do with physiological elements like hunger, or until we have met the second need having to do with safety and survival. "Man is totally motivated by each level of need in order--until that level is satisfied," writes Robert Townsend in Up The Organization.

If I have one criticism of elementary and secondary education it is that we have been trying to meet need number five without meeting need number two, particularly as it relates to survival. The first draw on the time and resources of schooling ought to be to help young people develop the competencies to survive in modern society--skills which allow them to get along as consumer, citizen, wage earner or learner.

There are a number of other areas that deal with this matter of congruence. Goals versus action is one. What are our goals and what are our

responses to those goals? Don Stewart's book called Malpractice in Education is an attention grabber in that it makes the reader think about many of our actual practices in education and how they relate to our alleged goals. The book tries to compare malpractice with teaching to malpractice in medicine. Stewart predicts that the first suit is coming soon against some teacher in this country for malpractice. An intriguing thought that already goes beyond simple conjecture.

One of our community college students in Salem, Oregon, is already ahead of the game. The young man is suing Chemeketa Community College because he claims that as a consumer he hasn't been given what the vocational program in this college promised to give him. Viewing the student as a consumer is a new and exciting slant. Our student at Chemeketa says that the goals do not match what was delivered.

Not long ago I was called into a large school district to consult with them on their career education program and the further development of that program. After looking at their high schools and the board policies, I reviewed their beautiful goals statements. One of their goals was to help young people develop a competency to function as a wage earner. The recommendation I had for them was to eliminate that goal from their board policies. They, of course, didn't understand. What I meant was that I didn't see them doing much within the school system to fulfill that goal in a planned or organized way. Furthermore, and worse, there didn't seem to be much desire on the part of the school district to want to do anything to meet that goal.

This is what we mean when talking about congruence. The "say-do" problem. We have been saying one thing in education and doing another. We have been talking about the comprehensive high school for years but we have been fooling everybody. We do not have comprehensive high schools. Only a minority of the needs of a minority of the students have been met, with a majority of the needs for a majority of the students going untouched. This is the great challenge as we try to move universal education up the road. There must be congruence between what we say and what we do, between what we set out as goals and what we produce as actions. We educators have a bad habit of developing beautiful goal statements and then going on about our business as though the goals didn't exist.

One thing the congruence test can do is to match up needs with goals and goals with actions. It has to go a little further and match up goals with an evaluation of some kind and even go to the fourth step of matching up evaluation with public reporting. Report what we find. We are not going to generate the kind of confidence, public confidence that we deserve and the kind of public confidence that we must have to maintain public support for our institutions until we do make public our evaluation on how we are meeting our goals. That is really what accountability is all about. What did we promise to do? How well did we deliver on our promises? We must be willing to lay our reputation on the line and say this is what we promised to do and here is how close we came. In the area of matching goals with results we have not achieved a good accountability system in most colleges or school systems.

Accurate Empathy and Unconditional Positive Regard

Let us move to the next part of the template. We will combine "accurate empathy" and "unconditional positive regard" by putting them into a little different mold for appraising organizations. I call it "seeking the best in people".

A doctoral student at the University of Chicago examined the 20 greatest teachers who ever lived and tried to isolate the elements of greatness. The one common element that came through in all of these great teachers, was that they were able to seek the best in people. They were able to take very common people and bring the best out of those people. All of us would acknowledge that being able to bring the best out of students is one of the earmarks of a great teacher. It is the highest challenge that all education managers must face no matter what our assignment.

In terms of an accountability system we can lay over the operation a template of do we seek the best in people and see interesting patterns. Education must in some way help a person to be a better learner, consumer, citizen, or wage earner. Schooling must help him play a life role. We treat college prep as though that it is an end in itself. That isn't what life is all about.

Let's ask another question. What about grading? Does grading really seek the best in people? I have serious doubts whether grading seeks the best in teachers and I have more serious doubts whether it really seeks the best in students. Now grading as it is commonly practiced in the a, b, c, d variety is a sorting system. It is really not an evaluation system in the sense of coaching. Until we can use grading as a coaching system rather than a sorting system I challenge the typical grading system as to whether it meets the test of seeking the best in people. Does it really bring out the best in our students or is it just merely a system to sort people out on some arbitrary basis. Seeking the best in people is a never-ending task that requires considerable organizational self analysis.

Sometimes in vocational education we really don't seek the best in people. I visit many places across the country where vocational education facilities are placed on the back 40 acres of the campus. We have a challenge to bring vocational education into the main stream of education as a fundamental management goal of education in this country. Let's bring it off of the back 40 and put it up in ivy covered halls. Let's give it the kind of prestige that it deserves.

In a supermarket one day when I was President of Lane Community College a lady just ahead of me obviously knew the clerk. He asked what she was doing now. She said with obvious joy and pride, "I am a student at Lane Community College". When she turned around I just happened to recognize her as a student in one of our adult basic education classes who was learning to read and write. I walked out of that market with a sense of joy that here was a person who had developed a whole new sense of image because she could tell someone that she was a student at Lane Community College.

Yet I found that some of the college transfer faculty members looked down their noses at the adult basic education classes or at vocational

classes. To them, the courses of study having prestige in that college were physics, chemistry, and English comp--those things that we label with a big number and call college transfer. Are we really seeking the best of people by that kind of attitude? Walter Lippman has said all of us operate on the basis of images in our heads? We must develop a new picture in the heads of people that claim all programs worthwhile and prestigious. When we talk about dignity and worth of individuals it must start in each program with each staff member on a community college campus.

When considering "accurate empathy", it would help a lot of college registrars to go through the registration process with the students every year. We sometimes do the reverse of seeking the best in people just by our registration practices. Likewise, it might help if every school and college administrator would teach a class every year, perhaps even take a class occasionally.

Finally, as we sharpen our ability to seek the best in people, we are going to need more guidance and counseling people and the role of these people will be modified. Their role will become parallel to the internist in medicine. Counselors will be diagnosing the learning difficulties of the student and developing the prescriptions in order to meet the students at the point of the students' needs rather than at the institutions' needs. This is the only method for escaping from the dilemma of rules and regulations created by institutional needs. Inducing guidance and counseling people to serve as diagnostic interns will enhance the educational process and make our job of bringing out the best in students more successful. I hope it happens soon.

Let's move to the third area: productivity. Long overdue in this country as a requisite for organizational health, this point only came indirectly from my psychiatrist friend. All of us at all levels of education need to look at productivity. Some educators seem to regard productivity as a four-letter word.

One dimension to productivity I have presented to our State Board is a proposal to include in our high school graduation requirements some "real life" tests. Can an individual take a ballot measure, interpret it, and give reasons for a yes or no vote for the issue? Can an individual compute interest rates? Does he have any skills to sell in the career market place? Can an individual read a driver's manual at a certain proficiency level? Can a person swim? Can a girl change an automobile tire? It is our intention to actively pursue these matters. Certainly an individual should be able to master some of the fundamental skills of survival in our complex civilization in addition to completing the requirements of the typical four years of English, three years of history and two years of mathematics. Our young people know more about the Incas of Peru than they do about their own city council, school board, police department, or courts --things a person must deal with all of his life. Replacing the 12th grade with a year of community service is one way we could make education experience-rich as well as improving our productivity.

Productivity must also be examined at the administrative level. I have been working with one community college on program budgeting and what it is going to mean costing out programs. We found out some very interesting

things at this good size community college about student enrollment. For example when a student enrolls in auto mechanics that enrollment has an impact over in English or math or other sectors of the college.

We need a cultural fitness program allowing people in the instructional and administrative fields to take responsibility for productivity. Are there better more cost effective ways? If we aren't doing those better ways, shouldn't we ask why?

Unfortunately, we have not trained ourselves to look for inefficiencies in productivity or organizational slippage. I enjoin you, as colleagues, to correct this problem. The American public is demanding that we become more productive. We have one or two alternatives. Either we are going to do it or somebody is going to do it for us.

Have you ever dealt with legislators? I prefer to try with my staff to make our department more productive rather than have the legislature do it for me. The other day a gentleman from Wyoming was talking with me about legislative policies. In Wyoming the legislature meets every two years and they have a limit for forty days. He said, "Most of us in Wyoming wish our legislature would meet every forty years for two days!" Having to work in the legislative arena, I sometimes share that sentiment, but they are asking tough, probing questions about productivity in education.

We must never cease asking ourselves if a better way to do something exists. There are three fundamental questions in this area: (1) Can we get more learning for the same cost? (2) Can we get the same learning for less cost? (3) If we invest more money, can we get more learning?

Learning is our business. It isn't very precise and tends to often defy measurement, but assessing the outputs of education demands our current attention. Spend more time for planning on the front end of the evaluation process stating what we are trying to do in descriptive and prescriptive terms. The faculty holds the key to creative planning. They are the people in the trenches who must be tuned to looking for better ways of doing things--and rewarded for finding better ways.

Community college people pride themselves on being innovative. I hear them say, "we're a little different, we're a cut above, we're making new mistakes, not the same old ones". Community college people are looking up the road. Let's make some pioneering efforts to find management cures for educational ills. These efforts are requisite to providing good mental health for our organizations.

Conclusion

Allow me to recap my template of principles for determining whether or not a community college has good mental health. Is there congruence and harmony in what we say and what we do? Do we have performance based goals? Is our response to these goals precise? Secondly, do our policies and practices seek the best in us, our staff, our students? Is there accurate empathy and understanding by those involved in the organization? Third, are we looking for more productive ways of doing things? What are the results emanating from the investment? Why aren't we acting on those

better ways to accomplish goals? This proposal may be incomplete and difficult to put into operation, but I am convinced that such questions determine if organizations are healthy or unhealthy.

The answers to these questions--questions we must ask in our own operation and questions that as colleagues we ask each other--will give the community college movement in this country a new vigor and lead the way to an experience rich education for all students. The consequence of this effort is to push the great American experiment a few more miles up the road and return the smiles to the faces of our faculty, students, and taxpayers.

CHAPTER THREE

CAREER EDUCATION FOR THE POST-SECONDARY, TWO-YEAR STUDENT

By

Andreas A. Paloumpis*

The comprehensive community college is probably the most exciting and misunderstood area of higher education in operation today. The excitement is that the community college has started to push into very important new frontiers. Misunderstood comes as many individuals still hold firmly to the concept that we are merely the first two years of a "real college" and, in addition, provide a little work in wood-working and metal bending for those people who can't learn anything.

Confusion In Terms

We are still over-burdened by terminology that was meaningful fifty years ago, but has no relevancy in today's institution. Terms such as:

1. Adult education
2. Continuing education
3. Occupational education
4. Technical education
5. Vocational education
6. College transfer vs Non-college transfer

Today these terms no longer have much meaning or relevance to what is occurring in the comprehensive community college.

Legally, all individuals 18 years old are considered as adults. Therefore, all we offer at the community college is considered as education for adults. The term "adult education" had a very specific meaning years ago when it referred primarily to the hobby and leisure time courses that many individuals pursued that were offered by the secondary schools. They were all non-credit courses and included such exotic titles as: How to Get Your Wife to Shut-up When Playing Bridge; Belly Dancing for the Bored Housewife; Mass Production of Crepe Paper Roses; and innumerable other titles. These courses were good, a great deal of fun, and they did serve a very important role, but adult education today is far more encompassing than merely these hobby and leisure time courses.

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Continuing Education was very closely linked with Adult Education. This is a very important facet of the comprehensive program provided by the community college today. This category encompasses nearly all the students enrolled in the community college. Many individuals enroll for one specific course. They may enroll in the course because it will improve their skills in the job they presently occupy, or they may enroll in the course because they desire to seek a better position, or merely because they want to increase their knowledge in a specific area. When they complete the course they will disappear until such time in the future that they decide to enroll in another course.

The area originally encompassed by "Adult and Continuing Education" has been radically altered in the modern comprehensive community college. We regard adult and continuing education as a method of delivery rather than specific types of courses. We must constantly be careful that we don't fall into the trap of attempting to place every course in a neat pigeon-hole.

In the spring of 1971 we were contacted by the City Manager of Peoria regarding a potential problem area. He felt that the 600 city employees desperately needed some type of background in the area of human relations. Our institutional philosophy has always been that we are a "problem-solving" institution; therefore, we were more than willing to try and develop a course that would attempt to help alleviate this problem.

A course in Human Relations was developed in cooperation with the City Manager. The educational background of the employees ranged from individuals with less than a high school diploma to individuals with a Masters degree. Whether or not the individuals enrolled in the course received credit was strictly an academic question and was not germane to the problem. We assigned a dual classification number to the course (credit and non-credit) and allowed each individual until mid-term to decide if they wanted credit or not for the course. Needless to say, this created some anxiety in the Records Office and the Computer Center, but these were "paper shuffling problems" that were easily resolved.

This course proved to be so beneficial that additional courses have now been developed. We now have a Certificate Program for city employees and many of the individuals are now enrolled as part-time students pursuing this certificate. The Human Relations course is now required for all recruits in the Peoria Police Department and we are also offering this course to other municipal police forces and county sheriff's departments.

Many individuals employed full-time in the community were enrolling in our basic accounting course. We soon discovered that over 40% of these students never completed the course. This was a problem of major concern and the faculty members immediately started studying the problem to uncover the causes contributing to such a high withdrawal rate. They soon discovered that the amount of time required to complete a typical test-set was infringing upon their occupational responsibilities.

This provided us with the basic cause contributing to the high withdrawal rate, but our faculty were not content to let it end there. They

developed a computer augmented accounting course which eliminated the hours required to complete a test-set and at the same time provided the student with another very important skill. At the present time the withdrawal rate in basic accounting is less than 10%. Many of these part-time students have now enrolled for additional courses in accounting.

The terms occupational-technical-vocational have also taken on new meanings. These terms no longer imply low level training programs for individuals with low abilities. Many of these programs are high level technical programs. The general public is demanding that all education lead to an occupation. The public no longer seems to be interested in providing millions of dollars to support liberal education programs that do not prepare the individual for anything in particular.

Twenty years ago there existed a very clear-cut distinction between the college transfer and the non-transfer programs. Today that distinction is very vague. In fact, the occupational programs that exist today will become the college transfer programs of tomorrow. The Police Science Technology Program, an Associate in Applied Science degree at Illinois Central College, is now considered a college transfer program by three universities in the state. The students that complete this program are accepted as juniors at these universities in their programs of Criminal and Social Justice and Corrections majors. Other highly technical programs, such as Data Processing and Registered Nurse, are currently being articulated with the senior institutions.

The comprehensive community college has had such an immediate impact on the higher education community and the general public that they are still trying to understand our mission and role on the basis of the traditional senior institution. Needless to say, it won't work. The population we serve is radically different than the population served by the senior institution.

We discovered a few years ago that there were more students transferring from the senior institutions to the junior colleges than were transferring from the junior to the senior institution. This unknown fact was discovered as a result of a state study regarding student mobility. It almost placed the community colleges in the position of deciding whether or not we were willing to accept courses from the senior institutions at face value. This year there are more students enrolled in the community colleges in Illinois than there are enrolled in all the senior institutions in the state.

The students enrolled in the community college are very goal oriented. In order to determine the success of the students it is necessary to first understand their goals. The goal of all the students enrolled is not to transfer to a senior institution for the baccalaureate degree and it is not to obtain the associate degree from our institution. I don't mean to imply that a large percentage of our students don't have the degree as a goal, but if we use only the attaining of a degree as the measure of success, then we will erroneously conclude that the community colleges are not meeting the goals of the students.

We classify a large number of our students as being members of the "stop and go" population. These individuals enroll in the course for a

specific purpose. Their goal may be to refresh and update their skills in the area of their employment. This individual may already have a B.S. in Accounting but wishes to take a course in Computer Augmented Accounting because the place he works is computerizing their accounting system. This individual's goal is this one course and only this one course. When the course is completed his goals have been achieved and he becomes a member of the "stop population" until such time as he feels the need for an additional course.

A second segment of this "stop and go" population is comprised of individuals employed full-time who are attempting to obtain new skills for upward mobility on the employment ladder. Their prime responsibility is to their job because this is their only means of support. These individuals take only as many courses as their work load will permit. They have a long-range goal in mind but they may pursue their goal in a very sporadic manner.

Another segment of this "stop and go" population is the housewife with children all in school. Her initial goal is to take a course just to have something to do with her spare time. Usually, she is scared to death of the grade competition from the full-time student and is highly motivated to study because it has been so many years since she has been in school. Eventually many of these women enter organized programs, but the speed they pursue for the completion of these programs is totally dependant upon the demands of their family obligations.

There is one key-thought that must always remain as the symbol for the comprehensive community college. That key-thought can be best summarized in one word--FLEXIBILITY. We must maintain the flexibility to respond immediately to the needs of the community we serve. We must maintain the flexibility to inaugurate new and innovative programs. We must maintain the flexibility to phase out programs that no longer serve a purpose. We must maintain the flexibility to try innovative approaches to education. We must maintain flexibility in order to prevent traditionalism and hardening of the arteries from setting in to our institutions.

Dial-A-Class Registration

Occasionally the need to be flexible is forced upon us. A poor construction season during the summer of 1971 resulted in a parking lot not being available for use during the registration period. We were faced with a situation of having people coming out to the campus to register for classes and discovering that they couldn't leave their car. In searching for possible solutions to this dilemma one of the staff members suggested a telephone registration for part-time students. In less than a week the procedure was organized and the "Dial-A-Class" was inaugurated.

Approximately 2500 individuals registered for classes by phone in September. The most interesting fact was the 60% of the people registering by phone had never taken any courses previously at Illinois Central College. We had inadvertently tapped a source of part-time students that we were not aware existed in our district. We now register nearly 4500 students by this method.

It becomes so simple to pursue the avenue of doing things the way they have always been done. That route requires very little thought on the part of faculty and administrators, but it does not result in the development of a viable institution serving the needs of people. We feel much safer using the traditional approach only because we are acquainted with it and therefore feel much more comfortable. We must always remember that our institutions were not created to provide a secure and comfortable retirement home for faculty and administrators, but were created to provide an educational need for people that was not being provided by the more traditional institutions.

If we lose sight of the reason for the creation of the comprehensive community college, then a new type of educational institution will be created to serve the unmet needs of people. The challenge has been cast and it is strictly up to us whether or not we want to meet that challenge or to let it pass us by because we want to be like the senior institutions.

New Approaches In Transfer Programs

The development of traditional college transfer programs does not require creative thinking or innovative approaches. The senior institutions in the state determine the upper division courses that the student must pursue and our input into that area is almost totally nonexistent. In the past the senior institutions have attempted to prescribe the entire program that the student attending the community college must pursue, but since no two senior institutions could agree on the needed courses, the community college had some latitude in developing their programs.

Approximately two years ago the Illinois Board of Higher Education adopted a resolution which had far reaching implications for the community and senior colleges. Very simply this resolution stated that any students completing the Associate in Arts and Science degree at a community college would be accepted at the senior institution as a junior. There are only two areas that concern the receiving institutions: (1) the student has completed a general education component; and (2) the student has the competency to pursue upper level work.

Each community college is now free to develop their own general education or liberal arts component. This means that the community college student does not have to tailor his program to follow the program of the senior institution he may want to attend. The student is not penalized because he couldn't decide which senior institution he wished to attend when he first enrolled in the community college.

This mandate by the Illinois Board of Higher Education has brought about meaningful articulation between the community colleges and the senior institutions regarding the lower division courses leading to the major field of study. This has forced the senior institutions to seriously examine their own curriculum and determine what is an upper division course. This type of articulation is very important and is not involved with the bickering of whether all students should have one course or two courses in English composition.

Impact of Technical Programs

The development of technical programs requires a considerable amount

of work, questioning, and the willingness to utilize new approaches. There are a number of questions that must be answered before a new program is finally inaugurated at our institution.

1. Is there a need for individuals prepared in this area?
2. Will the beginning salaries be commensurate with their education?
3. Are there potential students interested in the program?

These are important questions that must be answered. We do not want to educate for unemployment or for poverty. If positions are not available or the proposed salaries are too low, then we will not develop the program. If there is not a potential pool of students to recruit from, then we will not develop the program because we don't want to commit financial resources to failure.

If the above questions are all answered in the affirmative, then we have another set of questions to be answered.

1. What competencies must the graduate of this program possess?
2. What body of knowledge can we provide to develop these competencies?

We must be careful when determining the required competencies that we don't "over-educate" for the position. If we are preparing an individual as a Chemical Technologist, we don't want to require the Ph.D. in chemistry. We must also be careful that the courses we provide are the type of courses required for that particular job. Understanding some basic statistical methods may not require the individual to take four courses in Advanced Statistical Analysis.

The last question to be answered is the length of the program. Rather than determine how long we would like the program to continue and then select enough courses to fill-up time, we determine the body of knowledge required to develop the needed competencies and this determines the length of the program.

The faculty and administrators in the community college have been presented with the opportunity to examine what is being accomplished in education today and to make needed changes before the system becomes bogged down by tradition. The general education or liberal arts requirements is one such area that needs to be thoroughly examined and reviewed by all institutions.

At the present time the general education requirements are a "mish-mash" of courses which reflects the pressures of special interest groups rather than a well established philosophy of general education. Many courses are required of all students simply because they have always been required of all students.

We have attempted to restructure the general education requirements at Illinois Central College by introducing a series of experimental interdisciplinary thematic units. We have selected a theme around which the

course is developed. Each three semester hour thematic unit consists of three one-hour packages taught by different instructors from different disciplines and each one hour unit relates to the unifying theme.

The students are urged to register for all three courses in a unit in order to derive full benefit from the interdisciplinary aspect, but they may choose to enroll for one or two of the courses in the unit. Each course within the unit must stand by itself, but yet, each course must relate to the theme.

There are definite advantages to this approach.

1. Provides greater course variety and makes more provision for individual needs and interests.
2. Makes use of instructors' specialties.
3. Enables the student to be exposed to a greater number of instructors.
4. Necessitates cohesive, systematic, unpadding course organization and presentation.
5. Lends itself to interdisciplinary work, without the administrative snarls of team-teaching.
6. Encourages students to enroll in courses which would otherwise require too large a commitment of hours or which would otherwise be offered only with a great deal of additional material that they do not need or find suitable.

We developed three such packages:

1. The Progress and Problems of Science
 - a. (Humanities) - Science and Morality
 - b. (Social Science) - Social Effects of Technology
 - c. (Literature) - Science and Literature
2. The Uses of Reason
 - a. (Social Science) - Nature and Characteristics of Scientific Inquiry
 - b. (Humanities) - Principles of Clear Thinking
 - c. (Psychology) - Creative Problem-Solving Techniques
3. Russia Under Communism
 - a. (History) - History of Soviet Russia
 - b. (Political Science) - Communist Russia In Theory and Practice
 - c. (Literature) - Russian Literature Since the Revolution

The reaction of the students to this approach has been very gratifying. Additional thematic packages are being developed which will incorporate other disciplines. This approach provides increased flexibility for the student and allows the faculty the flexibility of addressing their talents to very specific problem areas.

Conclusion

As long as the educators in the community colleges continue to address themselves to the educational needs of the members of their

district, then traditionalism will not set-in in the institution and the community colleges will continue to be the most viable segment of higher education on the scene today.

SECTION B

**ACTIVITIES AND UNIONS
IN THE
COMMUNITY COLLEGE**

CHAPTER FOUR

STUDENT ACTIVITY PROGRAMS IN THE COMMUNITY COLLEGE

by

Terry O'Banion*

I was particularly pleased to have been asked to share some ideas with you at this Conference, for it would give me an opportunity to check out a question I have wondered about for many years: Do community college student activities staff really exist? I am glad to see that you do. I had my suspicions about the existence of student activities staff because during the past ten years, I have been a consultant to approximately seventy-five community college student personnel programs in forty states. On these visits, I keep hearing about the kinds of activities in which they are involved--but I never see a student activities director. Somehow, the student activities director is always "making arrangements" for some event or he is in a meeting with student leaders. For me, the community college student activities director has become a blurred image, a kind of legendary, mythical superman, coordinating a complex structure of energy units, but never himself coming into the full range of my vision as a flesh and blood creature.

Since I never get to see the directors of these programs, I have come to develop a fantasy of what the community college student activities director--heard about but seldom seen--must be. I assure you, this is only my own personal fantasy, highly fragmented, only partially true; where it misses the mark, I hope you will help me understand the true nature of the community college student activities director.

On the one hand, I see the student activities director as a young, lovely girl, fresh out of college herself and still containing a great deal of the zeal and bounce that won her a central place on the pom-pom squad at the university. Her energy is so contagious that she dazzles all who look upon her fair face. She just loves to be in the middle of things and she is able to electrify students. Under her leadership the Circle K Club builds a float for the Christmas community parade in the shape of a giant sweet potato that sweeps all prizes for creativity. Under her direction, seventeen new clubs organize in one week alone. With her as a guide, students bring new loyalty and identity and energy to the community college. Her crowning moment of glory comes during her

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second year at fall orientation. In a well-planned session featuring the student activities program, the homecoming queen from the previous year walks to the middle of the stage, throws off her ermine cape, and reveals her nude body, festooned with a thousand and fifty buttons, each conveying the message: Hello, I'm your friend at JCJC. Two years later I see the same student activities director with her hair up in a bun, her hose sagging around her ankles and a desperate look in her eye that says, "Why don't I go back and be a secretary?"

Another fragment of my fantasy includes last year's winning coach as this year's student activities director. His student activities philosophy is based on his belief that a good strong body is much more important than a healthy mind. Under his leadership, the intramural programs flourish. Student government leaders are warned to keep their hair neat and trim because after all they represent the college to the community. His solution to any student unrest on the campus is always said in a humorous vein, "All they really need is a good cold shower."

Another fragment of my fantasy is the perception of a middle-aged lady who probably received her professional education some twenty years earlier and who has now decided to make a social contribution to the local community college. Her own children are in college, her husband has done exceedingly well in business and she has become attracted to and involved in the arts. She is a patron of the little theater, a first nighter at all the community concerts and she has even exhibited several of her own paintings in local art shows. She recognizes that community college students are somehow different and need exposure to the world of culture and enrichment. She is employed by the community college and the president is most pleased because he has been able to get one of the communities outstanding leaders. Through her, the student activities program becomes a venture into all that is good and fine in man's world. She organizes tours of the museum, suggests that Beethoven be played on the speaker system in the cafeteria, provides a parade of string quarters for Sunday afternoon enjoyment. She often laments the fact that she and three faculty members and two students from her music appreciation class are the only people who ever attend the string quartets.

I have yet another fantasy of the student activities director as a man rapidly approaching forty, face broken out with acne because his body chemistry never comes to rest. He has become the total student activities man whose wife has difficulty recalling his name because he so seldom spends a night home. He too sometimes has difficulty remembering his own name, because his world becomes a little spacy under the pressure of coordinating the 178 activities plastered in the time slots on the calendar that covers all four walls of his student-occupied office. He never talks with students except in coded messages that imply action; he is the messenger bee fluttering through the cafeteria giving and receiving messages that only he and his followers can understand. Sometimes on Wednesday nights at 6:30 when all but the loneliest of students have cleared from his office he ponders what he is all about. He wonders if he should try for a dean of students position, or maybe consider being a counselor so that he can spend more time with the family. But his contemplation is interrupted by a phone call and a frantic message saves him from delusions as he rushes off--God knows where--into the night.

While these are only fragments of my perceptions, I have a more general fantasy in which the community college student activities director appears as a person with very little philosophical base---a person who has only part of the pattern in his mind concerning what he is all about in the institution. It seems to me that most student activities directors spend most of their energy attempting to keep a model of student activities alive that should have been allowed to die gracefully decades ago. They appear to me to be worn-out, frustrated, terribly overworked individuals who wear themselves out with peripheral concerns, rather than focusing on the centrality of purpose for a program of student activities. Somehow they seem to be too caught up in "arranging things" to ever be clear about what it is they are arranging things for.

If part of this fantasy is based on reality, and I suspect part of it is, then I think that part of the fantasy that is more nearly real is that most community college student personnel activities directors continue to attempt to implement a model of student activities that may not be appropriate for community college students or for the community college. It seems to me that you can keep dreaming of a union building as elaborate as those in the university, and you can keep deluding yourselves that with just a little more effort on your part, you will get more students to vote in the fall elections. You feel that if only you could come up with a new way to combat apathy you could solve the problem; but it may be that you have too long attempted to build the impossible dream in an impossible situation. There are some characteristics of the community college and the community college student that make it, in my opinion, absolutely impossible to develop a number of the traditional approaches to student activities programs. Let me mention several of these factors regarding community colleges and community college students.

Student Activity Problems

Turnover

One of the most obvious problems related to the development of an active and meaningful program of student activities is that of student turnover. Community college students spend only two years on the campus and miss the exciting and intriguing tutelage to be gained from the "pros" who have been around for four years. In this kind of situation, there is little student life sub-culture to pass on to the new group, and continuity, rather than communication from student to student, is maintained through the director of student activities if maintained at all.

Commuters

Residence halls probably provide the best opportunity for college to become a change agent in the behavior of students. When excellent programs are offered, the community college "mobile nubile" is difficult to lure to the campus. He may live twenty-five miles from campus, or he may prefer to "cruise" the hamburger drive-ins, or he may just prefer to park out in the "boondocks" with his date.

Russell Lynes, Managing Editor of Harper's, said in an article, "This mobility makes the community college very different in feel from any other

college. It lacks the cohesive quality of the residential college and the intellectual bite of the non-residential university in a great city. It is a day school and a night school but nobody's home."

Part-Time Work

Approximately 50 to 75 percent of community college students work, and time is at a premium for these students. The community college students who work are not likely to be very active in the student life of the college. Working may also meet many of the personal needs of students such as recognition, approval, and competition, that are often to be gained from participation in student activities.

Socio-Economic Factor

Compared to other college and university students, community college students come from lower socio-economic backgrounds and are ill-prepared for participation in "the collegiate way of life". From their participation in "the collegiate way of life" students are expected to develop some common socio values: the fraternity system embraces this objective as one of its major purposes. Community college students do not readily accept the middle-class social values of American educators, and even if they did they would not have the financial resources to practice such values.

University-Oriented

Students come to the community college with a set concerning the nature of college life, and this set reflects what they have learned from movies and novels, the nostalgic utterances of their teachers, and the prevailing rah-rah attitudes of their college-bound peer groups. As one community college student said, "College is like, you know, college; and junior college is just a little bit less than real college." Community college student life programs under this pressure from community college students who want to be like other college students are likely to end up copying all that is bad in the university: embossed ten-pound yearbooks, a self-contained athletic institute that could exist with or without the educational institution, and the fraternity machine with its propensity for producing Grade A American mediocrity.

Home-Bound

Perhaps one of the most difficult problems in the development of an existing student activities program for community college students is related to the fact that most community college students live at home. Freshmen and sophomores struggle with life in an attempt to discover that which is meaningful for them. This struggle for independence and self-awareness is particularly difficult for students who must return to the same home environment each evening, to the same boundaries that have outlined their lives for eighteen or nineteen years.

In addition to these characteristics, Pat Cross, in a summary of research studies, indicates that community college students have a more practical orientation to college--they are more interested in applied subjects and expect future satisfaction to come from business and financial

success. They are less interested in intellectual and cultural activities that often form a great part of student activity programs. In regard to personal characteristics, community college students are more likely to be cautious and controlled, less likely to be venturesome and flexible in their thinking.

Inappropriate University Models

Given these characteristics, the community college student is not as likely as his university counterpart to become involved in the student life program at his institution. Given these characteristics, it does not seem to me to be appropriate to attempt to develop a model of community college student life that has been developed for the university or the four-year college. I do not believe, for example, that the union program on the community college campus is the hearthstone of all activity. The hearthstone concept conveys, I believe, the concept of a parental surrogate. It is a call for students to come warm their hands at the hub of collegiate activity. They will be assisted in finding the warmth and comfort that is not theirs because they are away from home. Community college students probably would not even come warm their hands if the student activities director promised to burn down the administration building on a Friday night.

I do not believe that the focus on athletics that has been part of the university model is appropriate for the community college either. Universities have developed over the decades a tradition of athletic prowess. Where such athletic events are attended by thousands, I am sure such activities serve a good purpose as an opportunity simply for enjoyment. But community colleges that attempt to develop strong programs of athletics take very important money away from the rest of the student activities program. Too, in community colleges, athletic programs, except in a very few community colleges where they have been particularly well developed, are poorly supported and attended by students. Such programs may take as much as half the student activity budget. While the educational value may be of some importance to the thirty or forty people who participate in the athletic program, I would question the value for the 99 percent of the rest of the student population. Too, I would raise the philosophical question of whether an athletic program is really the best way for any institution of higher education to provide opportunities for growth and development of its students. Certainly athletic programs can become a focus for involvement and the building of loyalty and identity with the institution, but I wonder if the means justify the ends. For the same amount of money, there may be more appropriate means to help students get involved in the real life of the college.

In many universities the fraternity and sorority system is the hub of activity for the student life program. Many community colleges have attempted to transplant that system to their campuses, not without difficulty. In some states, fraternities in community colleges are illegal. Few fraternity systems are allowed in this day and age to eliminate potential members on the basis of race, color and creed. There are other factors, however, that are a great deal more subtle and, therefore, may be more particularly diminishing to those who would wish to be involved in a fraternity. The fraternity that eliminates people on the basis of social, intellectual and personal characteristics, I believe, is in conflict with the goals of the community college.

The community college has said it is an open-door institution and there is a place for everyone to develop and maximize his human potential. If an elitest system is allowed to operate within an egalitarian institution, then there is a deep conflict of values that may permeate the entire climate of a student activities program as well as the entire climate of the institution.

The elaborate student government associations, with their endless struggles to decipher parliamentary procedure and annually revise their constitutions are complete anachronisms on community college campuses and even now on university campuses. Such elaborate organizations have been able to stay alive on university campuses because of the continuity of student leadership. But on the community college campus, the attempt to keep elaborate organizations of student government alive has resulted in a great deal of frustration on the part of the student activities directors. One of the most difficult problems, of course, is that community college students themselves demand the kind of organization that they know about and hear about on university campuses.

There is a great deal of paraphernalia connected with the business of developing a program of student activities. There is the student newspaper, the bulletin boards, the newsletter, the literary magazine, the yearbook, floats, the cheerleading costumes, the pom poms, the class rings, the awards banquet. We should examine carefully to see if all of this peripheral paraphernalia really contributes to the development of students. As one example, I doubt that the ten-pound yearbook with the heavily embossed seal on its cover, which has become the standard of the university has any relevance in the community college at all. Community college students don't think of themselves as being members of the class of '72. They don't even have time to show up to get their pictures taken for the yearbook.

Universities are prone to burst their seams in a holocaust of activity in the annual ritual called Homecoming. Somehow community colleges, without ever examining the question why, assume that they too have to build up a tradition of homecoming. Homecoming is usually proposed as a means of getting former students to develop a sense of identity and loyalty to the institution. I suppose I really don't understand what the value is in an individual identifying with an educational institution at which he has spent only two years or ten for that matter. If the college wishes for that person to contribute monies to the college, then I can see the value, at least from the college's point of view. It seems to me that it is the purpose of an educational institution to help an individual develop as fully as possible the potential that he has, not to indoctrinate him with feelings of loyalty and identity with any particular educational institution. I would prefer that a community college graduate feel that he has gotten a sound and meaningful education at the community college, rather than feel loyal to it because he gets to ride in the car with the dean of instruction down the main street of Klondike each year at homecoming. Loyalty and identity--these are important--will come when human beings feel they have been well cared for in meaningful ways by an educational institution.

In summary, the community college student activities director who attempts to develop on the community college campus the university philosophy of the student union program as the hearthstone of the campus will encounter great difficulties. His program is likely to become instead the headstone of the campus because it does not respond to the needs of those who live there.

New Directions For Student Activities Programs

What then are some of the directions for a community college student activities program if community college students are to become active in the student life program on their campuses? I don't know that at this point we know how to describe the basic philosophy that should undergird the student activities program on a community college campus. I believe, however, there are some directions for our energies that should be considered particularly significant as this philosophy is developed in the future. There are four directions for student activity programs in community colleges that have occurred to me that I would like for you to consider.

1. The community college has deep roots in the community in which it is located. It was planned by community leaders. It is supported and attended by members of the community. It trains personnel for community needs. It is not an ivory tower, but exists as a product and a process for the community. Student life programs in the community college, therefore, have opportunities to relate to the real world of the community. Students can become directly involved in the governance of their community rather than merely attending a symposium on the responsibility of citizenship. Students can tutor children from minority groups in addition to hearing a campus lecture from the representative of the Black Panthers. Students can attend with other members of their family a jointly sponsored community college-community little theater production of "The Glass Menagerie" starring their neighbors across the street. Such activities are, of course, open to many colleges, but the community college is in a particularly fortunate position to take advantage of these close relationships with the community.

The community college has an opportunity to utilize the local community as a laboratory for student development as no other institution of higher education has ever had. With the community colleges coordinating its efforts with the other socializing institutions of the church, the home, government and industry, student activities can become realistic experiences that will enable the student to become a participating and contributing member of the community.

The student activities program should coordinate the efforts of appropriate instructional divisions, such as that of social science and the humanities to get students actively involved in the life of their communities. Perhaps a community college should organize a basic three-hour required course on the community, in which students would participate in recreational and educational programs for the socio-economically disadvantaged, tutor the under-educated, campaign in elections, contribute time to community beautification programs, and explore and question the structure of community government. The student activities program that does not capitalize on the great laboratory of the surrounding community is missing a creative opportunity to involve students in real life situations that will contribute significantly to their growth and development--a great deal more so than the usual kind of corn-pone that comes with the rah-rah activities students have come to expect.

2. The black man's self-imposed alienation from white culture is one of the most important problems that we face in the next decade. The community college, and perhaps the student activities program, could play

an important role in contributing to acceptable solutions to the difficulties that surround this problem. More and more, community colleges will become the opportunity for higher education for a large number of black students. Universities will continue to accept token groups of black students, but the community college has opened its doors at least philosophically to all blacks who would wish to come. The problem in the community college will be to provide opportunities for blacks and whites to communicate at significant levels. I do not mean that it is the role of the community college to socialize black people into the white cultural stream. In fact, I believe just the opposite may be true, in that the community college perhaps should at this point focus on the socialization of whites into the black cultural stream. In what better place to begin communication than in the reality of the home community where blacks and whites live. In the community college there can be a carryover into the homes and in the surrounding community of improved relationships that have been developed in the institution. The community college can play a much more significant role here than the university in this endeavor. If the community college misses this opportunity to struggle with this social problem then it will have missed an opportunity to become the truly unique institution that it is proclaimed to be.

I am not sure how such interrelationships between blacks and whites are to be developed, but I believe that at least student activity directors should see this as part of the important work that they must do and perhaps through conferences such as this, explore what directions this might take.

3. Another major focus for the development of a student activities philosophy for the community college campus has to do with the involvement of students in major social problems and governance of their own college campus. The vast majority of community colleges have had little or no activity to indicate that their students are concerned with or involved in major social issues. In a national survey of sixty-eight community colleges in thirty states, Jones reported that the majority of community colleges had experienced no student unrest. The major subject of protest activity for those reporting any activity, included situations involving food services, rules on dress and appearance, and student publications.

In a new student activists hierarchy of social values concerned with justice and personal freedom, community college students are still struggling for basic rights that are given low priority. More disconcerting, is the fact that most community college students are not even concerned at this level of low priority.

Student activities programs should initiate activities that will encourage students to be involved in the affairs of the society. Student unrest, expressed as a concern for the improvement of society, is a healthy response to be nurtured and encouraged by educational institutions. Educators and government officials alike, must learn to discern the difference between unrest and protest of the majority of student activists who express a concern for the improvement of society and the violence of a small minority of student activists who propose the destruction of society. On community college campuses where student involvement in the affairs of the college, the community, and the larger society are lacking, students, faculty

members, administrators and citizens should take action to encourage student concern regarding social problems and solutions. To be a restless student in the present decade is to be complacent and unthinking, prime fodder for the machinations of extremists and others who offer simple solutions for societal ills. A primary goal for education, and an especially challenging one in the community college, is to help students become unrestful--concerned and dissatisfied with the present state of the development of man's potential and deeply committed to constructing a society in which all men can more fully develop the richness and variety of experience that human beings deserve. Student activity programs that fail to focus on this kind of significant involvement are rightly labeled programs of fun and games.

The student activities director should also participate actively in getting students involved in the governance of their college. New alternatives for student involvement should be explored: special task forces, ad hoc groups, town meetings. If the traditional committee system is to be used, then students should be on all the committees of the college. Participation should extend far beyond the old worn out student government association, in which students play sandbox government and spend their time quarreling over student activity fee allocations. Students should be on the curriculum committee of the college, they should have representation on the Board of Trustees, they should be constantly involved in teacher evaluation, they should have responsibility for helping to relate the college to the community, and they should participate in the planning of new buildings. Students will also need educating in "academic and bureaucratic dynamics" so they can function effectively as contributing members of committees. Student activities directors, in concert with interested faculty members can provide these learning experiences for community college students.

4. Finally, I would suggest that any program of student activities in a community college should be promulgated primarily on the basis of assisting the student in his move towards self-realization and self-actualization. The student activities program that builds only muscle and social relationship competency has failed to respond to the students' call for relevance in their collegiate experience. Student activity programs should move from a focus on rah-rah activities to a focus on aha activities! The aha moment in which the student comes to see himself as a human being with a great deal of potential is a moment of deep personal significance for community college students.

Student life programs provide these personal growth experiences usually through activities designated as leadership training. While leadership training has been particularly potent where it has been implemented on most campuses, the experience is too often limited to student leaders. Programs that focus on self-exploration and personal development should be provided for all students in the community college. These could come about through special allocations from student activity funds. The student leaders who experience the exciting rewards of these kinds of activities are more likely to direct funds to these sources rather than to the usual kinds of ways in which student activity funds are spent.

I am particularly impressed by developments in a number of colleges. The leadership training program at the Rochester State Junior College in

Minnesota that brings faculty consultants and students together in a weekend workshop focused on leadership dynamics has become a particularly potent force on the Rochester campus. Faculty members who were involved in these experiences have come to have a new understanding of the educational purposes of student activities in the community college. The student-faculty communications laboratory is a significant new development at El Centro in Texas. Student leaders have participated in leadership development programs by attending NTL sessions in Utah and through sessions on campus led by consultants. The faculty-student communications laboratory developed from a suggestion of a student who had attended one of the earlier programs. The purpose of the laboratory is to enlarge understanding of the nature of communication between intergenerational groups. The pilot program took place during a forty-eight hour period in which students, faculty and administrators lived together in dormitories in an off-campus site. Twenty-four participants, twelve students and twelve faculty and administrative members, were separated into heterogeneous groups, each under the direction of a skilled group leader from outside the educational organization. The groups met in five small group sessions and in several large group assemblies, which were designed to explore the barriers to communication between students and faculty, faculty and administration, and students and administration. Immediate gains and insights and understanding were reported, and the college has continued to experiment with this and other group approaches to improve interpersonal relationships among all constituents of the campus community.

At the John Tyler Community College in Virginia, students participate in a first quarter course designed to orient them to and involve them in student activity programs. Through this course, students work in small groups to organize a number of projects that become the focus of the student activities program at John Tyler.

At dozens of other community colleges around the country, group approaches to getting students involved in an exploration of their own life style has been an exciting opportunity for many community college students. While such activities are not always initiated or coordinated by student activities directors, it seems to me that this is a focus for the student activities director, if he would wish to develop a program that would have impact on a significant number of students and on perhaps even the curriculum and instructional style of a college. At least the student activities director should work in concert with other staff members in the division of student personnel and in the instructional program to facilitate the development of these kinds of self-exploratory experiences for students.

It seems to me that all student activities could be developed out of the special needs of a particular group of students, who come together to explore their own styles and who have the opportunity to invent immediate kinds of activities to meet their needs they have jointly agreed upon. In that sense, student activity programs would never become static but would always be a temporary arrangement designed to respond to the immediate needs of students. I know that student activities directors have a penchant for continuity and organization. But community college student activities are of a temporary nature because of the characteristics of the students and the institution of the community college. If we could

only let go of some of the kinds of programs that drain out energy because they need constant pumping up to keep them alive, we might develop a very active and a very lively kind of student activities program that would be ever changing as it responded to the needs of students.

A New Direction In Education

I believe a number of these directions that I have suggested are in keeping with what I believe to be a profound change occurring in education today, and particularly in student personnel work. We're beginning to shift our emphasis from student personnel work as rehabilitative, tending the lame, half and blind to student personnel work as facilitative, turning on the bored, bright and beautiful. The emphasis has changed from psychoanalytic and behavioristic theory to existential and humanistic theory. In loco parentis loses power and personal freedom is desired by all. The Protestant Ethic gives way slowly to the Humanistic Ethic. The Age of Aquarius offers a giddy vision of what might be.

The "Third Force Psychologists" have questioned our vision of the nature of man on which education has been based for hundreds of years. The humanistic psychologists have suggested that what we have heretofore called normal is perhaps a most unhealthy way of living. They have suggested that what is normal is what most people do. They have gone on to suggest that what is natural is what man is capable of doing. The new psychologists believe that it is not natural for man to conform to social roles, to be socially adjusted when this leads to alienation, depersonalization, other directedness, lack of commitment. Instead, each man must find his own direction, learn to direct his own affairs, be open to experience, realize his full potential, awaken his own creativity--as Hesse says, "Listen to his own blood." Every man has a fullness of which he knows little. Man is the most beautifully creative, the most uproarously humorous, and the most fantastic complex creature on earth; yet socialization processes have diminished his rich potential to the point that few ever escape the shriveled, self concept they wear as a cloak of mourning while they live in this "vale of tears".

This basic change in man's socio-psychosphere has had a profound impact on education and on student personnel work. At the moment, as educators pause to search out the pulse that will lead to new directions, the impact may not seem profound. Most of the new directions in education in the next few decades, however, will be attempts to provide opportunities for human beings to experience more broadly and more deeply their essential richness. Student activity programs that do not reflect this direction in education are likely to become obsolete or worse, useless appendages, parasitically clinging to educational institutions.

If student activity programs are to respond to these new directions, they will do so primarily through the efforts of the professionals responsible for organizing these programs. I do not believe that student activity directors will move in these directions until they themselves have realized their own potential as human beings. Unless you become active in searching out your own meaning, then you cannot help others search out meanings for themselves. How can you facilitate the development of others,

when you have not experienced your own potential in fulfilling ways? How can you provide support and stimulus for another to embark on the journey of self encounter, when you have not taken the first step in that journey? How can you mobilize the resources of your program when your energies are depleted in constantly arranging things at the periphery of what should be most central to your activity? How can you ever know that you have accomplished your purposes when you are not even sure of your philosophy?

The great task of the community college student activities program in the 70's is to break free from the traditional university mold of student programming--a mold that creative universities no longer follow--and explore with new styles and new approaches a student activities program couched in a humanistic orientation and designed for the special needs of the community college and the community college student. The extent to which this task can be accomplished depends on the abilities and the commitments of those who staff student activities programs. If student activities staff can begin to experience the richness and variety of their potential, then it becomes more possible for them to develop programs in which students will share in similar experiences.

CHAPTER FIVE

THE IDEA OF THE COLLEGE UNION -- AND IMPLICATIONS FOR TWO-YEAR COLLEGES

by

Porter Butts*

A director of a union at a four-year university and graduate school for 33,000 could be regarded as suspect in talking about what to do about unions at two-year colleges of, say, 1500-2500 students. My main prop, for the purposes of today's discussion, is a 1970 doctoral study of what the 36 new Illinois two-year community colleges want of a union building¹ and a nation-wide survey of unions² conducted under the auspices of the Association of College Unions about this time last year, which included a separate section on the responses from 33 two-year colleges which have union buildings. There are many more two-year colleges which are operating buildings, but apparently they aren't any more eager to return questionnaires than the rest of us.

The 33 which did respond were located in 15 states and had enrollments ranging from 574 to more than 10,000, with a median enrollment of 2400, so the results, I would judge, are reasonably representative.

I can give you, then -- as a basis for our discussion -- a kind of profile of the two-year college union as it existed in 1971.

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1

A Study to Determine the Services and Facilities for a Community College Center, by L. H. Horton, Jr. 121 pp. Indiana University, 1970.

2

Administration and Operation of College Unions, by Sidney J. McQueen and Jack Jenkins. Association of College Unions - International, 1972.

The Two-Year College Union

Our average union is a building of slightly under 30,000 gross square feet, costing about \$650,000. It was built in the 1960's (few two-year college unions were built before then) and was financed primarily by city, county, or state appropriation, supplemented either by other college funds, a federal housing loan, or revenue bonds.

The building includes--and this is almost a standard pattern--a lounge, snack bar (and possibly a cafeteria, though not necessarily), meeting rooms, bookstore, billiards and table tennis, and student and staff offices.

There are few social facilities except as the snack bar serves as an informal social center. And virtually no cultural facilities. (See Appendix A).

So much for the physical plant.

With regard to governance and operation, and taking the 33 colleges as a group:

More than one-half of the unions replying have no policy making body, except as student government serves as a policy making body (one-fourth of the cases). Where there is a separate union policy board, it is responsible in almost every instance to either the student affairs dean, union staff, or student government; and the chairman is likely to be a representative of the administration, student government, or the union staff.

One-third of the unions have no program planning board. Where there is one, the members are elected in 75 percent of the cases and the board is typically responsible either to student government or to the union staff.

Again, one-third of the unions have no programming committees. Where they exist, there are usually one to seven committees and they concern themselves mainly with social and dance events (100 percent of the cases), lectures and forums (65 percent), film (60 percent), special events like homecoming and freshman orientation (60 percent), fine arts programs and exhibitions (60 percent), and publicity and public relations (55 percent).

To assist students in developing a social-cultural program--while at the same time managing the physical plant and all its services--there is, typically, one professional staff member, rarely more than two. And more likely than not he also has other assignments outside the union--teaching, general student activities coordination, housing supervision, student financial aids administration, or coaching. In 85 percent of the cases he reports to the student affairs dean.

As to paying the costs of union operation:

In the case of food services, management in about half the cases is by a private institutional caterer and in another third of the cases it is

by the general college food department. By whomever managed, the food service is expected in 70 percent of the cases to contribute profit to the total union operation, or at least pay space rental.

The bookstore is also usually managed separately, under the direction of the college business office (60 percent of the cases), is entirely self-supporting (84 percent of the cases), and at about 60 percent of the colleges either pays space rental or devotes profits to the union.

Any costs of operating and maintaining the non-revenue producing areas of the union not covered by earnings of the food services, store, and other income earning units are simply covered, more often than not, out of general college funds; 55 percent of the unions do not have a special union student fee for operation and maintenance purposes.

In summary -- and risking oversimplification, as always, in such summations -- the two-year college union which emerges from this 1971 survey appears to be a kind of service center taking care of food, bookstore, meeting, and office needs -- managed and maintained by college or private agencies as are other college buildings, usually without benefit of a union policy board, with the policy board, where there is one, answerable to the student affairs dean or union director. Social-recreational-cultural programming by students is very limited, with no program board or committees at all for one-third of the 33 unions, and where union programming occurs it appears to be mainly a function of student government.

Now a service center of the kind described -- combination snack bar-bookstore, plus lounge and a few meeting rooms and offices -- can be very useful. No one would want to take exception to the suggestion that students, like everyone else, need to eat, that they have to buy books, and that they ought to have a place to get in out of the rain.

The question for us is: is this a college union?

The answer, viewed historically, has to be no.

The Development of Student Unions

The very first unions were founded at Oxford and Cambridge in the early 19th century as debating societies. The Union debates over the years have played such an important part in the discussion of national political and social issues, and in training students to take part in public life -- producing scores of student leaders who went on to become prime ministers, cabinet members, and members of Parliament -- that the Oxford and Cambridge Unions have become known as "the cradle of the British Parliament". The Oxford Union handbook still describes the Union as "a place of endless talk".

These earliest union buildings were not only debate halls by any means. There were also writing rooms, dining rooms, music listening rooms, music practice rooms, and a cellar with dancing every night. A central feature was a library with 50,000 volumes and a copy of every English daily newspaper. (Only one of our 33 two-year college unions has a reading room.) And the walls of the halls were decorated with frescoes by the pre-Raphaelite painters. So, an emphasis from the beginning on the arts, intellectual endeavor, good taste.

These original unions became part and parcel, and a living symbol, of the traditional British two-fold goal in higher education: to promote civilized behavior as well as knowledge, and by encouraging independence of student thought and action, to infuse students with the idea that they are responsible for the welfare of their country.

As the union idea spread throughout the British Isles and dominions during the past century, we find perpetuation of debating activity but with debate halls often becoming theaters (every Australian and almost every Canadian union has a theater or auditorium); much emphasis on music, art exhibitions, and films; and considerable attention to social, games, and television facilities. (Rarely an indication of a bookstore, which figures so prominently in the two-year college unions, except in Canada).

The United Kingdom unions have only a very tenuous connection with their universities. The government or the university, to be sure, are allowed to collect a union membership fee and turn it over to the union. About 90 percent of the union's operating income derives from this source. (Less than half the two-year colleges, you recall, have any union operating fee at all.) In some cases the British unions yield to the university in the matter of operating the food services.

But by and large the unions of the United Kingdom are quite autonomous. There is, almost without exception, a student-faculty-alumni governing board of the union, with a student as chairman; alumni are solicited to become union members; and much stress is laid upon the union as a common meeting ground for students, alumni, and teachers. I find little in the two-year college union survey to indicate an interest in faculty and alumni participation of this kind; one-fourth provide a lounge exclusively for faculty, which seems a mistake, because it tends to insulate faculty from students instead of bringing them together.

The union director, in the British tradition, is responsible to the governing board rather than the reverse, as with the two-year college unions (that is, where a governing board exists). The governing board in the United Kingdom, in the main, is responsible to itself. There may be a certain liaison with the university, say through the director of admissions or a provost. There is no such officer as a student affairs dean, except in Canada, and there the student union officers do not acknowledge his presence on the campus.

In the United States, unions were founded at the turn of the century, again not by college administrations but by students, with the aid at times of interested, perceptive alumni and faculty members. At Harvard, the first union, the motivation was "to organize a large and comprehensive club... for meeting each other, for meeting your teachers, and for meeting the older graduates... Its object shall be to promote comradeship among members of Harvard University, by providing a suitable clubhouse for social purposes... (And) perhaps you may establish here, as at Oxford, an arena where you can thresh out the questions of the day."

The second union, at the University of Pennsylvania, echoed this theme: "The purpose of Houston Hall is to provide a place where all (students, teachers, alumni) may meet on common ground" and added a second theme: "and to furnish them with every available facility for passing their leisure hours."

These facilities for leisure -- in 1896, mind you -- included dining halls, committee rooms, gymnasium, bowling, billiards, chess, reading and writing rooms, auditorium, music rooms, and photographic darkrooms.

Student governance was the mode of operation from the beginning, with the building put in the immediate charge of a committee composed of students and one faculty member.

Other unions followed, usually initiated by students, organized by students on a membership fee basis and governed largely by students. They were intended as unions of students, faculty, and alumni, drawing all together into a common fellowship. They developed as general campus community centers, with social and cultural facilities that served almost all leisure interests other than athletic. And large numbers of students on union committees became engaged in organizing and leading a broad range of social and cultural projects that never existed before -- a new era of volunteer leadership on the campus.

This set the pattern for the union development to come. And this was all long before there were student affairs deans or directors of student activities.

Today's Problems

So much for our profile of the two-year college union viewed in historical perspective.

What about today? Is the two-year college union, as it emerged in the 1971 survey, a college union as currently defined by the Association of College Unions? Here the answer seems to be yes and no, mostly no.

One part of the Association statement of the "Role of the College Union" reads: "The union provides for the services, convenience, and amenities the members of the college family need in their daily life on the campus."

And to be sure the two-year college union typically provides a lounge, some sort of food or refreshment service, store, information desk, meeting rooms, and telephones.

Another part of the statement says: "The union is not just a building; it is also an organization and a program." And there are, indeed, evidences of an organization structure -- governing board, that is -- at about one-half of the two-year college unions, and of a program board and program committees at two-thirds. But there are a few signs that the two-year college union is, as the Association defines a union, "the community center of the college, for all the members of the college family -- students, faculty, alumni, and guests...(or) a well-considered plan for the community life of the college."

Then, one of the major Association declarations of union purpose is that "The union is part of the educational program...training students in social responsibility and leadership...Through its various boards, committees, and staff it provides a cultural, social, and recreational program, aiming to

make free time activity a cooperative factor with study in education... In all its processes it encourages self-directed activity."

Well, you can't do much by way of training students for leadership, which in a union occurs mainly through self-directed committee activity, if there aren't any boards or committees, or only a few, or only the mickey mouse kind, or if they are elected without regard to competency and are beholden to student government politicians (as is mainly the case in the two-year colleges). Here the Association Manual elaborates by saying: "Appointment based upon merit of candidates is the predominant method (rather than campus-wide election)...It removes essential social and cultural programming for the campus from the arena of personal popularity contests or irrelevant battles between campus political parties... It is generally agreed that the union's student board should work in close cooperation with, but definitely independently of, the general campus student government board. In only 14 percent of the cases reported in the most recent survey of all unions were union boards responsible to student government."

And the staff can't do much to help with the training or the program if there's only one staff member to do it, and he has some other heavy assignments outside the union---as is the case with the two-year colleges.

And, finally, it's pretty difficult to "provide a cultural, social, and recreational program, aiming to make free time activity a cooperative factor with study" if you have only billiard and table tennis tables to work with---as with the two-year college unions. Although it's encouraging to see that 60 percent of the responding two-year college unions, nevertheless, do something with the visual arts, 40 percent with the performing arts, and 60 percent with film. Just think what might happen if they had a gallery and a small auditorium!

Now I don't mean to be deprecating, or advocating the elimination of, what some call the "service station" role of the union, which the two-year college unions for the most part appear to represent.

Serving as living space for the campus---as a kind of living room and dining room for a home of learning, if you will---is an elementary function of a union. And then there are all the other services and conveniences which simply make life easier: A place to leave your things, an information desk that answers the questions, telephones, a handy place to get supplies and books and mail. All this is the indispensable precondition to the success of a union in all that it undertakes. If a union is surely and regularly to gather together the populace of a campus, for whatever purpose, it will provide first for the things that human beings do, and need, in their more elemental daily activity.

What I am trying to emphasize is that this is only a beginning. If a union is content merely to be an inanimate shelter and a dispenser of service, no matter how well dispensed, its mission is only half fulfilled. It is not yet a union.

This is not just a theme borrowed from union history or from the Association's statement of union purpose, or some kind of expensive idea that has application only in the larger four-year colleges and universities.

I was especially reassured upon reading the doctoral study relating what the administrative officers of the 36 new Illinois community colleges hoped might be achieved in the development of their new campus centers. Presently, about half the colleges have only rudimentary or temporary facilities; one-third are in the process of planning. Three-fourths of those who filled out the questionnaire were student affairs staff members--- which helps explain why they want what they want. The result could have been quite different if the questionnaire had been filled out by the business manager or president. By the way, one-half had little or no knowledge of the Association of College Unions, so the responses were not greatly pre-conditioned by Association literature.

To be sure, while in the aggregate 70 percent considered food service facilities to represent their greatest need, followed closely by bookstore, 50 percent also considered a multi-purpose auditorium essential (another 47 percent desirable), 42 percent rated an art exhibition area essential (another 56 percent desirable), 39 percent rated music listening lounge essential (another 61 percent desirable), and 33 percent rated browsing library essential (another 53 percent desirable).

Ninety-two percent wanted a policy-making board including students, faculty, and administrators. All wanted program planning committees.

One hundred percent saw the union as appropriately used by students, faculty and administrative staff, 97 percent of non-academic staff, and 75 percent by alumni.

And 90 percent perceived the union as necessary to the academic experience of students---as an integral part of the educational program of the college.

Now I am well aware that to accomplish the rest of the union mission---in facilities, program, and staff---costs money; that some of you here would be delighted to have 30,000 square feet of union space like the two-year union in the profile reported in this paper, or 10,000 square feet, or even two or three rooms in a class building in order to get something started.

But I don't think money is really the problem. There's lots of federal housing loan money around at 3 percent, and community colleges, generally, are the favored sons in higher education budgets these days.

The main problem is to break through the stereotype of the union as the higher planning echelons as a snack bar-bookstore-lounge and to arrive at a concept of what a union really is and what its relation to education is.

First of all, I know it must be going through your minds, as it will through the minds of your college presidents and state boards, that it's all well and good for larger institutions to have unions with music rooms, art facilities, reading rooms, social halls, and perhaps a small auditorium, but "we're small; we can't expect to do these things."

Here I would remind you---and them---that the two-year colleges in the 1971 survey show that they do not provide anywhere near the union space that the small four-year colleges of the same size---averaging 2400 students---provide. Taken together the two-year college unions which reported area figures showed average provisions of 13.3 square feet per student, which is only about half what the four-year colleges of comparable size have built or are building. If two-year colleges were even to approximate the norm, they would have no trouble including at least modest cultural and recreational facilities.

Secondly, if you are going to have a department of English or biology in a small college---and all do---of course you can't include the range and scope of offerings found in a large university; but you do include the basic courses---not just a course in English composition without any course in literature, not just a survey course in biology without any laboratory work. So if you're going to have a union, you ought to include the basic, minimal ingredients of a union: cultural, recreational, and social facilities as well as service facilities, a budget for a social-cultural program reasonably in proportion to your size, and arrangements for the exercise of student leadership.

This means being ready to explain to everyone involved in making the decisions what the union idea is all about and what its relation to education is; indeed, reminding them what higher education is about---because the union's contribution to education is the fundamental and ultimate justification for having one.

The Focus For Today's "Community Center"

There is probably no better phrase than "community center" to describe in two words the increasing multitude of functions the union serves---living and dining room of the campus community; center for fellowship; active encourager of student self-expression and self-directed activity; teacher of the arts of leisure and recreation, exploring all the possibilities of making study and free time cooperative factors in education; social and cultural heart of the campus.

But above all, a union is a priceless tool for shaping an authentic community of teachers and students of the kind which helps prepare students to contribute intelligently and positively to the welfare of each other and of society.

There are many solid studies of recent times that conclude that man's most crucial problems are social rather than physical---those that arise in man's relation to man and to his society; that here is where the least progress is being made and where the gravest threat to democracy and human welfare lies.

Thus, the main task of all of us now, in broadest terms, I believe we too can agree, is to achieve a better world, in which men can live and work together peacefully and fruitfully.

Conclusion

On the campus there is perhaps no better place for constructive experience than in the union---the campus counterpart of the civic, political, and social life of the thousands of communities into which students will move after graduation. In the college the lessons of citizenship, many believe, are often best learned where students work and play together, where they meet to discuss freely and act responsibly to solve, as members of a student community, their own group problems.

The right use of leisure, the performance of the duties of citizenship, the establishment of a community. These goals assume special significance at a two-year college union, because the two-year college in its course work has a special commitment to an emphasis on vocational preparation, and because many of its students will not go on to college beyond the second year. If the two-year student is to have rewarding experiences in his leisure, preparation and practice in the ways of citizenship and leadership, and a life in common with other students and the faculty and the accompanying development of a sense of community responsibility, he will probably need to come by all this in a cultural-social-recreational center called a college union---or not at all.

APPENDIX A

Facilities Most Commonly Provided In

Two-Year College Unions/Centers

(33 Colleges Responding in 1971 Nation-wide Survey)

<u>Facility</u>	<u>No. of Two-Year Colleges Pro- viding</u>	<u>Percent of Two- Year Colleges Providing</u>
Staff Administrative Offices	29	88
Lounge	28	85
Snack Bar	26	79
Meeting Rooms	26	79
Bookstore	25	76
Small Committee Rooms	25	76
Billiard Room	25	76
Table Tennis	24	73
Student Government Office	24	73
Information Desk	21	64
Cafeteria	20	61
Campus Newspaper	19	58
Communications Center (lobby area for student display tables, sales, etc.)	19	58
Vending Room	18	55
Year Book Office	17	52

Other Facilities Typically Provided By Four-Year College Unions---In Almost All Cases By A Majority

Parking Area	16	48
Card Room	16	48
General Workroom For Student Organizations	14	42
Union Committee Office	13	39
Private Dining Rooms	12	36
Television Room	12	36
Poster Room	12	36
Art Gallery	12	36

<u>Other Facilities (Continued)</u>	<u>No. of Two-Year Colleges Pro- viding</u>	<u>Percent of Two- Year Colleges Providing</u>
Lockers	11	33
Coat Room	10	30
Ballroom	10	30
Auditorium Or Theater	9	27
Music Listening Room	8	24
Individual Mail Boxes	8	24
Party Room	4	12
Browsing Room	1	3

ADDENDUM

PEERS AND POSITIONS

by

Don A. Morgan

Post-secondary and non-baccalaureate institutions of this country can be lumped, if only for the sake of convenience, under the term two-year colleges---which may, incidentally, fail to describe much of what any such institution does if it is really into its community offering short-term or non-credit courses which people need and want. However described, and no one term seems adequate at this time---though community-technical colleges as described in the new Nebraska law comes as close as any might, the two-year colleges are marked by an outstanding characteristic---they are teaching oriented.

Behind this orientation lies a concern for the student---such as many other institutional forms express. The uniqueness of the two-year college is the climate that concern for teaching and for the student offers. These schools are not plagued by the discipline problems of secondary schools and are unhampered by the drive for "publish or perish" seen at the degree granting institutions. Faculties have been relatively free to concentrate on the most important matter of all---teaching the student. It is a pity that so little documentation has been made of just how this instruction is accomplished and with what results. Particularly exciting is the concept of teaching within an "open door" school. By "open door" is meant that the schools intend to take anyone who applies and meets very general requirements having little, if anything, to do with previous educational experiences. This "open door" is very rarely, if ever, actually achieved, but it speaks of an attitude and more importantly presents an endless challenge of meeting the needs of students as those students define their own needs.

It is correct that teaching remains the principal effort of the two-year colleges, but there is more to these schools than just the classroom---as some of the preceding papers have well documented. The additional question which flows from this treatment of careers and activities is: does it work? Essentially this would be to ask: how is it determined what any one school will offer, in and out of the classroom, and how is it determined that the best utilization of available energies has occurred?

Perhaps in the end, schools should recognize the dominance of families and peers in the education of the young of this country. This would be particularly true if television and other entertainment possibilities are looked at as extensions of family activities---supported by, shared with, etc. Classroom activity might then take on a slightly different character addressed more to the real rather than the supposed needs of the students.

The new concern would be to allow a new setting for peer influences and a clear emphasis on facilitating the progress of the student in society towards the best possible position of that person within society.

Fortunately for the comprehensive-community-technical college movement in this country, an emphasis runs throughout its history and programs on "marketability". This is a concern brought to the new two-year colleges by the vocational educator, and it is not, unfortunately, always had a receptive audience though it has had, fortunately, a tremendous impact.

Positions

Marketability refers simply to the ambition of the training institution to outfit students with the requisite skills to gain entry into an occupation. Behind this are the corollaries that this is best accomplished in a climate where the student is happy with the occupational skills gained, and the employee is happy with the student employed subsequent to training. By position is meant much more than just the student getting a job, though this by itself is a necessary first step for most. Income potential, as the welfare recipient and the economically by-passed know full well, is where---rightly or wrongly---it all begins in this country. With such potential comes the dignity individuals have for themselves and which society has for them. This is in no way to suggest that this writer believes that all must or can work as work is now defined. The question is one of income potential, however established.

How best to meet this obligation to the student sets off a complicated process. Essentially this is to decide which occupational programs are best offered, when and how. One of the more difficult organizational questions becomes how best to maintain the flexibility of program which a vacillating economy---particularly in its need for people in any one occupation at any one time---would seem to require. Educational institutions have not been marked by flexibility in the past and many still offer sabre-tooth tiger killing programs long after sabre-tooth tigers have disappeared.

What is to be offered within a curriculum once a program is slated for adoption is a fairly logical progress. If the goal is within the field of chemistry---technician level such as in paper products production, engineering as in the building of paper mills, or graduate work leading to chemical research---the school documents what skills are necessary for employment and then determines its own role in the passing on of the skills involved. Outside agencies such as accrediting bodies, professional societies, universities and degree granting colleges, unions, apprentice program directors all have an influence and the active participating of all is sought. This is one of the prime distinctions of the technical-community two-year college---it actively seeks to involve its community and vested interests within that community in policy recommendations whereas higher educational institutions of the past, and many in the present, sought to isolate themselves from the "baseness" of the market place.

¹Benjamin, Harold, "Sabre-Tooth Curriculum" in Prolong to Teaching (Smiley and Diekhoff, editors) New York: Oxford University Press, 1959, pg 254.

How to keep what is offered flexible is an unsolved problem. Some Oregon community colleges, for example, offer a "general" course for vocational students in the first year. This is a year spent learning related mathematics, related physics, electric circuitry as related to metal frames and combustion, principles of carburation, related business practices and communication needs, etc. In the second year the students then move into specialized fields such as automotive, diesel, refrigeration, or small engine repair. The first year has given the student a flexibility by imparting a knowledge base to which he can return if he needs to shift occupations, as it is likely most people will during an employment life-time.

The need for flexibility runs head on into the proclivity of institutions to become rigid and ossify. This may result from teacher tenure, lack of imagination, union regulations, or many other things, but it is a common occurrence. At heart though, flexibility is a matter of teacher proceeding continuously through a self-regeneration process which is then shared with the student. This process involves maintaining contact with the real world as perceived by the student as well as perceived by the teacher and institution.

Peers

This is a difficult subject for short analysis. The issue is a clear one. The resolution of it is not. It is best first to begin with an assumption relative to teaching: Teaching in a two-year college is superior to that of a degree granting school at the lower division level. This is the result of faculty possessing stronger degree bases and anticipating teaching as the principle responsibility. It is also the result of smaller class sizes and resultant closeness of student-faculty relationships. However, the problem is, as noted earlier, that not all education occurs in the classroom, and that much of it is the result of peer relationships.

A second assumption follows: the peer relationships of two-year college students are substantially different from those of students in degree granting schools. This is the result of the differences in the students as measured on just about any criterion---income, socio-economic background of parents, scores on standardized tests, self-perceptions of academic potential, occupational desires, etc. It is also in part a result of the nature of two-year colleges in that they are primarily commuter and not residential colleges.

This all suggests that the outcomes of education at Harvard are substantially different from those at a commuter two-year technical-community college simply as the peer influence is substantially different. The significance of this in terms of student expectations and subsequent "achievement" is not known. It has been an assumption, not necessarily supported by all, that as the students at Harvard are "better" prepared in terms of academic preparation and achievements, the resultant peer influence of each on the other will be superior to that offered in institutions where the students are not as well prepared.

The issue then becomes how to maximize the peer influence at two-year colleges. Clearly, the traditional ways of activities and unions are a substantial help. Equally clearly, the involvement of the wider community would be of some substantial help. It is a matter, in some ways, of establishing intra-cultural situations where the student is exposed to the broadest extent possible in terms of all sub-cultures. At any rate, it is easily discussed and difficult to accomplish in the face of the restricting elements of traditionalism found in so distressingly many of the "new" colleges.

Conclusion

It is clearly not possible for the newly developing two-year colleges to be all things to all people. It is just as clear that these new colleges have assigned themselves the task of being as many things to as many different people as they can possibly be. Inherent in this mandate is a constant concern that the outcomes be as beneficial to all as is possible. This requires, among other things, a constant attention to the positions students assume, acquire or aspire to in society and to the immediate employment possibilities that exist within that society. Also required is a concern for maximizing influences beyond the classroom, and perhaps the most important here is to understand and utilize the consequences of peer relationships. Porter Butts, in Chapter Five, expresses why and how this can be done formally. There must be informal methods invented---alternatives to the alternative of formalized activities.

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