This annotated bibliography is divided into chapters on the history of the community junior college, its philosophy and objectives, its functions, organization and administration, the teaching-learning climate, student behavior and student personnel, trends and developments in the junior college, and research and evaluation. Each section begins with an interpretation of the current journal literature and a list of related and recent books, and continues with annotations of the selected journal articles. The bibliography does not attempt to include all journal articles, and excludes theses, dissertations, and unpublished studies. (HH)
The Community Junior College: An Annotated Bibliography

Collins W. Burnett
The Community Junior College: An Annotated Bibliography With Introductions for School Counselors

Collins W. Burnett, Editor
Professor of Higher Education

College of Education
The Ohio State University
Columbus, Ohio
1968
The information contained within the pages of this book should provide profitable and interesting reading for all people interested in the community junior college movement. This information should be of particular interest to two groups—the community leader and the professional educator.

The community junior college development has been phenomenal in the United States. In the Fall of 1967, seventy-two new colleges opened according to the 1968 Junior College Directory. Since much of the impetus for this rapid expansion of community junior colleges takes place among political and community groups, it is important for lay leaders to understand part of the development, the aims and the objectives. Typically, community junior colleges are established in a local area through the efforts of local people, thus the need for a review of literature contained between these covers.

The professional educator, because of his busy schedule, finds it difficult to devote adequate attention to the vast amounts of printed material that flow across his desk. Unless he is directly involved in the community junior college facet of education, he probably does not keep abreast of the latest developments in this field. This annotated junior college bibliography should prove an important tool in his library.

Professor Burnett and his staff are to be congratulated for pulling together this information; it should make a vital contribution to the community junior college phase of higher education. This review of the journal literature from 1961 through December, 1967 represents a time in which many significant changes took place in the development of the community junior college.

Max Lerner, President
Lorain County Community College
Elyria, Ohio

March, 1968
ACKNOWLEDGMENT

Like so many ambitious projects which start with an idea, implementation of this publication would not have been possible without the help and loyalty of many people. The graduate students who contributed so many hours and so much energy in reading and annotating the journal references deserve the major credit. Probably, as I look back on the two years of work involved in this publication, it was not only the thought of creating a resource tool, but also the feeling of professional obligation to the graduate students which caused me to keep pushing until I found a publisher.

The project was started and the major contribution was made by a group of five graduate students who became interested as a result of completing an introductory course on the community junior college which I teach. So that course credit would be possible, the following quarter we met on a special problem basis and, as a group, decided on style, the fifteen to twenty journals to be annotated, and the major topics.

These five students who researched and annotated the journal literature between 1961 and 1965 were: Ronald Clifton, Richard Gallagher, Leonard Goldberg, Linda Port Goldberg, and Otto Spielbichler. Marianne Imhoff, graduate assistant, did the preliminary typing and editing.


This total group of ten graduate students read and annotated more than 700 journal articles from twenty professional journals.

In addition to the graduate students, I am very grateful for the encouragement and help of William B. McBride of the College of Education, who was interested in the publication because he realised the importance of the community junior college in higher education.

My special thanks go to Elisabeth Billig, secretary to John G. Odgers, Director of the Division of Guidance and Testing, Ohio State Department of Education, who typed the camera-ready copy as one of her vacation-at-home projects.

I am grateful, also, to Mr. Odgers for his professional interest and for writing the Preface.

Max Lerner, President of Lorain County Community College, Elyria, Ohio, was kind enough to write the Foreword.

March, 1968
The central theme of this publication is built around the growth and struggles of the community junior college and its impact on American higher education. The community junior college is an example of innovation in education resulting from a grass roots approach to the needs of people at the local community level. In many ways, it is producing an impact at the local level much like the impact produced at the state level by the Morrill Act of 1862, which developed a new kind of four-year college or university.

This publication makes a threefold contribution to junior college literature. First of all, it presents annotations of most of the junior college journal literature between 1961 and 1967. Second, in his introduction to each chapter, Professor Burnett points up major ideas concerning the chapter topic by interpreting key ideas of listed authors. Third, editor Burnett reviews related book literature at the end of each of the chapter introductions.

Primarily, this book should prove very helpful to high school counselors who need to know about community junior colleges as an entry point into higher education. Many high school youth will find the learning climate, curriculum, cost, and general convenience of the community junior college more suited to their needs than would be true of a four-year college or university. In addition, this book will be useful to admissions personnel, counselors, faculty, and administrators in the community college. Also, admissions counselors in four-year colleges and universities will find it valuable since they need to know more about the community college than ever before, in order to be effective with the ever increasing number of transfer students from junior colleges. Finally, this publication should be particularly valuable to graduate students studying the field of higher education or student personnel.

John G. Odgers, Director
Division of Guidance and Testing
State Department of Education
Columbus, Ohio
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INTRODUCTION

Lack of awareness and understanding of the significance of the community junior college in American higher education is a learning lag for many people. Although the first public junior college was started at Joliet, Illinois, in 1902, some people—even those who would be considered sophisticated about most educational developments—would rather deny the existence of the community junior college with its unique characteristics. There are more than 900 junior colleges in the United States, and most of them are public, enrolling approximately 1,600,000 college freshmen and sophomores! And yet, some educators continue to think and act as though the four-year college or university is the only viable unit in all of higher education. To mention the technical institute only adds confusion to the lack of understanding about the community junior college.

I tell my graduate students that it is impossible for them to become serious students of contemporary American higher education without understanding the role, functions, and programs of the community junior college. Regardless of what the specific course is in the area of higher education—college administration, college teaching and learning, philosophy, history, curriculum, college student personnel, the student and his college environment—the graduate student must understand how the principle that is under consideration relates to the community college.

Administrators in some four-year colleges in some states have been hostile or, at least, successful in ignoring the noisy struggle for recognition by the community junior college. Only a few administrators in liberal arts colleges have been perceptive enough to make direct overtures to community colleges to welcome those students who want to transfer and continue toward a baccalaureate degree. Muskingum College in Ohio, for example, is developing an intelligent articulation program with the four community colleges in this state as well as selected ones in the other states from which the College normally attracts many students.

At the high school level, also, one can find the same ignorance in some states about the advantages of the community junior college. Parents, high school youth, counselors, teachers, and administrators still tend to think about "going away to college" and "going to a good four-year liberal arts college or state university." The community junior college is a viable entry point into higher education, and in some cases, would be fraught with fewer hazards for the 18-year-old than the liberal arts college or the university.

The graduate students, who contributed so much to this publication, and I hope that it will be a valuable and useful, and an enlightening, tool to high school counselors, teachers, school administrators, and parents, as well as to junior college administrators and faculty and to admissions staff in four-year colleges and universities. It should be of great assistance to graduate students who want an introduction to the community junior college.

Numerous bibliographies have been published about the community junior college. Unique to this annotated bibliography is an introduction for each chapter, in which I emphasize and interpret what the writers of the journal literature have to say. Also, as a part of each introduction, I have brought in related book literature with an interpretation and listing at the end of each chapter. This combination of related book literature with an interpretation of the annotations should make for more interesting and clarifying reading.
One other unique feature of this publication is that it reflects the sponsorship of a community college president, of a division of a state department of education, and of a major university.

This bibliography is not definitive. Primarily, it contains annotations of some of the best articles that have appeared in the journal literature from 1961-1967. No effort was made to report all of the journal literature. Neither was any effort made to include theses, dissertations, and unpublished studies and surveys.

Some arbitrary decisions were made in placing an annotation in one chapter rather than another. This represents a professional judgment. Someone else would be equally justified in placing the same annotation in a different chapter.

Perhaps some effort should be made to define terminology. I have used "junior college" as a generic term under which are subsumed all others: community junior college, community college, public junior college, and private junior college. The community junior college has a comprehensive program geared to the needs of people in the local community, whereas the public junior college, a first cousin, tends to represent the needs of people within the state. For the most part, the state public junior college is financed at the state level, whereas the community junior college is financed partly by local tax monies. Community college is the same as community junior college. The private junior college, as the name suggests, determines its own program and control is located in the board of trustees; finance is provided by means of tuition, church support (if church related), foundation, and endowments.

Collins W. Burnett

March, 1968
I. HISTORY OF THE COMMUNITY JUNIOR COLLEGE

The history of the community junior college is a development in higher education which claims the distinction of springing directly from American soil. Much of the rest of higher education in this country has its roots in the history of colleges and universities in England and other Western European countries. The liberal arts college, the university, and the emphasis on research are examples of this inheritance.

The community junior college is truly an American invention. It developed largely from the realization that certain educational needs were not being met by other kinds of educational programs. The emergence of the community junior college since 1945 is a special reflection of a concept in higher education that has developed in response to socio-economic forces in our democracy.

One approach the writers in this section use to present the history of the junior college is by considering how the junior college developed in several of the states. Carpenter, Gannon, Giles, Lahti, Pence, Ross and Tyler discuss how the junior college has developed in their respective states of Missouri, Michigan, Washington, Wyoming, Oregon, and California.

A second approach to the history of the junior college is used by Littlefield and Colvert who discuss the history of the national professional organization for junior colleges, the American Association for Junior Colleges, which is located in Washington, D.C.

A third approach is that employed by Curtis, Reynolds, and Sutton who discuss the influence of Jesse Parker Bogue on the development of the junior colleges. Bogue was Executive Secretary of the American Association of Junior Colleges from 1947 through 1958.

Kathryn Parke introduces the international dimension by discussing the Scandinavian folk school which relates to some aspects of the community college.

For those who want to read in more depth about the history of the junior college, the selected references at the end of this brief introduction will be helpful.

Brick (pp. 19-23) points out in Forum and Focus for the Junior College Movement that at least three major university presidents and a professor of education contributed to the idea of the junior college. Henry P. Tappan, president of the University of Michigan from 1852 to 1863, was convinced that the university should concentrate on specialized or professional preparation. He thought that the first two years of university work should be completed before admission to the university.

William Watts Folwell, president of the University of Minnesota, emphasized in his inaugural address in 1869 that the first two years of college work should be transferred to the secondary schools.

William Rainey Harper, the first president of the University of Chicago, probably had the greatest impact on the concept of the junior college. Harper receives the credit for developing the term "junior college" from his efforts to make the University of Chicago a great university. Like Tappan and Folwell he was influenced by the structure of the German universities. He realized that the university should emphasize the upper division of the undergraduate
program and the graduate division. Somehow a plan ought to be developed to separate the freshman and sophomore years from the rest of the university program. At first he used the term "Academic College" for the first two years. Later as he considered this the junior division he referred to it as the "Junior College." Not only did Harper start a junior college at Morgan Park Academy, but he also planned a group of satellite colleges which would serve as feeders to the University of Chicago.

There is evidence that Harper wanted Muskingum College at New Concord, Ohio, where he was born and attended school, to become such a satellite, serving in the role of a junior college. His father-in-law who was chairman of the board of trustees at the time at Muskingum blocked the idea.¹

Storr (pp. 117-127) in Harper's University: The Beginnings, presents a fascinating account of Harper's ideas about the junior college as a part of his aggressive and brilliant campaign to make the University of Chicago a great institution of higher learning. Harper probably was more concerned about protecting the University than he was in developing a new unit in higher education.

Dean Alexis Frederick Lange at the University of California (1906-1924) was instrumental in making the junior college a part of the public school system in that state. He stressed vocational education as well as general education. He conceived the junior college as the upward extension of the public school system through the fourteenth year.

Although there were private junior colleges prior to 1900, the first public junior college was organized at Joliet, Illinois, in 1902. Harper had a great deal of influence in bringing about this development.

We know there were private junior colleges organized during the nineteenth century. Some were started in Georgia. Lewis Institute founded in Chicago in 1896 merged with Armour Institute of Technology and is now the Illinois Institute of Technology. Vincennes University which is now a community junior college in Vincennes, Indiana, traces its origin to 1801. In 1899 the college catalogue referred to the institution as a junior college. Some authorities think that Decatur Baptist College in Texas, established in 1897, may rightfully claim to be the first junior college in continuous existence.²


Selected Book References

¹Letter of February 11, 1964, from former President Glenn L. McConagha, Muskingum College.
²Letter of February 1, 1965, from Joseph P. Cosand, President, The Junior College District of St. Louis County, Missouri.
Annotated Bibliography


A review of the University of Missouri's interest and support in the development of junior colleges both in that state and the nation from the middle of the 1800's up to 1940.


This is a warm and moving article extolling the many virtues of Jesse Bogue.


Local studies, committees, and commissions set the course for Michigan community colleges.


The historical development of the community college movement in the state of Washington is discussed.


Gleazer discusses reasons for the mercurial growth of this educational institution. Statements presented by the Carnegie Corporation, W. K. Kellogg Foundation, and the late President Kennedy are reviewed.


A brief analysis of the community college as an emergent institution of our times with form and functions that reflect the interplay of the values of our democratic society and the facts of economic and social change is the focus of this editorial.


He traces the history of the junior college movement in Wyoming with comments on legislation, location, and present status.


This article contains a brief resume of the history of the AAJC.


A description of the Scandinavian Folkehogskole (folk college) that should interest those concerned with junior and community colleges.


This bibliography also contains a brief survey of the junior college movement.


The history of the establishment of community colleges in Oregon is traced in this article with an emphasis upon the passage of enabling legis-

lation.

Reach, Damon D. "The Community College: A Vital Extension of the School Sys-

The attitude of the American public toward free higher education is reviewed briefly. The historical developments leading to the current community college concept are seen as the result of our increasingly complex and technical society. Problems encountered by the two-year institu-
tion in attaining a clear identity are reviewed.

Reynolds, James W. "Jesse Parker Bogue and the Expanding Role of Junior Col-

This article is a summarization of Jesse Bogue's influence in the junior college movement.

Ross, Hugh. "University Influence in the Genesis and Growth of Junior Col-
leges in California," History of Education Quarterly, III, No. 3 (Sep-
tember, 1963), pp. 143-152.

Ross begins with a brief discussion of junior college growth in the United States and then moves into an intensive discussion of the history of the California junior college movement.


This annotated bibliography contains some of the outstanding examples of Jesse Bogue's writings.


A discussion of the historical development of the junior college movement in California with emphasis on the enabling legislation enacted within that state is presented here.
II. PHILOSOPHY AND OBJECTIVES

The writers in this section point out that due to the nature of the community junior college the strengths may also become weaknesses. Whereas the private junior college has the more specific philosophy and objectives of working with selected students in a program of liberal arts education, the community junior college in keeping with its philosophy and objectives has an open door policy of admissions and many programs with different objectives. In the latter type of institution, any one in the community who has a high school diploma or is 18 years of age or older is eligible for admission.

Adherents of the open door policy contrast it with the "revolving door" practice of many four year institutions which suggests that the student may enter easily but leaves quickly due to dismissal or discouragement. The intent of the community junior college is to maximize success and minimize failure.

Babbidge, Basham, Cox, Jarvis, McCall, and Alfred O'Connell are concerned that quality may be sacrificed for quantity in the community junior college. Thomas O'Connell deals with both strengths and weaknesses with special reference to his own situation at Berkshire Community College in Pittsfield, Massachusetts, where he is president.

Identity is another two-headed coin. On the one hand, it would seem an easy task for the community college to establish its own identity; however, some critics have pointed out that the community junior college has no special identity because it straddles the fence between the public school system and higher education and is neither on one side nor the other.

Blocker stresses the point that an effective community college administration requires an identity separate from secondary schools. Odegaard emphasizes that four year colleges should not coerce the two year college to become a small replica of their structure. Russell refers to a study of 11 colleges to determine why the term "Junior" was dropped.

Rice suggests 17 possible aims for the junior college. Since there are diverse objectives, various curricula have been developed to meet community needs. The technical, semi-professional curriculum becomes as important as the transfer or liberal arts program in the community junior college. However, Wilson comments that there is always danger the latter will be over emphasized.

Richards, et al, find regional differences among junior colleges and note implications for research, planning, and counseling.

Beckes, Cosand, Edinger, Hoeglund, and Medsker emphasize that community needs must be the main arena for developing programs. Mills urges that there is a constant need for interpreting the college program to the people and, also, interpreting the community to the college. Reynolds refers to a recent study of 12 junior colleges in different geographical areas which indicated that these institutions had done very little to assess community needs.

Holderman casts a dissenting vote by advocating the university branch center in preference to the community college.

Whether or not the community junior college is effective in implementing its philosophy and objectives may be reflected in the degree to which the individual is assisted to develop his leadership potential in our democratic society. Stockwell thinks the average learner may turn to the technical and vocational program to reinforce his leadership potential. Littlefield thinks
the junior college has a definite responsibility throughout the program in developing leadership inasmuch as many students do not continue beyond one or two years of the college experience.

The references at the end of this section present additional insight into philosophy and objectives of the community junior college.

Burton R. Clark who wrote *The Open Door College: A Case Study* presents a sociological analysis of the operation of San Jose Junior College during the first four years. Chapter 2, "The Open Door," emphasizes the point that one of the major determinants of the characteristics of the college and its program is the kind of students it attracts. Since the student body is non-selected, the curriculum must meet many different needs.

Ralph R. Fields in Chapter 3 of *The Community College Movement* discusses the five major characteristics of the community college: democratic, comprehensive, community-centered, life-long education, and adaptable. These characteristics become a statement of philosophy which forms the basis for objectives and later the curriculum.

Blocker, Plummer, and Richardson in Chapters 1-3 of *The Two-Year College: A Social Synthesis* undergird philosophy and objectives with a sociological interpretation of the role of education in the American culture. The authors discuss origins, purposes, and kinds of post-high school education in Chapter 2. The social milieu and societal trends are presented in Chapter 3 to suggest how the community develops needs which can be met by an adaptable community college program.

Blocker in Chapter 2 of *The Community College in Higher Education* relates community needs to the development of programs in the community college.

Reynolds in Chapter 2 of *The Junior College* deals with educational purposes in four general categories: educational goals, organizational goals, goals related to the university, and goals related to the community.

Selected Book References


Annotated Bibliography


A good argument is presented for quality in higher education in the face of the increasing numbers entering college.


Discusses the philosophy and objectives, student personnel services, functions, library facilities, and curricula offered at Baltimore Junior College.


With the current "open-door" policy of most junior colleges, many loafers or loiterers, non-high school graduates, and even mentally retarded students, may take up valuable space in junior colleges. Basham argues for raising academic standards and requirements, beginning with some selective admissions and use of probationary status of high school students with poor academic records.


A junior college president states his views on meeting community needs for higher education.


An effective community college administration requires an identity separate from secondary schools.


Professor Wenrich, from the University of Michigan, is quoted on ten conditions he feels are necessary for the development of technical education in the community college.


A comprehensive discussion of the philosophy that needs to underlie the establishment and operation of today's community colleges.


In spite of the growing contention that college, or at least two years, should be required of all high school graduates, this article takes the stand that college is only for those who can profit by it and are willing to work for it.


Existing dangers that threaten junior colleges include over-expansion.
sion, control by four-year institutions, and over-emphasis of the "aca-
demic" curriculum. These authors believe that with growth comes the re-
sponsibility of careful planning so that the junior college may continue
its avowed purposes.


The author examines the role of the community college and points out
some of its disadvantages. He lists advantages and suggests that a cen-
tral planning agency be established for all publicly financed institu-
tions.

Dedowitz, T. A. "The Open Road," Junior College Journal, XXXII (March, 1962),
pp. 367-369.

In selecting a junior college, one should be concerned with the col-
lege's educational standards, degree granting status, and curricular goals.

Edinger, Oscar H., Jr. "We Will Be Ready," Junior College Journal, XXXI (No-

Briefly stated is the position that the junior and community col-
leges are ready to meet the challenge thrust at them by the educational
demands of a rapidly expanding society.

Hager, Don J. "Images of Junior College Education," Junior College Journal,

Various images of junior colleges and the consequences these images
have for the students and faculty of two-year institutions are discussed
in this article.

Hall, Milo Van. "What About the Reject?" Junior College Journal, XXX (March,

Hall explains why he believes that colleges with selective admis-
sion policies have an obligation to discuss with applicants the reason
for not being admitted.

Hoeglund, Harold A. "Let's Work on Curriculum," Junior College Journal, XXXI
(April, 1961), pp. 337-341.

The author states his philosophy and objectives for the junior col-
lege in the area of guidance, remedial education, general education, oc-
cupational education, advanced study, and community service.

Hoffman, L. E. "Should Junior College Final Examinations Be Abolished?" Junior
College Journal, XXXI (October, 1960), pp. 100-103.

Junior college instructors were confronted with this question and
the majority favored retention of the final examinations. Reasons for
both positions are presented with the conclusion that each college must
consider the pros and cons and decide for itself.

Holderman, Kenneth L. "The Case for University Branch Campuses," Junior

An advocate of university branches compares them to Medsker's five
point program for community colleges.

Jarvie, Lawrence L. "The Junior College Today," Education and the National
Purpose: Forty-Ninth Annual Schoolmen's Week Proceedings, Helen Haus,
Editor. Philadelphia, Pennsylvania: University of Pennsylvania Press,
pp. 115-123.
The president of New York City Community College responds to critics of community colleges who say there cannot be quality with quantity. The article concludes with a discussion of what is meant by "inferior" or "superior" levels of attainment.


Reports by Gleazer, McDaniel, and Merson that deal with selecting an appropriate college and program are the core of this pamphlet. A description of a variety of programs of study is provided.


El Camino Junior College has developed an extended night program because there simply weren’t enough hours during the day.


Littlefield focuses attention upon education as one of the most significant factors in developing leadership in America. He stresses the role of the junior college in this type of development.


Excellence may be promoted in the junior college by an open-door admissions policy, more emphasis on testing, guidance and counseling, special assistance, and a deep concern for the development of the individual.


This booklet gives highlights of a speech given at the forty-first Annual Convention of the AAJC in 1961. Medsker gives facts about the impact of a junior college on high school graduates, older youth, adults, and the community. The conclusion consists of six potential deterrents and dangers inherent in the junior college which could hinder the maximum service of the two-year institution.


The junior college should know and understand its function, communicate this clearly to the public, and establish standards for its students in the various curricular areas.


Junior colleges should assume the responsibility for terminal general education in our society.


An unqualified open door policy into transfer programs will inevitably lead to unjustifiably high attrition rates, a perversion of the real function of the community college, poor public relations, and
hesitancy on the part of four-year institutions to accept transfers.


As president of Berkshire Community College in Pittsfield, Massachusetts, O'Connell discusses the general strengths and weaknesses of a community college with special reference to his own institution.


Four-year institutions should not strive to make community colleges over in their own image.


A recent study of twelve junior colleges in widely scattered geographical areas indicated that these schools had done little to study their local communities for the purpose of identifying community educational needs. Junior colleges are urged to rectify this situation and to use the community as a laboratory with the staff of the college helping to determine the needs of the community.


The author attempted to "discover how divergent are the philosophical outlooks of junior college administrators, teachers, and students." A list of seventeen possible aims of a college was presented to each group for ratings of importance.


Regional differences among junior colleges were examined on the basis of six general factors which describe the character of a junior college. Differences were found and implications suggested for research, counseling, and planning.


The presidents of fourteen junior colleges were asked why they dropped the term "junior" from the name of their institutions. Generally, they said it was changed or dropped in an attempt to modify the element of confusion that existed concerning the term "junior."


Smith discusses junior colleges in Illinois: types of districts, enrollments, purposes, and programs. He also reviews the nine roles of junior colleges described at the 1963 Conference of the Association for Higher Education.


These authors call for vocational and technical educational opportunities for the "average learner" so that he may develop his leadership potential.

The image of the church-related and the private junior college is discussed in terms of objectives and philosophies.


The author develops the role of the community college in contemporary American society by discussing the accessibility and service function.


The junior college can make its most useful contribution in this area by providing superior transfer education to selected foreign students at low cost.
III. FUNCTIONS

Functions are the specific characteristics of role which is a behavioral set. The community junior college may serve the role as a social catalyst, but in doing so it performs different functions such as providing technical and vocational education in the post high school period and continuing education for adults. These functions which develop from the role of the college in the community are implemented by programs which are identifiable in the curriculum. The model below shows the sequential progression and interrelatedness of functions and role to objectives and to programs and learning outcomes:

| Philosophy | Role and Objectives | Programs and Functions | Learning and or Learning Behavioral Experiences | Outcomes |

The journal literature in this section can be grouped into the following categories: relationship of functions to objectives and programs, general and philosophical; role of the American Association of Junior Colleges; and functions of particular colleges or patterns of functions within a state.

A. Relationship of Functions to Objectives and Programs

Connally and Epstein point out the importance of relating closely to the needs of foreign students who are a part of many community colleges. This function, in turn, suggests a concern to provide an introduction to international education for community college students.

Fordyce thinks that more attention must be given to teacher education programs, because in the future most teachers will have had their beginning college experience in the community college.

Coultas, Ducasis, Keeler, and Priest, respectively, discuss problems faced by the urban college, important areas of concern, leadership role, and influence as an agent of social change.

Knoll states that functions lead to such programs as terminal, transfer, technical institute, and continuing education. As a part of this logical development (as shown in the model), Morse suggests four learning outcomes for students. Young relates functions to types and forms of control.

Myron and Minnott discuss the transfer and terminal programs in business departments and the contributions to students from this area. Skaggs stresses the need to carefully relate technical education to administration, student personnel, and curriculum.

Nardelli and Yarrington point out the functions of private junior colleges and the advantages of this type of junior college in comparison with the public junior college.
B. General and Philosophical

This section has the greatest interest for those who are writing about functions. Barnett, Deyo, Fasure, and Goldberg stress the relationship of the community junior college to higher education rather than to the public school system. This development has become a national trend with more and more state patterns recognizing the junior college as a part of higher education. For example, California starting July 1, 1968, will shift control of community junior colleges from the State Department of Education to the Board of Governors of the California Community Colleges. The article, "Emphasis," stresses the community college as an idea or concept which needs to be interpreted by theorists to professional educators as well as to laymen.

Engleardt, Littlefield, and McGrath continue relating function to the philosophical area by pointing out how the community college differs from the four-year college. There is a need to clarify philosophy and goals. McGrath wonders whether the community college can retain democratic function or like the liberal arts college retain the name but lose its identity. Hinzar lists nine propositions which relate to functions.

Cunningim stresses the moral responsibility of the community junior college. Garvey points out the need for experimentation while Gleazer indicates the need to respond to a changing social environment. Senator Wayne Morse urges junior college educators to assess needs in their institutions and to speak out. Priest relates sound administration and organization to function and program.

Several of the writers emphasize the social philosophy and related functions of the community college. Harlacher comments about the college as a catalyst in community development. Havighurst discussed how five social processes will affect the community college movement. Rubhan uses the teaching of social studies as a means of illustrating the problem of meeting demands of different publics. Roger refers to the function of meeting social needs created by the revolution in technology. Stern considers the implications for program in the concept of the educated person.

Sister Keeler clarifies the functions between the "community college" and the "junior college" and explains the reasons for the programs of approximately 60 Catholic junior colleges.

Walker presents the growth of Negro junior colleges as he discusses enrollment, facilities, and accreditation.

C. Role of the American Association of Junior Colleges

The article, "Cooperation Between Industry and Junior Colleges" reflects the thinking of educators and representatives from business and industry who were brought together by the AAJC. Gleazer, in two separate articles, discusses growth and functions in the first and the need in the second article for a junior college in all areas in which there is a population of 50,000 or more.

D. Particular Colleges or Patterns of Functions Within a State

As far as functions of particular colleges are concerned, Bard mentions five relationships at Baltimore Junior College; Carlyn refers to Delta College in Michigan; Hansen states that high school seniors may enroll on a part-time basis at Fresno City College in California; and Toews lists community education as the fifth major function for the College of San Mateo.

Functions and problems as a part of state patterns are discussed by Birkhimer (Illinois); Blocker (Michigan); Campion, Hechinger, Jantzen, Peterson, and Scott (California); Putnam (Texas); and Saimond (New York).

Perhaps four of the recent books deal best with the functions of the junior college. Fields in The Community College Movement (pages 48-62) discusses functions of the junior college in the first quarter of the twentieth century. Even at that time writers were developing extensive lists of 25 or more functions which seemed to be more like "ambitions" than realistic considerations.

The concept of "junior college" evolved into "community junior college" due to at least seven major social pressures such as increased complexity of modern living, the depression years of the 1930's which broadened the scope of junior college education, effects of World War II, and shifts in occupational patterns.

Medsker writes about the transfer and terminal functions in Chapter 4, The Junior College: Progress and Prospect.

Storr in Harper's University: The Beginnings (pages 117-128) calls attention to Harper's plan at the University of Chicago to develop strong upper-division and graduate programs by not emphasizing or even removing lower-division work from the campus.

Winnett in New Perspectives in Education for Business (pages 384-392) emphasizes the contributions of the junior college to the business transfer students.

Selected Book References


Annotated Bibliography


Through the Baltimore Collegiate Horizons Plan, Baltimore Junior College attempts to encourage inner city youth to attend college. The areas of emphasis are: (1) a guidance relationship, (2) a student relationship, (3) a parent education relationship, (4) curriculum relationship, and (5) a community relationship.


This recruitment-like article for the junior college gives a rundown of the benefits and success of this two-year institution. Although mostly concerned with those schools within Illinois, most of the information contained within this article is of a general nature with clear implications for many junior colleges.


The historical developments of the junior college are reviewed in the state of Michigan. Two major problems which have kept the growth of junior colleges in Michigan at a relatively slow rate are problems of annual operating costs and capital outlay requirements.


A comprehensive discussion of the history and development of the junior college with special emphasis on the role and functions of this institution as an integral part of higher education.


Campion discusses the role of the junior college by citing specific legislation in California, as well as extensive quoting of a statement of concern and questions formulated by the American Association of Collegiate Registrars and Admissions Offices. Basic discussion centers on the expansion and purposes of junior colleges.


A discussion of a project at Delta College in Michigan which undertook a nationwide search for new ideas and methods which would provide improvement in their overall program. Results emphasize four major factors necessary to keep a junior college alive and dynamic.


Decisions and objectives decided upon at the July, 1962, meeting of the American Association of Junior Colleges are highlighted. Representatives of industry, government, and junior college education met to discuss problems that had to be solved in the semi-professional and technical personnel programs.

A discussion on the unique opportunities which are well suited to the needs of foreign students offered by junior colleges in this country.


The junior college located in the large urban complex faces peculiar social, economic, and educational problems not ordinarily encountered by the suburban junior college. Experience in Los Angeles indicates some solutions are now visible.


This reference lists ten critical issues as outlined in December, 1950, by Henry W. Littlefield, President of the American Association of Junior Colleges.


This is the text of Merrimon Cuninggim's keynote address, presented to the Second General Assembly of the 42nd AAJC Convention. He accepts the moral responsibility for the college and believes that it can be fulfilled only when the college recognizes it, proclaims it, and exercises this responsibility for moral education.


A brief description of the role of the American Junior College Association in the establishment of the junior college as a recognized institution of higher learning.

Douglas, Alex J. "Principal or President," Junior College Journal, XXXII (December, 1961), pp. 183-188.

Outlines some of the most important areas of continuing concern for the community junior college.


Junior college education is basically an idea. Back of the movement there must be those who continue to explore and interpret the idea—these are the theorists. This brief article discusses some of the contributions of Leland L. Medsker, James W. Thornton, and Ralph R. Fields.


The need for extensive expansion of America's community colleges focuses on defining the reason for the continually greater demand for a college education. The functions of the community colleges are discussed as they are different from four-year institutions.


A discussion of the major role junior colleges should be, but are not now, playing in the major commitment this country has made towards cooperative international education.

Professor Fasure asks a number of questions about the future of the community college. He points out that the community college can help the need for local effort and support by educating the public about the area of higher education.


Since most future teachers will begin their education in junior colleges, the junior college must realize its obligation and opportunities in this area.


The commitment of junior colleges to four basic areas of responsibility requires that innovation and experimentation be made a part of the approach used to fulfill this commitment.


He describes the educational job to be done by community junior colleges as well as the characteristics, in general, of those educational institutions which have evolved to respond to the changing social environment.


In a speech before the AASA, Gleazer says that it is imperative, because of socio-economic developments in America, that publicly supported junior colleges be readily available in all areas of this country with a population base of 50,000 or more.


Goldberg believes that our education system must give each person all the education which he can and must attain. He advocates 14 years of compulsory education.


Hansen reports the success of a program at Fresno City College in which promising high school seniors are enrolled part-time. He feels that this program benefits the college and the student without interfering with his secondary school studies.

The story of how a public junior college can become a catalyst in community development through the services it offers.


Five contemporary social processes undergoing change that will have great effect upon the community college movement are discussed.


Hechinger takes an extensive look at the community college with a special survey of California's facilities. Emphasis is placed on the vocational and technical programs. The advantages of low cost education near home are weighed along with the problems of low salaries and lack of tradition.


The Committee on the Relation of the Junior College to Teacher Education of the California Council on Teacher Education has worked for articulation between four-year institutions and junior colleges in the field of teacher education.


Discussion is devoted to both the transfer and terminal education functions of the junior college. As a transfer institution the two-year college is moving towards a point where it will handle all lower-division education and leave upper-division and graduate education to the universities. As a terminal institution it strives to provide a variety of curricula as required by the community.


Geared to the high school student, this article discusses briefly the growth, function, and advantages of the junior college. The term "junior" is mentioned as a similarity to many boys who do not care to be called by their fathers' names.


Approximately 50 per cent of this article is devoted to explaining such terms as "community college" and "junior college," as well as some discussion on the purposes and goals of these institutions. The rest of this article is concerned with the reasons for existence of some 60 Catholic junior colleges.


The author points out the many ways in which leadership may be exerted by the independent junior college.

Three topics are discussed: (1) the rationale for two-year colleges, (2) nine propositions which outline functions of the junior college, and (3) problems and issues often faced by these institutions.


The junior college is viewed in terms of: offering two-year terminal programs, offering transfer programs, serving as technical institute for the community, and offering continuing education for adults. The quality of a junior college education is also discussed.


Using the teaching of social sciences in a two-year college as an example, the author points out the problems confronting the junior college as a result of having to face a number of consuming publics with differing demands for particular outputs.


Misunderstanding has arisen out of the profession's failure to project clearly a picture of the institutions' basic philosophy, goals, and uniqueness. The author calls upon faculty and students to disseminate information that will increase public understanding of the junior college movement.


The author deals with the issue as to whether or not the community college will continue to perform its democratic function. The fear is that the community college may, like the liberal arts college, "retain its name while in reality becoming an essentially different species of academic life." A strong case is presented for keeping the open-door policy in the junior college.


Written from the viewpoint of the industrialist, this article succinctly points up one industrialist's view of the junior college's technical training function.


Menefee discusses the many community functions for which the community college facilities may be used.


Three elements of the community college are discussed briefly: the purpose or role, the relationship to other institutions of education, and the status it holds in the educational context within which it is found.


This article is a printed version of the 1965 AAJC convention address. As the junior college searches for identity and integrity, the author suggests aiming for the following goals: (1) The ability to apply
knowledge learned in one context to the solution of problems encountered in another context. (2) Development of the powers of critical thinking. (3) The ability to put facts and principles together into meaningful patterns. (4) The development in students of a set of personal and social values.


Senator Morse's address to the American Association of Junior Colleges in which he emphasizes that now is the time for educators to assess their needs and then speak out on them.


Junior colleges can supply volunteers needed to serve in the front lines of the Volunteers in Service to America.


The transfer and terminal programs in business departments of community colleges are discussed with an emphasis on the need for training beyond the high school.


The author presents what he feels are the advantages that the private junior colleges have over the public two-year institutions: the private junior college can be more selective; it is more vocational; it is becoming more and more a center for experiment in educational programs of study; and the relatively small size is more conducive to counseling and guidance.


Upgrading occupational and technical programs to the level of transfer programs in community colleges is the basis of discussion. Ogilvie feels that extensive occupational programs are needed to make the community college truly comprehensive. Too many junior colleges have developed as basically academic institutions.


In discussing the vocational and technical training function of the California junior colleges, the author discusses the following aspects: importance, kinds of programs, pre-employment training, retraining, and comparison of junior college and state college vocational-technical programs.


There is a trend toward increasing friction between faculty and administration in the junior college. What this trend will bring is thought to depend on whether the junior college emerges as an instrument of society or as a self-directing molder of social change.

An overview of some of the considerations involved in administrative organization for facilities planning, pointing out the need for sound planning in the development of the junior college, and the specific needs and familiarities required of those involved in this type of planning.


A report of a study made in southern Texas regarding the problem of college programs of community services. The author concludes that, although these junior colleges have long neglected this function of social service, they are now becoming actively involved in social action.


Not only are educational institutions responsible for preparing members of society to meet successfully the technological revolution sweeping the nation, but also to meet equally successfully the social needs which are resultant from this revolution. The contention is that the junior college can help man continue to be creative, not just a "conformity-molded bystander" in a "soulless world of machines."


The author gives a brief history of the growth of the junior college movement. The terminal, transfer, adult education, guidance and community service functions are discussed, with a closing summary of the trend in New York State.


Scott discusses the problem of vocational education in the California junior colleges and nationally. While transfer programs have become well established, many schools feel that vocational training should be done by some other institutions. Since only one-third of junior college graduates do transfer, an increased emphasis on education for the other two-thirds is called for.


A summary of the recommendations made by a conference at the Midwest Technical Education Center involving the relationship of technical education to society, administration, curriculum, and student personnel service.


The value of community colleges is discussed through a case study. Discussion also turns to the question of what constitutes an educated person, the implications for the junior college, and the importance of the adult education program.


Many of the advantages of the junior college are explained clearly and in detail. Various illustrations are presented to show why the
junior college has grown so rapidly.


Merlo discusses the question of higher education for all in view of the role of the junior college, and Schwartz questions whether the junior college is really higher education.


A brief pictorial case study of a high school graduate who attended Christian College in Kansas is presented. "Who Should Go to Junior College?" is answered with important and basic information. Many of the unique merits of the junior college are shown and explained.


A synopsis of the speech given by Edmund J. Gleazer, Jr., executive director of the American Association of Junior Colleges, at the dedication of the Kellogg Community College campus, Battle Creek, Michigan. Most of this speech centered around the democratic purpose and functions of the community college.


This research and service bulletin is divided into four major parts: the Arizona junior college system and its relationship to other educational institutions, functions of the junior college, historical sketch of the junior college movement, and superior teachers to staff the junior college.


CAPE, the College Association for Public Events, and the community education programs at College of San Mateo are discussed. Their success has caused San Mateo to make community education its fifth major function along with transfer, terminal, adult and general education.


A graphic study of the growth of Negro junior colleges, this article contains data concerning the number of Negro colleges, enrollment, facilities, accreditation, and association membership.


Graduates of two-year colleges are proving a valuable source of personnel for the Peace Corps.


The role of the junior college in preparing students for transfer to four-year institutions is indicated with specific reference to
business transfer students. Contributions in business skills, basic understandings, screening, and articulation are a few of the areas served by the junior college.


What is the function of a private junior college? How can its objectives be financially supported and communicated to its various publics? These and other questions are discussed in this report of the National Conference on the private junior college.


Four aspects of the junior college are described: functions, types and organization, history and status of development, and trends and prospects. The explanation of various forms of control is of special interest.
IV. ORGANIZATION AND ADMINISTRATION

A. Legislation

Presenting legislation first in this section which deals with organization and administration seems logical inasmuch as state enabling acts or other state legislation which creates a state plan for junior colleges usually determines the support plan and other basic ingredients to help the junior colleges function within a state plan for higher education.

Legislation will be considered under two subheadings: state and federal.

State

Cresci and Winter, and Mikelson focus on legislative developments in California. The former state that the junior college has developed as an integral part of the state system of higher education. The latter refers to probationary teacher legislation which has had an impact on faculty selection and evaluation policies in junior colleges.

Erickson comments that the community college role in Illinois has been improved by the recent master plan for higher education in that state.

Ingler explains the reasons for a set of specifications for a new community college in Ohio and advocates enabling legislation (since his article was published, the Community College Act of 1961 was passed which sets the requirements and support plan for future community colleges).

Holland, Kosaki, MacKay, and Smith refer to junior college developments as a part of a state system of higher education in Minnesota, Hawaii, New Jersey, and Texas, respectively.

Martorana in three separate articles refers to trends in recent state legislation, a report on state legislation items which were introduced but failed, and the eighth biennial survey of state legislative action related to junior colleges.

Federal

Congresswoman Green from Oregon discusses the implications for junior colleges of recent federal legislation. (The Education Professions Development Act passed in 1967 seems to be the most recent federal legislation which has implications for junior colleges.)

Moore discusses how community colleges can relate to work-study programs provided for in the Economic Opportunity Act of 1964. Vaccaro comments about the responsibilities in retraining under the provisions of the Manpower Development and Training Act of 1962. Implications of the Higher Education Facilities Act (1963) and the Vocational Education Act (1963) are presented in the last article, "Two Legislative Landmarks in One Month."
B. Organization

Deciding to classify some of these articles as organization rather than administration is a professional judgment. For the most part, organization relates to structure while administration is considered as process. Organization is concerned with developing an adequate structure in terms of the philosophy and objectives of the community junior college. What the sub systems are and how they are related to each other, may have a great deal of influence on how effective the process of administration becomes. Students, faculty, administration, curricula, learning resources, financial resources, and campus planning are all necessary parts of the educational program.

It is obvious in reviewing this section that the writers are practical people. Very little consideration is given to organizational theory or organizational models. Traditionally, organization is presented in a flat, two-dimensional chart which never presents all of the sub systems in their proper relationships.

What the writers have to say in this section will be reviewed under two sub headings: general concerns and state level.

General Concerns

Burnett and Beal depart from the usual concept of organization by presenting a three-dimensional model which is approximately three feet in each dimension. The basic concept is that of the solar system with the sun represented by the student body. All other sub systems, faculty, administration, and curricula orbit around the students. The various sub systems are constructed of colored styrofoam held together by dowel rods and pipe cleaners. Interrelationships are shown by white thread.

Engelhardt discusses the implications of eight different architectural designs, each representing a different concept of community college facilities. The article, "How to Pick a Site for a Community College," presents a check list to use in selecting junior college sites. Patterson in The American School Board Journal comments about technical considerations in selecting a site.

Jensen and Jones in two separate articles discuss the problems of organization and administration for the urban community college that has more than one campus. (Cuyahoga County Community College in Cleveland with three campuses is an example.)

Kintzer and Lackas point out special considerations for organization; the former emphasizes the need to expand technical-occupational training programs; the latter suggests a cadre of specialists. Plummer and Richardson comment about automation and how its effects reflect change in the entire program.

Morrison and Novak indicate how to use the survey in determining needs and administrative officers. Patterson in Nation's Schools discusses 12 steps in developing junior college facilities. Phillips stresses flexibility in plant facilities. "This College Rents Its Classrooms" suggests that occasionally a new junior college may rent space from a high school.

Priest suggests a set of questions for board members to use in selecting a president.

State Level

Carpenter and Skaggs present guide lines to use in establishing local administrative or junior college districts.
Skaggs points out that states need guidelines to develop sound junior college systems. Suggestions for state directors and coordinators of state systems of junior colleges are presented in the conference proceedings of "State Directors of Junior Colleges and Coordinators of State Systems of 2-Year Colleges."

Lindley, Masiko, and Visser in separate articles discuss problems of organization at specific colleges. The article, "How to Guarantee Support for a Community College," refers to developing a community foundation to solicit, receive, and manage funds.

Kosaki comments about three of the major problems in developing the master plan for community colleges in Hawaii.

C. General Administration

There are three major categories in this section: role of the president, general administrative concerns, and preparation of junior college administrators. As one could guess, this section on general administration has the largest number of annotations in Chapter IV. The term "general administration" is used to differentiate from student personnel administration which will be presented in Chapter VI.

Role of the President

Blocker in two separate articles comments on the importance of the leadership role of the community college president. Harris continues this emphasis by pointing out how the president through his leadership can emphasize the vocational-technical area. Merson adds that all aspects of the program can be influenced by the president's leadership.

Henderson presents seven questions which the president and his staff must face. Priest lists both "do's" and "don'ts" for the new president. Kintzer and Koontz deal with the annual report and management, respectively.

Morrison presents an analysis of salaries of presidents. Schultz thinks the new breed of presidents has more experience and education than formerly.

General Administrative Concerns

Blocker comments on specific administrative behavior while Carson reports a study of the expectations of the dean by students and staff.

In the generalist role, Cowley, Erickson, Lombardi, Marsee, and Russel discuss factors, problems, and issues that affect administration. Visser discusses administrative implications in a complete reorganization of Grand Rapids Junior College.

Chambers, Giles, Gold, Morrissey, Rauch, Selznick, and Tripper deal with such specifics as campus planning, admission and retention practices, staff autonomy, students, and food management services.

Several of the writers comment about the need for cooperative administrative-faculty relationships (Kintzer, McKenna, Morrison, Priest, Richardson, Schmidt, and Hale present guidelines for the board of trustees).

Preparation of Administrators

Hall emphasizes the need for clinical training for presidents and other major administrators.

Johnson, Medsker, and Weinreis discuss the Kellogg Leadership Training Program.
Kintzer emphasizes the internship experience while Tannenbaum presents five problem areas of administration as related to leadership training.

D. Campus Planning

Although this topic could have been considered under administration and part of it under learning resources, the decision was made to include most of the references in this section.

Several of the writers take a general approach to campus planning and design of buildings. Erickson emphasizes the relationship of architectural design to learning climate. Pena points out how needs and concepts should influence design. Tedlock urges systematic planning based on a master district plan. Priest discusses how the design team and the educational team need to cooperate closely.

Several of the authors refer to specific building designs at such institutions as Foothill College (California), Skagit Valley College (Washington), and Monticello College (Illinois).

E. Internal and External Controls

Technically the term "control" refers to legislation but in practice the term has been broadened to include organization, administration, psychological climate, program budgeting, and board of trustees as far as internal controls are concerned. Externally such factors as community relationships, financing, and state legislature are included. For the purpose of special emphasis, some of these topics are presented in separate sections.

Berg and Chafee in separate articles discuss the implications of the Compact on Education (Education Commission of the States) for junior colleges.

Bowman and Swenson in separate articles discuss conflicts of interest in local community and causes of the recent teacher strike at Chicago City College.

Colvert deals with external curriculum control in terms of legal and extra-legal aspects. Logsdon advocates less emphasis of the transfer function.

Kiernan introduces a new concept by suggesting that faculty should evaluate administration.

Hall emphasizes autonomy of control while Morrissey explains the advantages of state control. McClure argues for a state system to administer junior college needs.

Dula reports on a study of academic and suspension practices in Florida.

Kintzer recommends new or revised board policy manuals for California junior colleges while Palmer urges that accrediting teams in that state include junior college faculty members. Rislov discusses three basic responsibilities of the community college board.
F. Financing

Bentley, Sannon and Jarvis discuss the need and plans for community college support in Michigan. Kreiling discusses how the community college dollar is spent in New York state while Larner describes the five types of financial aid available to California community colleges.

Eldridge discusses the fund raising campaign at Bennett College (private junior college for girls in New York state) while Elkins and Blocker point out there is financial support available for private junior colleges.

Several of the writers discuss state aid to community colleges. Senator Case presents reasons for support; Kastner shows how investment in community colleges benefits the individual and the nation; Schultz urges that scholarships be developed for transfer students; and Thomas in two different articles discusses methods of financing community colleges.

Another group of writers deal with special phases of financing. D'Amica in two separate articles presents an analysis of tuition and fee charges; Gleazer presents an analysis and history of foundation support; Morrison discusses changes in salaries of junior college administrators; Timmins presents a report by the American Alumni Council of junior college fund raising campaigns. Stivers outlines a method for determining departmental costs for instruction, and Vore refers to a bank service for students and staff at Pasadena City College.

Finally, the article, "Emphasis: Who Administers Federal Aid," introduces the key administrators in the U.S. Office of Education who administer federal programs affecting junior colleges. Neilan points out that support should start from bottom up rather than superimposing federal aid from the top.

G. Public Relations

Since the community junior college by definition is such an integral part of the local community, the area of public relations is very important. In any dimension, philosophy, objectives, functions, or programs, the college is a part of the community. The college serves all age levels and all groups. If the college is interpreted adequately to the people and vice versa, the college becomes the people's college.

It does seem surprising that only 16 journal articles have appeared in the period, 1961-1967. Of course, some have been referred to in other chapters under different headings, because they seemed to fit appropriately. On the other hand, it may just be that the area of public relations is recognized by the educators and the specialists but not much has been written about it.

Some of the writers use a general approach. Ashmore presents principles for the development and operation of junior colleges. Loschen places public relations into the categories of status, identity, and autonomy. Reynolds comments that the diverse types of junior colleges make the development of a single identity impossible.

Even though the college may have different identities, Hickock points out that parents use their own criteria to judge the worth of the institution. Bailey comments about the function of articles about the college that appear in the local newspaper. Hallman shows how the local churches and the college can cooperate as social agencies serving the community. Hallstrom discusses methods of recruiting students with the cooperation of business and industry.
Meany gives labor's reasons for supporting community colleges.

Deyo thinks it very important for junior colleges to encourage visits from foreign educators.

Several of the writers refer to particular efforts at specific junior colleges. Cohen and Cox describe the public relations efforts at Miami - Dade to convey the intent of the program to the people. Smith discusses the many obstacles that were overcome at San Jacinto College.

The related book literature for this chapter on organization and administration includes several important pamphlets, one doctoral dissertation, and one master's thesis.

Benson shows the time sequence analysis of critical steps in establishing a community junior college. For example, if the president who is the first appointment in the time sequence wants laboratory equipment ready for student use in September, he must place the order several months ahead and not wait to order in August. His research has become very valuable to presidents and boards of trustees who are planning junior colleges from the glimmer of the idea to students enrolling on a well planned campus.

Blocker, et al., (Chapter 7) deal in a comprehensive fashion with some of the major concepts in organization and administration. The latter is treated as process and the former as structure. The major function of administration is to facilitate the work of faculty with students in the teaching-learning process in order to accomplish educational goals of the institution. The organization may contribute or impede this process, depending on how well conceived the structure may be. Both concepts of formal and informal organization are presented. The latter is conceived to be the dimension of inter-personal relationships which are not apparent in the formal line and staff relationships.

Thornton in The Community Junior College (Part II, Chapters 7-9) discusses legal and financial provisions, establishing the new junior college, and administration. He points out that federal recognition of junior colleges finally occurred in the provisions of The Economic Opportunity Act of 1964.

Medsker and Wattenbarger in two separate chapters of Administering the Community College in a Changing World discuss the implications of social and cultural change and new developments in economics and public finance, respectively, for community college administrators. Medsker emphasizes that old concepts such as hierarchy, line and staff relationships, and span of control are becoming less important as administration becomes decentralized with more involvement of faculty in shared decisions.

Wattenbarger, in the same publication mentioned above suggests that the old emphasis of business and budget has been replaced by the broader term of economics and finance. The latter term depends on the national economy. Along with this concept is the idea that the individual student who completes a program in the community college benefits the national society and not just the local community. Additional ideas include changes in sources of support and revision of tax structures.

The Department of Architecture at Rice Institute in Houston sponsored a conference in 1962 (10 Designs: Community Colleges) in which each of the 10 architects was assigned a typical but hypothetical community college case study. The architect translated the case study material into sketches and design plans.
Lorain County Community College at Elyria, Ohio, although not included in the 10 design studies, is a fine example of how the design of the campus and the buildings reflect the philosophy and the programs of the community junior college.

Penny Port in an unusual master's thesis translates the need of students and the philosophy of the community junior college into a well conceived plan for a student union.

Establishing Legal Bases for Community Colleges emphasizes the use of survey as an approach; financing and patterns of control are discussed, also.

The Commission on Legislation of the American Association of Junior Colleges prepared Principles of Legislation Action for Community Colleges. Seven principles are discussed. A chart is shown on page 9 which identifies the steps in establishing the college from authorization of the legislature through Step 13, enrollment of students.

Morrison and Martorana in Criteria for the Establishment of 2-Year Colleges discuss statutory and regulatory criteria; criteria items are presented for surveys.

Morrison and Martorana in State Formulas for the Support of Public 2-Year Colleges discuss support plans for current operating expenses and capital outlay.

Selected Book References


Annotated Bibliography

Legislation


This overview of the development of the junior college in California discusses the two-year college as an integral part of the state system of higher education.


Studies have been made and a master plan has been proposed by the Illinois Board of Higher Education which will improve the community college situation in Illinois.


Representative Green (Oregon), chairman of the congressional subcommittee on higher education, makes some observations about the implications of federal legislation for junior colleges.


The state's Junior College Board is now planning expansion of the system of two-year colleges proposed by 1963 legislation.


Ingler explains the reasons for a set of specifications for a new community college in the state of Ohio. He advocates that Ohio needs an enabling law which would allow substantial new programs to come into existence insofar as the people are willing to invest in them. Other proposed new state policies for higher education are also discussed.


Now that community college legislation has been passed, the major tasks now confronting Hawaii include facilities construction, curriculum development, and staff recruitment.


MacKay reports on public interest and new legislation in New Jersey. He predicts that New Jersey will soon be a strong junior college state.


A summarization of pertinent laws affecting community colleges in each of the states, Puerto Rico, and the United States territories was compiled with visible trends indicated.

This is a report of the eighth biennial survey of state legislation action concerning community junior colleges.


The authors report on junior college state legislative items (1960-1962) which were introduced, but failed to become laws. These items are summarized and their implications for junior colleges are discussed.


A new California law makes it harder to fire probationary teachers which has had an effect upon faculty selection and evaluation policies in California public junior colleges.


The place of the community college in the work-study program is discussed in this article.


The community college enabling legislation passed by the Iowa General Assembly during the year 1965 was discussed, and possible future legislation was indicated.


Reported in this article are the governor's recommendations for education beyond the high school that affects junior colleges in Texas.


The responsibilities of junior colleges in retraining are discussed in this article as well as how these institutions are responding to demands placed on them by this program.

"Two Legislative Landmarks in One Month," *Junior College Journal*, XXXIV (February, 1964), pp. 4-5.

The provisions and implications of the Higher Education Facilities Act and the Vocational Education Act are discussed in this article.

Organization


A three dimensional model of the organization of the community junior college is presented with an illustration and discussion. The basic concept is that of the solar system represented by the student body as the sun with administration and faculty and curricula orbiting around the student body.

This article is a discussion of the factors that need to be studied in establishing satisfactory local administrative school districts.


The authors--experts in the field of education and architecture--discuss what special facilities they believe a community college should or should not include in its design. Eight designs are shown, each representing a separate concept of community college facilities.


The establishing of a community college in Freeport, Illinois, led to the development of the Freeport Community College Foundation. The Foundation functions to receive, manage, and solicit funds for the continuance and growth of the college.


Here is a checklist for the selection of junior college sites. A brief explanation on the use of the checklist precedes it.


A study was conducted and recommendations presented for the administration and organization of a multicampus community college.


Multicampus community colleges present many new problems for the administration and organization of instructional resources services.


Attention is directed toward the need for expanding technical-vocational training opportunities; a brief summary of degree granting junior and community colleges in Washington is also given.


A description of the plans for Leeward Oahu Community College and how they deal with three major problems: (1) design for incremental development from 2,000 to 5,000 students, (2) compactness for small acreage, and (3) flexibility to adapt to future changes in instructional methodology.


Based on the military concept of a cadre of experienced personnel to perform organizational tasks, the author suggests a cadre or corps of specialists to do the initial tasks of organization for new community colleges.

Starting with some formidable handicaps, particularly a state law virtually forbidding a community college in the county, this article describes how Tacoma's first community college came into existence.


An illustration of how to develop and organize a multicampus junior college in a large metropolitan area based on an examination of the Miami-Dade Junior College.


Two experts of the community college tell what has to be done to start a community college, how and where to get the teachers, and how much it will cost. Also discussed are how to use the survey in determining the need and want for the two-year institution, what administrative officers are needed and what they do, and general procedure and problems encountered.


Patterson lists various factors that must be considered in predicting space needs for junior colleges. Two formulas for expanding existing campuses, and estimating classroom needs on a new campus are also discussed.


Many considerations have to be made when considering a site for a prospective junior college. Such considerations as location, size of site, accessibility to site, soil and contour conditions, and shape of site are briefly discussed.

Patterson, Dow. "Is Your District Ready to Start a Junior College?" Nation's Schools, Vol. 74, No. 3 (September, 1964), p. 66.

Questions and answers related to starting a community college comprise the first portion of this article. The second section contains twelve steps to take in developing a junior college program and its facilities.


The theme is the need for flexibility in planning educational facilities on the junior college campus.


A look at changes in employment patterns brought about by automation leads to a discussion of the role that can be played by the two-year college offering transfer and semi-professional programs, and as an institution offering non-credit remedial work and vocational training.

The selection of a president may well be the most important decision of a governing board. In this article Priest discusses a useful approach to the drawing up of key questions which will help clarify what board members expect from a college president.


The author relates various means through which guide lines may be given to encourage states to provide for sound systems of junior colleges.


The five papers presented at the conference are included plus some of the questions and comments from the discussion that followed each presentation. The closing remarks of S. V. Martorana sum up the accomplishments of the conference.


The business manager of Manastas Junior College, Florida, draws upon his knowledge and experience to outline a timetable of the logical sequence of events in beginning a junior college.

"This College Rents Its Classrooms," *Educational Executives' Overview*, Vol. 4, No. 3 (March, 1963), p. 44.

Some community colleges begin by renting space from another facility. In this article, major points of the agreement between a community college and a local high school are discussed to show how a solution may work well or result in problems.


Visser uses three administrative organizational charts, under which Grand Rapids Junior College has functioned from 1957-1960, and discusses the rationale for each.


The author interviewed junior college presidents and general authorities in the field to establish criteria for the formation of junior college districts. The results of the survey are included in this article.
Planning a community college plant is a task that involves many "publics," including the board of control, students, faculty, the community, and the donor or donors of private funds. The administrator must perform an objective coordinating role in cooperation with these individuals and groups.

This case follows a new president in his study of the existing services and his suggestions. The opposition he meets among faculty members in trying to institute more vocational education provides an open question for the reader and is left unsolved.

The administrative organization of educational institutions is reviewed and scrutinized. The differences between formal and informal organization are also discussed. A discussion of the specific administrative behaviors and practices in two-year colleges is presented. The last four pages of the text are devoted to the articulation of various issues confronting junior colleges, as well as many topics for suggested research.

The perceptions and expectations of a junior college dean held by students as compared to those held by the professional staff, including the dean himself, are reported in this article. Twenty public two-year colleges were chosen and the Leader Behavior Description Questionnaire was administered. An extensive group of charts reveals the results obtained.

Various aspects of attrition in the junior college are presented. First, a common core curriculum for every student to follow in his initial term, and second, simultaneous testing and counseling for purposes of guiding and eventually screening the student for a major course sequence.

The St. Louis Junior College District experiments in using a computer to plan facilities for a new campus.

This article is a very brief sketch of the categories analyzed by
the author as he studies various aspects of higher education. Among the categories briefly described are: purpose, product, structuring, resources, controls, environment, and historical.


A summary of the most recent 1965 activities of the Commission on Administration.


Within the next two years, Pine Manor Junior College will move from its current site in Wellesley to a campus in Chestnut Hill, seven and a half miles closer to the center of Boston. This article considers some of the problems encountered in such a move.


This is an extensive list of suggestions on junior college campus planning compiled by a jury of experts consisting of architects, college administrators, and planning consultants. The author discusses the role of the faculty, students, and citizens in this planning.


Examines some of the problems arising from current admission and retention policies in California junior colleges and suggests some possible solutions.


An explanation of the need and value of training for junior college leaders is given, along with a listing of institutions providing such training. The value of internships is cited, and four essential phases of internships are identified. The training of several individuals in various institutions is also described.


Guide lines are presented which aid Board of Trustees of community colleges in creating a climate which is conducive to creative, ambitious, and satisfying work by college staff and faculty.


Discussed here is the role of the community college in vocational-technical education and that of its president, acting as a leader, in promoting this function.


Seven questions must be answered by junior college and community college administrators in the near future. The questions include the role of the junior community college, the teachers, counseling services for students, curriculum innovations, and instructional devices and techniques.

Johnson describes the Leadership Program developed at ten universities under a grant from the Kellogg Foundation. He also elaborates on two publications that describe these programs. One publication studies attitudes of administrators, while the other analyzes two-year college presidents' reports.


Reported here are the results of a survey of fifty-one California public junior colleges conducted for the purpose of analyzing their faculty handbooks.


Internship experience for administrative trainees has, in recent years, gained stature as an important step in professional preparation of college administrators. The authors discuss this kind of learning experience.


From the result of a survey devoted to analyzing the annual reports of several junior colleges, the author makes specific suggestions designed to increase the usefulness of this valuable report.


Koontz discusses why he feels management is the most complex of all jobs. Although "authority" is the key to the managerial job, "responsibility" is the word being used more frequently, because "authority" implies negative authoritarianism. Koontz recommends that administrative procedures be developed only when absolutely necessary, since too many procedures tend to keep people from thinking in an organization.


Current issues, created by the rapid development of the junior college movement, are identified and discussed by the author. Some of the issues discussed include the open-door admission policy, finance, federal control, articulation, transfer and terminal ratios, and academic rank.


Listed and examined are the five progressive procedural steps considered by the author to be essential in effectively conducting an institutional self-study.


The need for and advantages of lines of responsibility in junior colleges are described. The author suggests that lines should be drawn so that successive steps in appeal are established. It was concluded...
that management is an art which must be constantly refined but can never be reduced to a mathematical equation.


Medsker briefly discusses the importance of responsible and imaginative junior college leadership. Problems and responsibilities are mentioned. The leadership training program set up by the W. K. Kellogg Foundation are also discussed.


This plan for the improvement of the junior college program proposes action under four headings: service, information exchange, research, and involvement.


An analysis of the salaries of presidents or chief administrators in junior colleges is presented. Some of the trends in salaries are discussed.


A plea for greater individual and staff autonomy in the administering of the units within a multi-unit system.


Public junior colleges can have successful alumni programs even though many graduates transfer to senior colleges.


Priest lists ten "do's" and six "don'ts" which a new junior college president might do well to follow.


Faculty and administrator relationships in junior colleges are analysed. Problem areas identified are relevant to California. However, it was generally concluded that neither administrators nor faculty should "go it alone," but that the future success of the junior college movement is directly related to the type of working relationship which is maintained between faculty and administration.


An admittance program is outlined that would engage the faculty in interviewing and selecting future students. Necessary clerical forms, charts, and other evaluational instruments are presented.


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A thorough discussion of the relationship presently existing in two-year colleges between faculty and administration pointing out trends that are taking place and the steps that should be taken to insure a smooth, efficient policy formulation procedure.


Effective administration within a workable organization is a reflection of competent personnel and adequate structure. This study shows the top level organization in 129 public and private junior colleges.


The administrative staff of the community college plays a significant role in establishing new and unique curricula.


The new breed of American junior college presidents appears to be more qualified in terms of experience and education.


A study of various principles of social structures is presented. Discussion is held on the relationship of administrators to the individuals being governed. Selznick concludes that it is difficult to combine a transfer student program with a vocational student program, and a guidance program as well; therefore, would it not be better to reverse the trend toward the general community college?


Guidelines used to implement a self-evaluation study at Manatee Junior College are presented. Cost figures are also included.


This is a brief listing of the items that should be considered in establishing teaching loads in the junior colleges.


The objectives of leadership training are similar to the objectives of junior college administrators. Five problem areas are discussed. These involve the atmosphere of the organization, variation in status between various staff members and members of the group, empathy or social sensitivity as the ability to understand another individual accurately, interpersonal communication, and content versus process.


Attention is directed toward the need for and advantages of a food management service in colleges. Those facilities existing on the campus at Endicott Junior College are thoroughly examined as an example of what should be.

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Steps involved in a complete administrative reorganization of Grand Rapids Junior College (Michigan) are presented.


Suggestions are made by this author to improve the Kellogg Foundation Leadership Programs. Her recommendations are made on the basis of her participation in a Leadership Program at the University of Texas.

Campus Planning


The relationship of architectural design to the learning climate is traced through the objectives and specifications, functions, campus size and organization, material, and style.


The plans and designs of Foothill Junior College are discussed from an architectural point of view. Seven pictures and two diagrams give some idea of the building plans of this Los Altos, California campus.


The dedication of Corning Community College in New York is described as well as the physical plant and historical development.


Skagit Valley College has a new easily convertible little theater that has a regular proscenium stage with an auditorium and a complete arena theater.


Procedures in analyzing and determining needs, concepts, and conditions of a building project which should influence its design. Special attention is given to cooperation between educators and architects.


The article presents ideas and innovations for community college design with seven case studies that illustrate the principles of master planning.


Consideration and methods of selecting a design team, with particular reference to architect, fees, engineering services, landscape and interior design, special consultants, master planning, and the working relationship between the educational team and the design team.

Hatheway Hall, Monticello's new Theatron, its unique architectural design uniting the new and the old, its classic white columns adding beauty to both exterior and interior, stands as a distinguished landmark and cultural focal point on the Monticello College campus.


The authors point out the incongruity of paying liberally for architectural planning and making few allowances for the educational counterpart in the facility planning processes. The importance is stressed of systematized planning through a district master plan, educational specifications, and room specifications.


At Rice University in Houston, a ten-day workshop was sponsored by Rice's department of architecture and the Ford Foundation's Educational Facilities laboratories. Specialists from ten prominent universities were invited to design ten different colleges. Ten hypothetical, but typical, situations were set up with differences in climate, size, economy, and students. The results and sketches are presented.

Internal and External Controls


The implications of the Compact on Education for the community college are discussed.


Discussion of conflicts of interest between local businessmen and political groups and the college or college-related personnel. Safeguards including group oriented procedures and conflict avoidance are elaborated.


A report is given on the Compact on Education between the governors of several states which when expanded will help to improve the educational programs in each and all of the states cooperating.


This report is concerned with the legal and extra-legal aspects of external curriculum control of the public junior college, and is focused upon the board of control and its members.


The results of a study of the academic probation and suspension practices of locally supported and controlled public junior colleges in Florida.

Hall believes that autonomy of control and a precise designation of an authority figure will help to enhance the junior college image and enable it to achieve its purpose.


A discussion of faculty evaluation of administrators is presented.


After a thorough discussion of California public junior college board policy manuals, the author makes recommendations for planning new policy documents or revising old ones.


In addition to believing that junior colleges should de-emphasize the transfer function, the author advocates local control. Six reasons are presented to support his beliefs.


State control of community colleges can offer advantages regarding over-all planning and utilization of resources.


Palmer contends that junior college accrediting teams in the state of California should include junior college faculty members. The reasons for this inclusion are discussed at length.


This article posits three basic responsibilities of the community college board: (1) confirming the objectives of the institution, (2) adopting policies intended to realize these objectives, and (3) evaluating or appraising the results of institutional policies.


Two representatives of the Cook County College Teachers Union present their views on the causes of the recent teachers strike at Chicago City College and the implications arising from it.
Financing


A report of the Citizens Committee on Higher Education set up to consider the long-range problems of higher education in Michigan. The committee recommends a state appropriation of $135 million for higher education with an additional $12 million for the community colleges for the year 1964-1965.


It is important that community college administrators know the sources of private financial support for community colleges.


Senator Case extols the unusual advantages of the community college program and singles it out for emphasis and assistance in any broad program of aid.


In addition to an analysis of state appropriations to higher education in general, Chambers provides an account by state of aid to local community colleges. The amounts for the years 1959-1960 through 1962-1963 and the gains made are listed.


This is a brief analysis of the 1961-62 tuition and fee charges to full-time students by public junior colleges. The differences in charges for resident and out-of-district students, and resident and out-of-state students are also analyzed.


Tuition and fees to students in public junior colleges are increasing, including out-of-district and out-of-state fees.


A summary of some of the successful procedures utilized by Bennett College for fund-raising campaigns are discussed by the president of Bennett College.


There is much evidence to indicate that financial support is available to the private junior college if it will organize an effective
program aimed at securing this aid.


An introduction to the top men in the USOE divisions that administer most of the programs affecting junior college.


This article is divided into two sections. The first gives a general summary of the purposes of the community college. The second part is devoted to a discussion of the need for the public community colleges to receive state aid.


An analysis and history of foundation support to junior colleges is provided in this article. Some rudimentary information on how to apply for foundation support is provided.


Jarvie contends that a major responsibility of the community college is to develop public understanding and support for these institutions. Flint College, Michigan, is cited as an example of how much a community college can develop with the public's support.


Investment in community colleges means economic returns for the individual, society, and the nation.


This study reports data relevant to the following topics with respect to how the community college dollar is spent in New York: budget distribution, cost per student, student-faculty ratio, average full-time instructional salaries, and a comparison of student-faculty ratio and average faculty salary.


This article provides a brief discussion of the types of financial aid available in California Community Colleges, the criteria used for selection, and the method of administering these programs of financial assistance. The author concludes with a plea for greater support, better administration, and proper evaluation.


The changes in salaries of junior college administrators between 1957-1958 and 1959-1960 are presented in this article.

While granting the increasingly large role to be played by the community college in the nation's future educational plans, the author contends that financial aid for the junior college will willingly come once the need is demonstrated. He further contends that improvement in education must come from the bottom up rather than from the top (federal aid) down.


Schultz, a professor of higher education at Florida State University, discusses a plan developed at his institution to provide a substantial number of scholarships exclusively for outstanding graduates of the state's junior colleges. The benefits of such a program are also discussed.


Stivers briefly outlines a method for determining departmental costs for instructing students.

Thomas, Charles W. "Financing the Public Community College: A Summary of Local Taxes, State Aid, and Student Tuition as Sources of Revenue," Junior College Journal, XXX (February, 1961), pp. 308-312.

The author presents an informative discussion of support in terms of local taxes, state aid, and tuition. He concludes by stating that two-year colleges need to seek other sources of revenue such as federal aid and business and industry. Increased tuition and more efficient college management may also be part of the answer.


Contained in this article is a comprehensive discussion of the various means of financing the public community college.


This is a report of a survey conducted in 1957 by the American Alumni Council and other agencies in an effort to determine how far junior colleges have progressed in planned programs of fund raising.


Pasadena City College Bank is designed like a commercial bank. The College Bank in this California junior college offers many services to its student body of 9,000 and to the faculty and staff.
Public Relations


Recorded in this article is the thinking of an audience at a junior college meeting in Memphis concerning some principles commonly used in discussing the development and operation of junior colleges.


Discussed here are the form and function of educational articles about the local college that appear weekly in two local daily newspapers.


North Carolina has been slow to develop tax-supported community colleges although progressive enabling legislation and strong community interest indicate a bright future for further development.


This article describes a precedent-setting design by which integration was achieved in Florida at Miami-Dade Junior College.


Conveying the junior college message to the community is an ever-present challenge calling for imagination, ingenuity, and persistence. In Miami, Florida, Miami-Dade Junior College has employed a variety of approaches to meet this challenge.


The author encourages visitations to American junior colleges by foreign educators and describes an appropriate itinerary for such visits.


A report on some conferences in California which discussed the relations of the church and the community college movement and ways in which they can complement each other's efforts as community institutions.


Methods of attracting students through literature in display racks, recruiting by manufacturing firms, and coordinators who search the community to determine the current training needs of business and industry are discussed.


Attention is directed toward the need for a good program of public relations to establish rapport between the local institution and the
community. A method for achieving this is outlined.


Parents may not use the same criteria as educators, but they can judge a college by personal experience.


Unique public relations problems fall into three categories: status, identity, and autonomy.


The AFL-CIO recently gave community colleges a big endorsement. The reasons for this support are discussed.


This article discusses the conception and development of the idea for Junior and Community College Week at Port Huron Junior College in Michigan.


Public understanding and support for the junior college movement can best be obtained through personal contacts and personal persuasion.


There are so many diverse types of junior colleges that any attempt to create an inclusive unitary image of these two-year institutions would result in a vague meaningless image without form or dimension.


San Jacinto College, near Deer Park, Texas, faced formidable obstacles in its formative period. This article relates how one college overcame public opponents, lawsuits, and even a hurricane as it went on to success.
V. THE TEACHING-LEARNING CLIMATE

This section deals with the teaching-learning climate which includes the following: learners; teachers; curriculum; instruction, media, and methodology; and library. Although students are considered in Chapter VI from the standpoint of behavior and student personnel programs, they are referred to as the learners in this chapter. Students as learners are the most important group in the academic community. As we have noted earlier, organization and administration exist to facilitate the work of the faculty with students in the teaching-learning process. There is no more important consideration than this psychological process in the entire junior college program, or four-year college program for that matter. Although motivation and learning theory are central to the teaching-learning climate, the writers in this chapter do not emphasize either topic.

A. Learners

Bossone and Blocker point out the need to understand the learner and his reasons for attending the community junior college. Nardelle studies the learning process of junior college students. Morton comments about the several roles of the entering freshman while Seibel reports on a study of high school seniors who enrolled in junior colleges. Blanchett and Collins discuss the need for student involvement and applying the democratic ideal to students.

Gavins writes of the importance of vocational choice, and Collins in another article discusses the need for vocational counseling to help the student make an appropriate career choice.

Several of the writers deal with studies of academic quality. Cratty found no significant difference between transfer and non-transfer students at UCLA. Curry studied the relationship between reading grade placement scores and achievement in reading. Gustafson studied the relationship between the School and College Ability Test and first semester grades at Sheridan College. Holmes did a pre and post study of transfer students to Syracuse. Klityke found that junior college transfer students in Colorado succeeded academically.

Other writers discuss special phases of the program with implications for the learner. Brown and Richek conclude that male junior college students have poorer mental health than male counterparts at senior colleges. Cohen describes an honors program for superior students. Russell and Schults write in separate articles about the value of an honors system. Epler hopes students can be helped to achieve high moral values. McKibbin indicates concern for the low academic record of the drop out who may want to return. Meister, Morris, and Schults deal with admission practices and achievement and probation.

Finally, several writers express a variety of concerns. Liggett points out some misleading ideas about the community junior college. Strawbridge stresses articulation with senior colleges. Thurston discusses the junior college student in a metropolitan area. Whitaker urges that students be helped to attain honesty and integrity. Wilson discusses Phi Theta Kappa, a national scholastic honorary for junior college students.
B. Teachers

The term "teachers" was selected rather than faculty or instructors to balance the term "learners" so that the teaching-learning climate would have full meaning. The learner can learn without the help of teachers, but probably the teacher can make the learning process more effective than would be possible, otherwise.

For the most part, the role of the teacher in the community junior college is understood and reinforced. He does have a close relationship with students. He does try to be as effective as possible in the teaching-learning process.

The major concerns expressed by the writers in this section are: improving the relationship between faculty and administration, preparation and recruiting of faculty, and academic rank.

Improving Relationship Between Faculty and Administration

Dunn, et al, stress involving faculty in policy making as an important means of reducing tension between faculty and administration. Homer comments that faculty committees need to be important within the organization. Magonis discusses the importance of an advisory council. Weldon refers to faculty participation in planning a new science hall at Mesa College.

Lombardi and Winter in separate articles refer to a new regulation for junior colleges in California which requires an academic senate. Vavoulis suggests a Council of Teaching Faculty to give faculty a formal voice in government.

Fram discusses the faculty role in the control of higher education. Garrison discusses faculty perception of problems and needs. Hendrix, in two separate articles, relates administrative policies and procedures to the life-records of faculty and to faculty characteristics.

Preparation and Recruiting of Faculty

Eurich deals in a general way with this problem of finding and utilizing staff effectively. Graybeal presents an analysis of faculty salaries which is one factor in recruiting staff. Tillery lists recommendations for recruiting.

Academic Rank

Blocker comments that the tendency to give academic rank in junior colleges is increasing. Freeberger and Crawford discuss criteria and rationale for academic rank while Harrington presents a survey of attitudes about academic rank.

Hendrix presents the pros and cons of this practice; in another study (California J. of Educational Research) the same writer studies the relationship between rank, evaluation, and tenure to the life-record data of faculty.

Moore suggests that there may be more important considerations for faculty than academic rank. Tillery hits at the nub of the problem when he indicates that awarding rank is only an indication of indicating the status of the four-year college and university in selecting, orienting, and evaluating faculty. Maul states that competent faculty is a major problem for junior colleges. Smith describes a cooperative teacher training program between junior colleges and a university.

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In the article, "Need for College Teachers Grows," the point is made that approximately 30 per cent of new junior college teachers come from high school ranks and 24 per cent from graduate schools.

Kennedy and Kuhns in separate articles stress the value of the part-time instructor who contributes valuable experience and knowledge from a full-time job in the community.

Other writers in this section deal with points which are related to those major headings discussed above. Blocker, for example, in two separate articles discuss an inventory to measure faculty morale and criteria to determine faculty competency. Daniels and Kiernan are the lone voices urging that faculty take responsibility in counseling students. Canavan discusses the rewards and responsibilities in junior college teaching. Eiss suggests teacher conferences to solve problems in an academic area.

C. Curriculum

Diversity is the best word to use in characterizing the community junior college curriculum. Even a number of the private junior colleges show some inclination to experiment, but for the most part the curriculum in these institutions reflects a traditional liberal arts approach. The community junior college is like the Seabees of World War II fame in that there is a "can do" philosophy. If there is a documented need to be met in the community, sooner or later the junior college takes on the assignment.

This comprehensive program is a normal outgrowth of the philosophy and objectives of the junior college. The "open door" admissions policy results in extreme patterns of student ability and interests. The intent to meet the needs of the local community results in a multi-pronged approach. Adaptability to new needs in the community is an advantage which is in contrast with the more inflexible program of many four-year colleges. After all, the curriculum is a pattern of organized learning experiences implemented by methodology, facilities, and the gestalt of the teaching-learning process.

Although there is no common curriculum pattern for all community junior colleges, most of them have the following programs: technical and semi-professional which includes, for example, the various technologies in engineering, business, and agriculture and nursing and the health sciences; the transfer or liberal arts program for those who plan to continue at a four-year institution; the general education program which forms a base for the other curricula; the opportunity or remedial program; and, finally, the adult or evening program.

Even though there is a constant pressure from many sources to emphasize the liberal arts program, the fact remains that only approximately one-third of those who complete the two-year program transfer to a four-year institution.

Most of the writers in this curriculum section which is the largest section of all deal with various programs in the technical and semi-professional curriculum. Approximately 35-40 articles are in this area. If one is interested in nursing and the health oriented programs, he can turn to articles by Brown, Conklin, Hensler, Light, Nadeau, and Steiner.

Among those who write about business education are Averill, Gorton, Howard, Kurtz, Lots, Nardelli, Ostrum, Streitelmeier, and Thompson.

General concerns and innovations in technical and vocational education are expressed by Cotes, Edinger, Glasser, Harris, Henderson, Price, Rapp, Reynolds, Sandall, Seay, and Young, to mention a few.
Several writers emphasize the importance of the honors approach. In this group are Bogdon, Bradshaw, Dannick, Dawson, Eldersveld, and Swets.

Colvert reports on a survey of the legal and extra-legal aspects of external curriculum control in 136 private or independent junior colleges.

Burnett concludes from an analysis of 25 studies of the relationship between a prescribed pattern of high school units for entrance requirements and academic success in college that there is no significant relationship. Academic success in college seems to be a matter of individual intelligence and motivation rather than whether the student has had three units of foreign language or science or English, or vocational courses. If such a conclusion is justified, the community junior college with its unrestricted admissions policy can be honest in planning a curriculum that does not depend on the myth of completed high school units.

D. Instruction, Media, and Methodology

This section is shorter than one might expect, because some of the articles have been included in other sections, for example, "Curriculum," and "Teachers." Often it is difficult to put one label on an article that may fit into several categories. There is the possibility, too, that the teachers are so involved with students and media that there has not been much incentive to write about what one does operationally every day. One suspects, moreover, that some of the specialists who contribute to the literature about teaching in the junior college may not be classroom teachers.

This section is an integral part of the teaching-learning climate. The interaction of learners and teachers in the learning process can be facilitated by appropriate instruction media and methodology. To complete this gestalt of the interaction process among the learner, teacher, and learning resources, the library and learning resources will be presented in the next section.

What one does and how one does the job of relating the learner to learning experiences, depends on how the individual teacher perceives his role within the context of learning theory. If we assume that the learner can learn but that the teacher may not teach, we have to infer that the role of the teacher is that of a catalyst or emotional conditioner. The teacher attempts to arrange the conditions for learning so that the individual student perceives that the learning will be meaningful to him. Sometimes the old Thorndikian adage of arranging for the learner to learn and reinforcing that learning is a sound guide line. The major intent of the teacher is to differentiate the learning process so that the individual student will have the maximal opportunity to accomplish the objectives which should result in the desired learning outcomes.

Motivation and learning are central to the educational task of the college. Learning occurs when the pattern of responses becomes more or less permanent to one or more stimuli. This suggests a change in behavior, so learning really occurs when the learner becomes different in some way (attitudes, understanding, values) than he was before.

Motivation is an important part of the learning process. Unless the learner perceives some meaning in geology or calculus or English literature for himself, he may not learn very much. The teacher has to know the learner as an individual in order to help him relate a need to a goal and implement the process of achieving the goal.

Whether the teacher favors the lecture method or the discussion approach or contract method or the use of films and other audio-visual media, is
secondary to the importance of understanding how learning occurs.

Fortunately the teacher in the community junior college is aware usually that reinforcement comes from effective teaching rather than research, writing, consulting, and administering funded projects. Once this reinforcement pattern changes the community college will lose an important part of its unique flavor.

Some of the writers in this section deal with general concerns such as the importance of effective instruction. Hard takes a general approach to show how the college can improve teaching by a desire to improve all the parts—objectives, curriculum, methods, and materials. Chapman urges that new ideas and methods be used if teaching is to be effective. Collins warns that a high attrition rate is not necessarily a reflection of high academic standards; he points out that evaluation must be related to philosophy and objectives. Garrison, Kepel, Rapp, and Turano emphasize that the student is central to the learning process and that effective teaching should have first consideration. Most of the writers in this section report techniques or instrumentation without dealing directly with learning theory and its implications for the teaching-learning process. Berkman, Silberman, and Tickton, respectively, point up the importance of educational television, teaching machines, and audio-visual aids in general.

E. Library

Although the writers in this section indicate the importance of the library in the teaching-learning climate, there is little thinking about the "library college." This concept suggests that the library becomes the center of learning. In this sense the library is no longer a place where students go to read books and journal articles but an exciting arena of active learning with facilities for programmed instruction, individual carrels, and two-way communication between the student and the teacher. It becomes a laboratory much like learning from an experiment in chemistry or building a small generator in the electrical engineering technology area.

Some of the writers, Douglas, Shores, and White, stress that the library has become an integral part of the teaching-learning process.

Hallenbeck and Harvey urge that the library which is carefully planned will contain innovations to reinforce effective learning.

The essentials to meet the standards of the American Library Association are stressed by Hirsch, Johnson, and Tanis and Jacobs.

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Representative book and monograph literature is included to supplement the journal literature. There seems to be an emphasis on teachers and programs with minimal attention to motivation, learning theory, and the dynamics of the teaching-learning climate.

Dwyer in Administering the Community College in a Changing World (Chapter 10) discusses in succinct manner how programs develop from philosophy. He points out how problems develop as the community college tries to be consistent in implementing this commitment to the diverse age and ability groups in the community.

Gleazer in New Directions for Instruction in the Junior College (pages 25-29) discusses the problems of special preparation of teachers for the
junior college. Some combination of internship experience and graduate work seems desirable, but the few efforts at a national level have not been highly successful. Somewhere along the path the trainee succumbs to the research influence of the graduate school and loses interest in teaching. Without the proper orientation to philosophy and programs, the new teacher begins to feel frustrated in the community college setting.

Stoops establishes four major principles that differentiate faculty in the community college from colleagues in other units of higher education. His section in *The Community College in Higher Education* (pages 51-59), also, identifies four major areas of concern as far as starting is concerned: the college parallel program, the technical programs, the occupational and recreational programs, and administrators and service personnel.

Three of the references are excellent to clarify one’s understanding of the range and complexity of the various programs which are a part of the curriculum of many community junior colleges. Gleazer discusses and presents outlines of occupational programs in *American Junior Colleges* (pages 35-50). Another excellent feature of this seventh edition of the junior college directory is Appendix Three which groups junior colleges according to such occupational programs as accounting, agriculture, architecture, business, data processing, liberal arts, nursing, and secretarial.

Harris in *Technical Education in the Junior College* develops a rationale for the need for technical education, steps in curriculum planning, evaluation of programs, and details of the two-year curriculum in numerous technical and semi-professional programs.

Harris in a recent publication, *Developments in Technical and Vocational Education*, focuses on the special contributions of the community junior college (pages 45-52). These major programs are: occupational education, college-parallel education, student personnel services, general and continuing education, and community services.

Selected Book References


Annotated Bibliography


At the College of Marin, a thirty-nine-year-old junior college in Kentfield, California, students are fiercely proud of the part they have played in planning their new college center.


A clear and concise definition of the term "comprehensive community college," and a brief explanation of this institution's roles are presented in this article. Three case studies demonstrate some of the various motivations and reasons that some people have for attending the community college.


An understanding of the junior college student is proposed in terms of his abilities, personality, and social milieu so that his educational needs may be fulfilled.


A recent study of mental health problems of junior college students, facilitated by the use of the new Brown Self-Report Inventory, supports the hypothesis that male commuter junior college students have relatively poorer mental health than male residential senior college students.


This article identifies fifteen features of a full honors program as recommended by the Inter-University Committee on the Superior Student.


Some needed research in student personnel work, particularly in vocational counseling, is identified.


This article takes the stand that the fundamentals of the democratic ideal are not practiced in higher education and that they should be extended to include students.

Cratty, Bryant J. "A Comparison of Selected Pre-Teaching Competencies of Transfer and Non-Transfer Students," Junior College Journal, XXXI (October, 1960), pp. 78-81.

Cratty reports on a study conducted at UCLA involving a comparison...
of grade point averages, scores in a motor ability test, and a comparison of instructor's ratings on thirteen qualities which were deemed important in the effective performance of future teachers of physical education. Findings showed no significant difference between transfer and non-transfer students in the areas studied.


These authors review the results of a study conducted to determine the relationships between the reading grade placement scores and mental grade placement scores, between measured achievement and anticipated achievement in reading vocabulary, and between measured achievement and anticipated achievement in reading comprehension. Implications and recommendations for other studies are made.


Explained here are the functions and responsibilities of California's Committee on Moral and Spiritual Values.


Givens stresses the importance of vocational choice to changes in the individual's self-structure. Attention is also given to the educational implications of this choice.


The results of a study to determine the relationship between the School and College Ability Test, Form IA (SCAT) and first semester grades earned by freshman students at Sheridan College.


This is a comprehensive report of a study of academic work and grade point averages prior to and after transfer from two-year institutions to Syracuse University.


Deals with a study to determine whether or not former students of junior colleges in Colorado are academically successful after they transfer to a senior institution devoted primarily to training teachers. The general conclusion is that these transfer students are as successful as are other junior college transfers, but they are not so successful academically as native students.


Using different counseling techniques the authors completed a study to determine if one technique was superior to another in helping potential drop outs. No significant difference was found.

A narrative in which Leggett explores some of the common but misleading viewpoints held by those who survey the junior college scene.


Using two case studies the author discusses the need to find a way to alleviate the problem of the poor academic record and its impact on the college drop out who desires to return to college.


Excerpts of a speech at a symposium of admissions officers explaining New York City's College Discovery Program, a special admissions program at NYC community colleges.


The authors evaluate special admissions practices through a detailed and comprehensive discussion of a project conducted at the Bronx Community College in 1959 with New York City high school graduates who had been refused college admission.


This is a discussion of the several roles an entering freshman at a junior college must play.


Nardelle explores the learning process of junior college students and various influential factors. He concludes that the learning patterns differ from four-year college students but recommends further study to substantiate differences.


Stated are the values of good honor systems on college campuses and the techniques involved in achieving them.


Drawing from the findings of an investigation conducted by Florida State University, this article deals with the effectiveness, assumptions, and methods of existing academic probation and suspension practices of public junior colleges in that state.


Extensive report of a study, with numerous supporting tables of data, indicating that honor students are not penalized by taking their
first two years at a junior college, and that the quality of instruction was superior to that received in senior college. Aspects also tabulated are personal characteristics, reasons for attending junior college, and activities following junior college.


A new study of a national sample of high school seniors adds some information pertaining to ability and achievement of students entering junior colleges.


This article describes and recommends the principles established by Florida's program for improvement of articulation between secondary schools and institutions of higher education.


Focusing on Montgomery Junior College, the author uses data compiled during the past several years to describe students in a community college located in a metropolitan area.


This is a report describing the manner in which Chowan College, Murfreesboro, North Carolina, treated the issue of honesty and integrity on its campus.


Outlined here are the objectives and organization of Phi Theta Kappa, a nationally recognized scholarship fraternity for the junior college.

**Teachers**


The authors report the development of an instrument designed to make an inventory of faculty morale. Evidence elicited by this instrument indicates that such studies are desirable.


This study reveals several important trends. While academic ranking in junior college has slowly but steadily increased for many years, an exhaustive review of all available substantive information on the subject reveals a dearth of reliable information on the development and application of such personnel policies in two-year colleges.


Determining criteria and comparative roles is important in discovering whether community college faculty are competent.

This is the text of a speech presented at the 42nd AAJC Convention in which the author presents his views concerning the rewards and responsibilities of junior college teaching.


The effective role of the faculty in the community college counseling program is discussed.


Faculty participation problems are solved in the Peralta Junior College District of California by the creation of a council to implement faculty involvement in policy making.


Four recent conferences among science instructors from junior colleges and four year institutions demonstrated the value of such meetings in solving problems in science education.


Warns of the increasing difficulty in finding able teachers, and offers some suggestions as to where to look for help and also on the more effective utilization of existing staff.


The problem of the widespread belief that scholarly research and excellence in undergraduate teaching are antithetical is approached with the idea that a teacher's competence depends on the time and opportunity available for professional development in both research and teaching skills.


Based on a Monterey Peninsula College program it is recommended that junior college faculty members should visit other colleges to gain ideas and innovations that will lead to improvement of their own institutions.


This article presents a discussion of the faculty's role in the control of higher education.


These authors discuss the rational for academic rank in junior colleges and the criteria for making such appointments.
There is a need for junior college teachers to develop professional and philosophical attitudes.

The author of the new book, Junior College Faculty: Issues and Problems, reports and comments on faculty perception of problems and needs in the general area of faculty/administration relations.

A detailed statistical analysis of faculty salaries for 1965-66 is presented with regard to such factors as percentage of change and sex differences.

A survey reflects attitudes of officials of state departments of education and state junior college associations.

The author made a study of full-time faculty at public junior colleges in Texas to test the hypothesis that certain administrative policies and procedures are related to certain faculty characteristics. A number of tables are provided for the analysis of personality factors.

The author uses the full-time junior college faculty in Texas to relate selected administrative policies and procedures to life-record data of faculty members. The three independent variables—rank, evaluation, and tenure—are charted against a long list of life-record variables.

This article provides empirical information that may be useful to those responsible for evaluating the relative desirability or undesirability of measurable faculty personality characteristics. Present additional empirical evidence shows that student environmental perceptions, which operationally define the objectives of colleges, are related to the presence or absence of academic rank policies.
Faculty committees represent an opportunity for institutional growth if implemented within the proper organizational framework.

Included here is a discussion of proposals and recommendations for the recruitment, selection, orientation, in-service training, and evaluation of part-time professors in higher education.

The results of a study of the qualifications and impact of the part-time instructor in junior colleges in Maryland and Illinois.

Insurance programs and benefit plans are studied at a number of junior colleges. Most of these institutions make possible group enrollment in basic hospital-surgical-medical plans, but areas offering least protection are group life insurance, major medical expense insurance, and disability income benefits. An upgrading of junior college benefit plans is needed if these schools are to compete successfully for first-rate staff members.

This study gave the characteristics of two groups of community college teachers—those who are student oriented and those who are subject oriented.

Across the nation, positions held by part-time faculty members represent a broad cross-section of business and professional life. By virtue of their full-time occupations, many of these part-time faculty members are able to make invaluable contributions to students.

Author of a best selling novel, Bel Kaufman describes her challenging job teaching English in a community college.

This article presents a background and summary of a report by a sub-committee of the AAJC Commission on Administration identifying those elements creating conflict between faculty and administration, and develops appropriate guidelines and recommendations for faculty involvement in policy making.
Legal action is being taken in California to strengthen the participation of junior college faculties in institutional policy making but there are indications that many problems still remaining will continue the rift between faculty and administration.

The community college teacher must become as interested in students as the philosophy of the community college implies.

This article is a brief discussion of the ground rules for teacher participation in political activities. Used as a frame of reference is the policy adopted by the Board of Trustees of the El Camino Junior College in California.

The facts brought to light in this study support the realization that the major problem of the years ahead will be to staff the rapidly expanding junior colleges with competent teachers. The preparation and source of supply of the new teachers are discussed.

Community colleges are evidencing some progress in raising the academic qualifications of faculty personnel.

An advisory council composed of faculty members could be of inestimable value in studying and making recommendations on the important problems facing a college. The truth of this statement becomes evident as the author reports the success of such an experiment performed at Yuba College.

There may be more advantageous means of securing and holding superior community college teachers than by academic rank.

A salary incentive plan was developed at Odessa College to create and maintain an atmosphere of academic excellence. The success of the plan is also discussed.

The distribution by field of teachers in junior colleges is studied.
according to highest degree held. The per cent of women teaching in junior colleges is charted for each field. Of the new junior college teachers, only 23.8 per cent came directly from graduate school, while 30.0 per cent had been high school teachers the preceding year.


Basic problems are involved when attempting to equate lecture time with lab work, committee work, counseling, and advising.


Should a professor be made to stay around the school and what exactly is his job? Pessen attempts to answer these questions.


This article is a brief discussion of the problem of academic freedom for faculty in community colleges. The author feels that until they are freed from high school chores, the faculty will not function effectively as teachers and scholars.


The idea of community colleges meeting community needs is exemplified by a cooperative teacher training program between community colleges in Michigan and the College of Education at Michigan State University.


"The discussion of the issues of academic rank in junior colleges will satisfy neither the more conservative administrator nor the more militant advocate of faculty authority." The author argues that faculty identification with the four-year college model and its institutionalization of professional rank "will undermine the comprehensive functions which give the junior college its unique character."


Presidential committees, federal agencies, and the Congress seek to encourage the training and utilization of technicians. A challenge facing junior and community colleges is to consider the feasibility of provid ing new or augmented educational opportunities in the technician field.


This article sets forth the outline of a utilization conference program directed by the federal government which has focused attention on engineering technicians.


Since World War II a new field of specialization has developed, that of technical writing and editing. Since our science and technology...
depend upon good communication, junior colleges have a responsibility to train the needed technicians.


A survey of the practices employed in recruitment of community college faculty in Michigan's community colleges was done in an effort to find new and more effective methods. Studied were: characteristics of colleges and administrators, sources and methods of recruitment, and faculty characteristics sought. Recommendations include increased efforts to recruit out-of-state faculty and greater cooperation between community colleges and graduate training institutions.


Proposed here is the establishment of a Council of the Teaching Faculty in order to provide the teaching faculty with a formal voice in the development of academic policy.


An excellent discussion of the community college's responsibility to the community for its extension of education. This is done by focusing upon a course offered senior citizens at Manatee Junior College in Florida.


A study of the number of courses taught and the extent of related duties of the faculty was conducted in twenty-four senior colleges and universities and twelve junior colleges in the Chicago area. The mean work load in the junior colleges is 11.6, while it is only 12.5 credit hours in the senior colleges and universities. Class plus laboratory hours per week is also greater in the junior college.


There was full faculty participation in the planning of Wubben Hall, the new science building at Mesa College, Grand Junction, Colorado. It is thought that the use of staff for planning has resulted in improved instruction.


A six-week summer in-residence institute is offered at Garland Junior College with support from the Office of Economic Opportunity and from private sources.


Consultant Winter discusses the steps leading to the adoption of the regulation mandating the establishment of academic senates in junior colleges by the State Board of Education of California. This resolution, adopted on September 11, 1964, allows for the formation of a "faculty council" in any junior college where the faculty requests it.

Wenzel outlines a four-semester sequence of social science courses for college.


Whitaker feels that the leadership potential of the junior college can best be enjoyed by complete dedication to its function as a truly liberal arts college.


A study of 204 junior college catalogs shows little variation in the programs offered by junior colleges.

Curriculum


Ely Junior College has originated a three-credit course in physical education called canoe camping as a summer offering. Taught by U.S. Forest Rangers and college instructors in northern Minnesota, it offers experience in nature study, boat safety, and canoeing.


The evidence presented in this study indicates that a knowledge of statistics is helpful to a community college graduate both in his further education and in his business career, as well as in his life as a citizen.


By focusing upon Maunaolu College, the author discusses the place and function of a music department in the junior college.


It is the author's belief that a year's course in modern drama belongs in a community college. It interests, excites, and causes students to examine universal values.


The Earth Science Department of Los Angeles City College is experimenting in offering an elementary science course taught in a foreign language.


This is a brief discussion of the merits of educational television.

This study provides a comparison of the level of achievement of an honors history class and a regular history section. Approximately 37.5 per cent of the honors students were equal to or above the highest score in the regular sections and 56.2 per cent were within the 'B' range.


The objectives, organization, and implementation of the science honors program at San Bernardino Valley College are explained.


Gulf Coast Junior College students majoring in teacher education are getting a chance these days to obtain valuable front-line experience before they ever begin their real battles in a classroom.


An analysis of how selected technology programs in high schools and in two-year colleges of New York State sought ways to initiate articulation procedures, including program offerings and information sharing.


Merits of the incorporation of the cooperative education approach into higher education are presented. The author feels these work periods in industry are very productive and enable the student to understand better the practical application of education.


A recent study of nursing education in North Carolina placed a sizable responsibility at the doorsteps of junior colleges. Recommendations made for North Carolina can be useful guide lines in other states.


This is a discussion of the philosophy and implementation of the objectives of the National Science Foundation Act of 1950. The implications for junior colleges are also presented.


These authors defend the vast array of new reference materials which are being used by students to defeat the purpose of the traditional book report.

Burnett, Collins W. "Studies Dealing with the Relationship between a Prescribed Pattern of High School Units for Entrance Requirements and Academic Success in College," Enclosure with September/October, 1967 Issue
An analysis of the research literature in this area between 1923-1964 indicates that there is no significant relationship between specific patterns of high school units and academic success in college.


Cates discusses the technical education program at Community Colleges and Technical Institute, Benton Harbor, Michigan.


Curriculum planning in the community college should be centered around the needs of the community. A curriculum designed for the training of teachers' aides is presented.


This report is concerned with the legal and extra-legal aspects of external curriculum control of these private junior colleges. Most of the administrators of these private junior colleges studied did not favor any increase or decrease in external curriculum control.


A discussion of the need to set aside one year for planning purposes before establishing a Registered Nursing Program in a Junior College. The author enumerates the tasks and problems that must be met during this year.


This article summarizes the results of a study conducted to determine the objectives and content of education courses that were offered in the sixty-nine California public junior colleges.


This brief article presents some of the basic problems encountered in establishing a geology curriculum in the junior college. Securing materials and facilities, anticipated enrollment, and teaching methods are problem areas discussed.


The aspects of community college curriculum evaluation are related in terms of their importance to officials and faculty, the specific profession or industry related to that curriculum, the students, and the public.

Corbman believes the only way to evaluate a curriculum is by questioning the graduates who experienced it. This questionnaire is examined in terms of its construction, pre-testing, follow-up, and verification of data.


Clark College, Washington, has developed a new approach to teaching English that has the advantage of keeping regular freshmen composition limited to those students who are prepared for it.


Cazenovia College recently introduced a unique seminar which allowed for both original research and for advanced work in a department-honors seminar. The experiment seemed to demonstrate that more capable two-year students could and would deal with problems in greater depth than was possible in a normal lecture-discussion classroom situation.


The tremendous growth of the two-year community junior college in many sections of the United States raises several questions of considerable moment to the economics profession. This article reports the results of two research projects looking into some of these questions.


A survey study by the Junior College District of St. Louis aimed at determining the need and developmental requirements for curriculums in dental auxiliaries.


This article deals with an experiment in sophomore honors English at Grand Rapids Junior College. Several recommendations for such a program are discussed.


Emphasis here is placed on the faculty planning period. This might include visits with other faculties, survey trips to community facilities, and developing the curriculum.


Delta, a two-year college in Michigan, offers a variety of programmed courses to adults on a rental basis. Course offerings and other details of the program are discussed briefly.

The development of a new curriculum presents many problems in program planning and obtaining the needed staff.


It is the contention of the author that by providing meaningful opportunities for the technical vocational students, and for adults seeking educational upgrading or enrichment, we are making a major contribution to society.


A discussion of a method of teaching the humanities that the author calls Functional which emphasizes the student's needs and desires.


Here are the aims and objectives, the selection process, and the administrative procedures of the Honors Program at Grand Rapids Junior College.


As the cultural level in this country rises, the two-year colleges can give new importance to the fine and performing arts and creativity. A six-point program is outlined to meet the critical staffing problems.


The rationale for developing a flexible curriculum is presented, followed by a list of eight guide-posts for judging the effectiveness of a program.


To test career decisions, a California junior college sends students who want to be teachers into elementary schools five hours a week during the freshman year.


This is the report of a study made during the summer of 1959 of twenty-nine junior colleges for the purpose of determining the existence and influence of marriage education courses at these schools.
It is the author's opinion that women should be educated for "three lives": (1) she must grow up to be a woman; (2) she must be educated for her years as a wife and mother; and (3) education for those many years when the children are all in school.

This study was done to determine the extent of course offerings in professional education in eighty-three junior colleges and to determine the opinions of chief administrators as to whether education courses should be offered in junior colleges.

The junior colleges are being called upon to assume a major role in meeting the great need for qualified manpower at the technician level. This article discusses eight significant junior college programs in technical education.

It is the author's thesis that effective continuing communication must be established among those agencies and organizations concerned with post-secondary occupational education.

Mrs. Glenn describes a one-hour credit course called Techniques of Effective Reading offered at the Community and Technical College at the University of Toledo. She feels that many academic problems result from limited reading ability.

The author attempts to identify practices designed to establish active relationships between school and community; to report activities used in business education programs for the purpose of establishing co-operative relationships; and to establish criteria to use in appraising the relationships between junior college business education programs and organized business groups.

Thirty criteria are proposed to establish effective co-operative relationships between junior college business education programs and organized community business groups. These criteria were rated by educators and businessmen from "essential" to "of no importance."

Gothberg believes that a journalism curriculum is an important college offering and that junior colleges should include courses in this area. He lists the advantages of providing guided training in this area and expresses the view that junior college journalism programs can help meet the increasing demand for well-trained journalists.


The analysis reported in this article provides an indication of what is being taught in junior colleges during this time period in certain specific social sciences, and reveals some of the historical and political emphases in these programs.


A special conference concerned with the social sciences and teacher recruitment in junior colleges was held at Yeshiva University in New York City. It dealt with the necessity of special training for faculty in two-year colleges and standards of instruction.


Pictures and diagrams of some of the athletic facilities at Foot hill College in Los Altos Hills, California, are presented. Listings are given of the full facilities available and athletic programs offered.

Harris, Norman C. "A Special Role in Engineering Education," Junior College Journal, XXXII (April, 1963), pp. 8-12.

This article deals with the problems of selection, recruitment, and guidance as important phases in training technicians.


Characteristics of community college technical education programs are discussed. The text is discussed in three parts: (a) the need for technical education; (b) educational programs for groups of technical occupations; and (c) the schools which are involved in providing technical and vocational education.


Harris discusses the need for colleges to accept occupational education as a respectable role. He sees the community junior college as the best potential for such education for a variety of reasons, including its availability to students and feeder high schools.


Pine Manor Junior College, a woman's college, has added trapshooting to its physical education program.

The author's thesis is that chemistry should be offered in a two-year nursing program and he proceeds to justify it by a discussion of its organization, curriculum, and laboratory experience.


Clearly, the trend in professional engineering education is toward an increased emphasis on "science" at the expense of "art" and the technician is taking over many of the functions formerly performed by engineers. Implications of this trend for the junior college and the technical institution are defined by Henderson.


Presented here is a brief discussion of the substitutions of qualitative for quantitative analysis, and the familiar for the historical approach of the music appreciation question in higher education.


Report of data obtained from a questionnaire sent to all two-year colleges. Tabulations of foreign languages taught, non-western courses, foreign study tours, foreign students enrolled, and number of exchange teachers.

Howard, Milton E. "Medical Secretary--Secretary, Technician, Both?" Junior College Journal, XXV (February, 1965), pp. 15-17.

The results of Green Mountain (Vermont) College's medical secretarial program seem to support the idea that on-the-job training can increase the student's confidence and her competence.


The forensic program at St. Petersburg Junior College is used by the writer as a focal point for a discussion of the organization and administration of speech activity at the junior college level.

"It Doesn't Have to be a Regular Four-Year College," Changing Times, Vol. 15, No. 7 (July, 1961), pp. 36-39.

This introductory report gives very basic information about junior colleges, technical institutes, and vocational schools. Written specifically for high school students who are thinking about post-high school education, specific addresses and hints are presented.


Many aspects of the junior college are discussed briefly: the promise of opening up new vistas of technical education, preparing new citizens for the future, benefits of the junior college, impressive increases in construction and enrollment, the structure of the junior college as it varies in different states, and development of the two-year college.

A program was designed to offer the advantages of academic study in American government with the opportunity to become acquainted with public officials.


Description of a Niagara County Community College elective course, called "Community Studies," which examines the concept of the community and its multitude of problems.


Recent efforts to make more effective use of scarce instructional talent by closed circuit television for clinical teaching, have important implications for community colleges faced with expanding enrollments without a commensurate rise in the availability of faculty.


Programs can be provided which train local leaders in community improvement and which ready undereducated students with college ability for freshman courses.


Review of the development and report on the present status of the program to train urban professional assistants at Essex Community College and Baltimore Junior College.


Description of accomplishments and problems of a special program for the deaf at Riverside City College.


The author believes that junior colleges can contribute to a solution of the critical shortage of expert scientific personnel by providing quality instruction and facilities for training technical secretaries to release top level scientific personnel.


It is the author's view that not enough two-year curriculums in the health oriented occupations are offered in the nation's junior colleges.


Criticisms of occupational education in the junior college and deterrents to its development lead to a discussion of the role junior colleges can play in upgrading occupational programs. Lombardi sees the
elevation of the status of occupational courses to that of academic courses as the basis of solution.


Business courses in public junior colleges were studied. Courses offered and terminal business programs are summarized in chart form. One general observation mentioned that the three objectives of community education, transfer education, and terminal programs are all fulfilled by the variety of Business offerings.


This article provides an analysis of one community college's utilization of community volunteer work which is done in lieu of the outside reading required of social science students.


The U.S. Civil Service Commission has created a new position in federal career service that has been tailored for the junior college graduate. First tests will be given in March, 1967 and entry level will be a GS-4.


This is a detailed description of the enriched program offered at Marymount College of Virginia, a program that is designed to meet the needs of the average as well as the above average student. Also included are some case histories.


The problem of specialized accreditation for associate degree nursing programs has brought into sharp focus a larger question. The question that junior community colleges must answer is: How can these colleges gain acceptable recognition of new and varied programs which society is urging them to provide?


The utilization of "reader-aids" by English instructors has resulted in several benefits for the student. The student gets more writing experience, gets corrected papers back promptly, receives two separate criticisms of his work, learns to write for a more general audience, and has the opportunity for more individual conferences with his instructor.


Developments in science and technology have led to a "New Biology." The author deals with the role taken by Dutchess Community College, Poughkeepsie, New York, in teaching biology and the related sciences to junior college students. Curriculum, equipment, facilities, and staff are treated as they exist and as they look toward the future.

A brief report of some of the common misconceptions held about the junior college by prospective students is included.


Morrisey contends that the technical institute today occupies the position held only recently by the engineering college. He supports this by citing the longer, more comprehensive programs offered by our technical schools.


A technical curriculum should provide the proper balance between liberal arts courses and technically related courses.


Dutchess Community College in Poughkeepsie, New York, has organized a series of special training sessions for skilled ambulance and rescue corpsmen.


This writer reports that the impact of data processing on the curriculum of business education in higher education will be far reaching in a short period of time. Because the junior college is flexible and can incorporate this new concept of educational learning in conjunction with the efficacy and potentiality of data processing machines, this two-year institution will be capable of producing students with ability comparable to those in a four-year college.


A remedial reading course at New York City Community College was developed to bring students up to a level where they could enter the college's degree program. The materials used and the results as charted reveal the success of the program.


This is a discussion of some criteria for the selection of language laboratory equipment.


A conference was held to design a curriculum intended specifically to aid the fairer sex in vocational adjustment.
A questionnaire survey of 100 junior colleges in 48 states was made to determine the effect of automation on secretarial and clerical programs. Although there were a wide variety of responses, it was quite evident that a stress on basic skills is still advocated by business education teachers in junior colleges. A variety of methods and machines useful in such programs is offered.


Cooperation between a community college and a university can permit a needed curriculum which otherwise would not be possible.


It was concluded that, to varying degrees, articulation problems stem from a lack of curriculum uniformity, terminal offerings, inadequate guidance programs, inadequate student planning, non-uniform admissions policies, rigid degree requirements, ineffective communications, and superior attitude reflected by the senior college. Specific recommendations are suggested as partial remedies to articulation problems.


Christian College in Columbia, Missouri, has put renewed emphasis on "inner space" with a specially devised program geared to contemporary age needs but having an intellectual quality which is timeless.


An extensive survey is presented of junior colleges that are offering training in computer technology.


General education curricula may change, but liberal arts continue to meet the needs of society.


This is the text of a speech presented at the Metropolitan Regional Conference at the Fashion Institute of Technology in which Rapp relates the various aspects of selection, organization, and implementation of the curriculum for community colleges.


Reynolds discusses the position of music in the junior college program and its responsibility to the non-performer, non-major as well as the music major.

This article provides some proposals for engineering technician education to take advantage of three neglected manpower resources: women, those who have not prepared for a college technical program, and those who are oriented toward a four-year degree by social pressure.


Forest Park Community College in St. Louis is experimenting with a special curriculum for educationally disadvantaged students as a result of their open-door admission policy.


This article tells the story behind the development of a unique experiment in the training of nuclear reactor operating and supervisory personnel.


A recent experience with an electronic teaching device at Bradford Junior College suggests we may be able to abandon the teaching of facts and the demonstration of scientific equipment during lecture and laboratory time.


Development of a theater arts program at Bucks County Community College (Pa.).


The author offers the following considerations as key areas for the successful launching of a "short course": naming the course; structure of the course; presentation; the meeting place; sponsorship; assessing fees; preparing a brochure; rewarding participants; and factors of motivation.


The structure and course offerings of the Besser Technical School, a part of Alpena Community College in Michigan, are provided in this article. The role of the technician and the rising need throughout the country are discussed.


Seven regional conferences of teachers examine the teaching of English in two-year colleges and agree upon six major areas requiring additional research and action.


This article reports on a recent national study of junior college courses and curriculums. The focus is upon instruction for the "low-ability" student.

A Kellogg Foundation grant of one million dollars to junior colleges so that semi-professional and technical programs may be extended is announced in this article along with seven compelling reasons why junior colleges appear to be the logical choice for technical training.


The structure, purposes, and evaluation of a mock political experience conducted at Boise Junior College become the focus of attention in this writing.


This article expands and clarifies project goals and forecasts future activities of the AAJC's "Occupational Education Project."


A grant from the Kellogg Foundation has established a two-year associate degree program in nursing education at a branch of the Chicago City Junior College. Graduates of the program will be prepared for positions as general bedside hospital nurses.


Written by an IBM customer engineering manager, this article presents his highly favorable experience with junior college graduates in the data processing industry.


This article describes how professionalization in Law Enforcement is and can be facilitated by the proximity of a community-oriented junior college using the example of the police science program in St. Petersburg Junior College.


A California group has begun investigating the problems involved in attempting to teach values. The difficulties encountered by this group in their investigation of the problem are listed and discussed.


Personnel administrators in 42 Ohio retail stores were interviewed in this study in order to assess the need and determine the advantages of a two-year post-high school program designed to prepare men and women for mid-management in retail stores. Responses to eight questions are presented along with information relevant to planning and supporting a program of this type.

Drama programs in small colleges should be scaled to appropriate size. There is no need for the annual drama that disrupts other activities.


Stephens College encourages students to choose and read from the masterpieces of world literature.

Sweeney, Ben and Transeth, Clifford A. "Extending the Day for Education at San Jose City College," California Education, II, No. 7 (March, 1965), pp. 21-22.

San Jose City College has instituted a program known as "Extended Day" so that the evening program is no longer a stepchild of the regular day division. The program attempts to duplicate regular day classes whenever possible and leads to an Associate in Arts degree.


This article takes a look at the honors program in junior colleges and attempts to answer the question of whether the right students are in the program.


A careful analysis of an honors class in freshman English at Grand Rapids Junior College is given, and certain tentative conclusions are drawn about its success.


The proceedings of this three-day conference include sections on: alternative patterns for post secondary technical-vocational education; technical-vocational education within the community college; academic, community service and other aspects of the community college; location of new community colleges; and organizing and financing community junior colleges.


This supplement presents the many facets of the two-year private college for women. A discussion of the type of students and faculty drawn to these schools and the curriculum offered is followed by a picture and brief statement concerning each of the twenty-four participating institutions.


According to the author, the curriculum is in a state of transition; shifts of focus, new lines of attack, and new fields are developing so rapidly that the only element that properly characterizes a "new curriculum" in higher education today is its fluidity.
The College Discovery Program at Bronx Community College shows what community colleges can do for disadvantaged youth with college ability.

It is the purpose of this article to show what can be done in arriving at a degree of consistency in course work within an institution, and to point out the advantages of democratic planning.

A brief history of the junior colleges in the North Central area and the various functions of these institutions is presented first, and is followed by a detailed discussion of the various occupational and technical programs of all the junior colleges in this section of the country. Changes in standards and how these affect the two-year colleges are the final focal points.

Instruction, Media, and Methodology


A laboratory in experimental psychology can become interesting to an entire community.


Bard deals with improving junior college teaching through its objectives, curriculum, content, planning, instruction and instructor, and materials.


How Kingsborough Community College (New York City) produced and packaged a TV series with no TV equipment and a little expense is presented.


The junior college has a responsibility to present an efficient and quick road to English learning for foreign born students. He presents an evaluation of methods of teaching English to foreign students and application of the language laboratory to this specialized teaching problem.


Brickman's editorial stresses standards of excellence in scholarship,
but not spectacles such as marching bands and drill teams. He writes in opposition to an article in the Junior College Journal describing the excellence a junior college achieved in various performances of marching and gymnastic skills.


This is a summary of data obtained from a survey of the various methods employed in teaching handicapped junior college students in the state of California.


A unique independent study design utilizing group procedures is suggested for a course in American government.


The teaching of geometry with colored transparencies is explained by focusing on objectives, methodology, and concluding with various recommendations made as a result of research.


This is a follow-up article on the subject of transparencies in teaching geometry. This article is a tabulation and time sequence breakdown of the production and cost analysis of these colored transparencies.


Junior College personnel must change their attitudes toward new ideas and methods if junior college teaching is to be effective.


Junior College instructors cannot model their practices and methods after either the secondary schools or the universities, but must develop an approach to teaching more appropriate to the two-year college.


Collins reports the results of an experiment at Bakersfield College with programed learning in an electricity-electronics course. In addition to results, the author discusses the students' attitudes toward machine teaching and recommendations are made.


The author boldly challenges the fiction that a high attrition rate reflects high standards on the part of the instructor or collectively of a college.

Grading policies and practices cannot be separated from the philosophy in the junior college.


The search for new teaching techniques is encouraged by many educational theorists who believe that changes in traditional college methods are long overdue. Classroom instructors looking for fresh ideas may find these experimental techniques of some practical use.


The accomplishments of Foothill Community College, Los Altos, California, and those of its President, Calvin C. Flint, are reviewed. Unlike other junior colleges, students with C or lower averages in high school are placed on probation; the drop out rate is forty per cent. Because of stress on individual counseling, small teaching loads, and small classes, President Flint, in the fall of 1963, could choose from some six thousand applicants (ten per cent with Ph.D.'s) to fill forty-two teaching positions.


The growth of junior colleges has created a problem of how best to teach. This article discusses problems of different methods and supports the idea of team teaching in the junior college.


In this article Garrison identifies the major activity of a good teacher and contrasts it with that of an ineffective teacher.


From this author's point of view, counseling, i.e., "Those person-to-person situations in which one human being is in a position to benefit from, or be influenced by, the experience or wisdom of another" is an integral part of each teacher's role. The limitations of this role definition are discussed.


Presented here is a point of view on teaching which conceives of learning as a genuine involvement in a discipline by both teacher and student.


The AAJC Commission on Instruction (middle Atlantic states) held their second annual conference on the nature and demands of two-year college teaching.

Students should not be coerced into accepting a value system which may not be suitable for them.


Elements of this research in class size and teaching effectiveness are identified and analyzed with working hypotheses formed. Hatch also relates the implications for junior colleges.


Hood relates the implications for the grammarian of the problem of pupil drop outs in junior colleges.


Horton presents a program for improving scholastic standards in the community college. This program may be characterized as one in which the administration provides leadership and planning and acts as a service agency for the faculty while the faculty is actively involved in solving the problem.


Planned experiences in the world of work can provide a plus element in a junior college education.


This article reports a number of practices which give some indication of what we may anticipate in junior colleges as, through necessity, they give increasing attention to improving the processes and organization of teaching.


This booklet is a collection of reports given at the National Conference on New Directions for Instruction in the Junior College, in 1964. The contents are in four sections: New Directions, Case Studies, Programmed Instruction, and Television in Instruction.


The telly-guru or teacher of special talents combines humanism with his lectures on physics.


Kappel discusses standards of excellence from the following points of view: the community, other levels of education, the faculty, the junior college, and the students--"whose success after all is the true measure of excellence needed in our complex and challenging society."

After briefly discussing the need for teaching remedial reading in college and the wide range of reading abilities found among high school graduates, the author lists many instructional materials which may prove useful to the college teacher of remedial reading.


Explored in this article are the author's methods for training youth to seek and speak the truth. He discusses principles of research, techniques of critical thinking, and English language arts.


This article describes one junior college's successful involvement of students in the consideration of moral and spiritual values.


By the discovery of truth being a joint process between teacher and student, the teacher does not provide prepared answers.


Many students fail to reap fully the benefits of college because of reading deficiencies. In an attempt to rectify this situation, Coalinga College in California instituted a remedial program in 1958-59. These authors discuss this program through method of approach and evaluation. This study gives some encouragement to the value of remediation for the poorly prepared high school graduate.


A combination of the new and the old has made Pine Manor Community College a delightful place to attend college and to learn.


The marching band and drill team of the Santa Monica Junior College performed on TV at the National Football League Pro-Bowl in the Los Angeles Coliseum. It is thought by the writer that students do want such opportunities to strive for quality and excellence of performance.


There is a need for some junior colleges to handle successfully large classes. The author describes the method of planning, implementing, and evaluating an experimental class in United States history at Orange Coast College in California.

The text of this Speech, presented at the 2nd AAJC Convention, points up the need for change in the pace and posture of junior college instruction and explains ways of how to accomplish this.


This article is a report on how all of the units in the State University of New York were able to coordinate a program to improve the various community colleges. The premise for this program is that "superior teaching should be a hallmark of community or junior colleges," and that, no matter how effective the teaching may be, it can always be improved.


Description of a different approach to the teaching of English composition. The plan utilizes one weekly taped lecture at the language laboratory and bi-weekly workshop/class session culminating in a single paper at the end of the course.


An experiment was conducted at York Junior College aimed at delegating more student responsibility in the educational process; a seminar was the vehicle. These seminar meetings were found to be very successful.


The author relates her experiences in teaching remedial English, with special reference to the effectiveness of the "10-Minute Writing" technique.


The Psychology Department of Baltimore Junior College has sponsored a "Social Interaction Program" at various mental health centers in which association with mental health patients and various therapy programs has greatly enhanced psychology students' understanding of theoretical concepts learned in the classroom.


The author carefully outlines the method he employs in teaching beginning junior college students to write term papers.


How can technological innovations be made to increase the productivity of teachers without sacrificing individual differences among students? This author believes teaching machines may be part of the answer, and he discusses the pros and cons of this auto-instructional method.


Thornton discusses why the community junior college should insist on
highest standards of accomplishment in diversified offerings, guidance, and excellent teaching. The open-door admission policy is carefully discussed as relating to the above.


In relating this need for experimentation, attention is focused on audio-visual aids, modern teaching innovations, the physical plant, and curriculum.


The teacher is asked to get the student actively involved in the educational process so that learning will become more meaningful.


It is a function of the junior college professor to be concerned with values and he explains some methods that may be employed for the purpose of changing values.


Unless every teacher considers the correct usage of English as a course objective, students will continue to be poor grammarians.

Library


The library at Shoreline Community College has been designed as an integral component of the college teaching program.


Junior college planners across the nation are placing this new facility on their "must see" lists.


The planned library will be characterized by innovations conducive to student learning and development.


Having visited twenty-eight junior college libraries, the author proceeds to describe and evaluate them. He speaks in terms of the library's role, physical facilities, staff, book collection, and budget.


A vivid description of the theory and planning that went into the development of the Chabot College library.

In 1956 the Association of College and Research Libraries, a division of the American Library Association, adopted a set of standards for junior college libraries. This article contains a careful discussion of these standards with emphasis on physical facilities, personnel, and volumes. A prescriptive discussion of the future junior college library is also presented.


Hirsch reviews the Association of College and Research Libraries' set of Standards for Junior College Libraries. Significant points discussed include the size of the collection of books, amount of seating capacity, and amount of budget needed to properly build a library. A minimum of twenty-thousand volumes is recommended for up to one thousand students, with the increase being five thousand volumes per five hundred students.


This is a discussion of the contribution the school librarian could make to the cumulative record.


Professor Johnson presents an analysis and critique on the new Standards for Junior College Libraries, as developed by the Association of College and Research Libraries in 1960. Five areas are stressed: (a) the background leading to the Standards; (b) the organization and content; (c) the strengths and values; (d) the problems and difficulties encountered by the Standards; and (e) how can and should the Standards be used.


The author discusses the non-professional library aide in terms of his duties, salary, and training.


The author presents his views on the function of the junior college library in regard to paperbacks.


A brief discussion of the extensive use of paperback books at Meridian Junior College in Meridian, Mississippi, is related.


This is a compilation of special collections of library books found in a number of junior college libraries.

This professor in the School of Library Science at Syracuse University suggests that appointed librarians of newly established community colleges could begin a library with paperback books. This provides at least a temporary solution to the problem of forming a library collection on little notice.


This is basically a compilation of bulletins which lists reference books and materials that librarians might want to maintain for student and faculty use.


As lecture periods are being subordinated to library reading, the role of the junior college library becomes more significant in fulfilling institutional objectives.


San Mateo Community College cooperated with a local historical association and constructed a local history museum on its campus.


The librarian and chairman of the faculty library committee at Henry Ford Community College discuss their library evaluation program. The instrument used was the A.L.A. Junior College Library Standards and a series of questions was developed for each section. The steps involved and the actual questions used are included as an aid to other junior colleges.


In accordance with the national standard of a minimum of 20,000 volumes for a junior college library, a list has been compiled of basic non-fiction titles as a guide for the many deficient junior college libraries. This reference provides a general discussion of the new book, its purpose, and its contents.


A survey of library practices in California junior colleges indicates that microfilm is the best answer to space problems and the deluge of periodicals.


Wheeler briefly discusses library orientation, library instruction, and library technology in the junior college setting.

White sees the library serving the same purposes as the junior college: transfer function, terminal function, adult education function. She believes these can be achieved only through true cooperation between the library and the community, other institutions, and within the college itself.
VI. STUDENT BEHAVIOR AND STUDENT PERSONNEL

The initial plan for this section was to separate the references into two parts: student behavior and student personnel. Of the 40 references for this section, only about 10 fitted into this first category of student behavior, so the parts were combined.

There may be several reasons to explain the dearth of writing about student behavior, particularly that which may be identified as anti-social and leading to disciplinary consideration by college authorities. First of all, since few community colleges have residence halls, there is no large concentration of students living on campus. Second, and related to the first, is the fact that there is little evidence of in loco parentis. Since the students live at home, the parents are responsible for the behavior of their sons and daughters in all off-campus situations. Third, since the college period is two years and not four years, student leaders do not have much of a time period in which to develop activist roles. And, perhaps, a fourth reason may be that the psychological climate with the close relationship between student and teacher enables the student to have an identity and to be recognized as an individual.

Although both terms, guidance and student personnel, are used by the writers of this section, the former is related closely to the high school program. The latter is used more appropriately in the college setting.

In the general area of student behavior, Kintzer deals with a study of the California junior colleges to determine whether or not it would be helpful if these colleges accepted students who had failed at the University of California. Matson discusses student rights; Redford suggests how to have positive gains for the college from student activist demonstrations.

Bashaw, Biggs, Blal, Bradfield, and Kirk stress the importance of aspects of the environment contributing to student academic success, e.g., estimating student's academic ability, help in selecting courses, and student personnel staff and faculty should work together closely.

As far as the formal aspects of the student personnel program are concerned, several of the writers in this section refer to surveys of student personnel practices within a state or in several states to determine the adequacy of such programs. Raines in his two-year study found that approximately one-fourth had student personnel programs which would be considered adequate. (Of course, a similar study of four-year colleges might produce the same result.) Alderson, Bottoms, Johnson, Russell, Warner and Yoder conducted surveys in the student personnel area.

About one-third of the writers in this section are concerned with student personnel techniques such as counseling, admissions, placement, and orientation. Grogan, Harder, Ivey and Jo. write about counseling. Graham and Powell refer to the student activities program. Roy, Jensen, Meek, and Rothman write, respectively, about admissions, placement, career programs, and orientation.
Book Literature

The book and pamphlet literature for this area is minimal. Although Kate Havner Mueller does not discuss students or student personnel within the context of the junior college, Student Personnel Work in Higher Education is the best and most comprehensive treatment of this important emphasis. Her book forms a firm basis for understanding what a professional student personnel program is like and what it should try to accomplish with students and faculty. This book is a must for anyone who wants to understand student personnel in the junior college.

McDaniel in Essential Student Personnel Practices for Junior Colleges outlines the strategy, practices, and organization for developing an effective student personnel program.

Raines presents a series of papers which developed as a part of a conference to plan research about junior college student personnel programs. Among the writers who contributed papers to this conference are: Havighurst, Williamson, Wrenn, Medsker, Donald P. Hoyt, and Raines.

Blocker develops two fine chapters in The Two-Year College: A Social Synthesis. Chapter 5 concerns the behavior and characteristics of the student groups that are found in a community junior college. Chapter 9 deals with the organization and types of student personnel services.

Selected Book References


Annotated Bibliography


A survey was conducted of the counseling practices and preferences of California’s junior colleges. The results are presented and discussed.


Four analytical papers were presented at the conference followed by a discussion of the implications of the papers. A complex discussion of research needs is provided in the area of student personnel programs.

Basham, W. L. "Central Prediction and the Junior College Transfer," College and University, XL (Spring, 1965), pp. 249-255.

A student’s probability of success in a particular college may be calculated by means of a mathematical formula utilizing certain pertinent data.


Various aspects of the problem of enrolling students in appropriate courses are presented with attention to the alarming attrition rate in these junior colleges in California. In discussing these problems, results of a statewide survey of the two-year community colleges are used.


Junior colleges with selective admission policies may find an expectancy tool helpful in recruiting and selecting students.


Student personnel program staffs must participate as educators if they are to be involved in the infusion of academic relevance in student activities.


Based on a study of vocational-technical schools in Georgia, support is given to the need for the development of a program of student personnel services in these types of schools.


Students from a state university and junior college were matched on
The effect of an impoverished background was then evaluated in terms of personal characteristics important to college adjustment, level of aspiration, and grade-point average. The low-income group differed from the control group only in personal characteristics which were similar to those of college drop outs. Implications are explored.


Chambers stresses the need for liaison and communication between colleges and secondary schools.

Derian, Al. "Cost and Utility in Reduction of Scholastic Attrition in Associate Degree Programs in Nursing," Junior College Journal, XXXIII (September, 1962), pp. 25-35.

This is a report of a study conducted by the author in an attempt to identify relevant factors in the prediction of success in an associate degree nursing program. Statistical data and conclusions are presented.


Deyo discusses the importance of institutional research in student personnel services and presents samples of the types of research that are of value.


Good student personnel policies help more than publicity gimmicks in the establishment of a sound student personnel program. It is the author's view that students and their friends constitute important publics, the careful nurturing of whom constitutes an essential role for the public junior college.


Various aspects of a successful student activities program of the junior college are related with the theme that, to be successful, this program must serve the needs of the students rather than the college.


A New York two-year technical college, granted federal funds to establish a counseling center, is well on its way to formulating guide lines for establishment of similar centers in other schools.


The author presents the underlying philosophy and methods of implementing the counseling service in the junior college.


Today's woman student comes to college for many reasons and as a result she becomes a juggler of mixed expectations of husband, home, and job. She needs the best possible educational and vocational guidance.

Outline of a ten-point rationale for the counseling program. All advising, including academic, will be done by its professional-decentralized counseling staff, aided by computerized central files with visual terminals access.


Junior colleges are challenged to break away from traditional admissions rituals.


A listing of the problems confronting the counseling program in small colleges with a suggested program of guidance.


The characteristics, functions, and development of an effective and well-run placement office are presented.


The results of a study of student personnel services in junior colleges of Illinois designed to measure adequacy of the programs. Concludes most programs need considerable improvement.

Jones, Twyman and Munden, J. R. "A Reply to Counseling Services: Centralized or Diversified," College and University, XLIII, No. 1 (Fall, 1967), pp. 115-118.

A critical review of a previous article which presented a rationale for a decentralized counseling service.

Kintzer, Frederick C. "Admission of Students to California Public Junior Colleges Who Are in Academic Difficulty at the University of California," College and University, XII (Winter, 1966), pp. 221-231.

A study was conducted with the cooperation of 70 California community colleges to determine if it is beneficial to accept students into a community college after their failure at the University of California.


The predictive validity of the C.A.T. varies widely according to the sex and major field of study of the counseling. Its total score is the best predictor of G.P.A., with the quantitative score being second best for most groups of men and the verbal score being the second best for women.

Introduction to, and presentation of, two important statements concerning the rights of students: "Statement on the Confidentiality of Student Records" and "Joint Statement on Rights and Freedoms of Students."


It is advocated that career programs be held at a time when majority of students can benefit from them.


After a brief discussion of the junior college and its placement functions, this bulletin treats three areas: The need for placement services, the organizational procedure in developing such a service, and the methods of operation of such a bureau. The types of personnel needed and the groups to be served are treated along with the concept of placement as a guidance function.


An annotated listing of professional associations which can offer help, assistance, and aid to student personnel workers in two-year colleges.


The place of the well-planned student activities program in junior colleges is discussed. Included are eight criteria which are essential if the program is to be effective.


The results of a recently completed two-year study on student personnel services in the junior college are reported. The study was completed by the National Committee for Appraisal and Development of Junior College Student Personnel Programs.


Vivid description of the Merritt College environment, which includes non-students, militants, trained demonstrators, and freedom marchers. Some examples of administering and directing these forces toward constructive ends are offered.


A recent study of the role of campus unions in junior colleges shows that it is an important and necessary part of the student personnel program of two-year colleges.


The necessary role of the faculty in pupil personnel services at the junior college level is presented. This role is unique to each institu-
tion but commonality exists in the inclusion of the faculty in planning these services, in becoming somehow actively involved, and in faculty utilization of resources available. Although a specialist is needed, faculty may be able to offer unique services.


The effectiveness of a freshman orientation program was determined by comparing 100 students in a program to a control group of the same size. There were no significant differences according to the measures of grade-point average and value orientation.


Russell briefly discusses the recent progress of the Student Personnel Commission in its various projects for improving student personnel practices.


The emphasis is more and more toward the pursuit of the fundamental disciplines; a plea is made for a student controlled, faculty supported program of student activities.


The need for and nature of the "cooling-out" process is analyzed. The process involves adjusting level of aspiration to the means of obtaining it through a running evaluation of the student's capacities and guidance in helping him find the most appropriate educational and vocational program. The need for and the kind of guidance programs are discussed.


Guidance practices are discussed by focusing upon basic concepts, various services offered, and recommendation for improving the guidance practices in these states.


By promoting an "Alumni Day," the vocational counseling in a community college may be improved.


The necessity of a well-developed referral program in the guidance function of a junior college is stressed. Included are the nature and levels of referral.


Reported here are the results of a survey of sixty private junior colleges concerning the type of high school counseling their students received prior to entering higher education. Recommendations are made.
for high school counselors and junior college personnel.


A study of junior colleges in the western states has led to a set of guidelines for improving student personnel services in the junior college.
VII. TRENDS AND DEVELOPMENTS

This chapter contains more than 80 references which indicates that the writers have a great deal to say about trends and developments. Not only is the development of the community college a national movement, but it has international dimensions, particularly in Japan. With the development recently of a junior college in Nevada, each of the 50 states has one or more community or public junior colleges.

Some states like Ohio have had a struggle to initiate a pattern of community colleges as a part of the state plan for higher education. Although Ohio could claim private junior colleges in the early part of the twentieth century, no community college was started until the fall of 1963 (Cuyahoga Community College in Cleveland, Ohio). The Community College Act of 1963 provided enabling legislation for other colleges to be developed in Ohio. These colleges in Ohio are definitely a part of the master plan for higher education in this state.

What the writers have to say in this chapter can be grouped into four major areas: changes in philosophy, curriculum, and design; trends within various states; trends at the national level; and international trends.

A. Changes in Philosophy, Curriculum, and Design

Burnett points out that the junior college has become a viable entry point into higher education; however, parents and some educators who do not understand this development still tend to think of college as a four-year institution located away from the home community.

Barthelme and Caudill stress the importance of relating the design of campus and buildings to reflect the unique philosophy and program of the college.

Eliadis refers to a special "French house" where students can become a close part of the culture reflected by a foreign language.

Fretwell, Gleazer, Henderson, and Johnson discuss problems and implications of growth for the community junior college. The latter also suggests that some experimental junior colleges be established.

Keppel, Nunis, and Parker point out the need for the junior colleges to inform people about their special dimensions and to try constantly to improve all phases of the program.

B. Trends Within States

By far, most of the references in the chapter are in this category. The writers point out developments at individual colleges and trends within different states. Bashaw, Bentley, and Eldersveld, for example, discuss developments in Florida, Michigan, and Pennsylvania, respectively.

Eckelberry reflects some of the emotion that was a part of the struggle to develop community colleges in Ohio. He states that university branch centers are not comparable to the community college; moreover, he refers to the
opposition of some state university leaders.

Gleazer discusses developments in Florida, North Carolina, and New York. Kentzer refers to some articulation plans in California; Seaman and Toews, also, discuss developments in this state. Snyder refers to Florida Atlantic University with the upper division only which will be a receiving institution for transfer students from junior colleges in Florida.

C. National Trends

Cocking, Ope, Cresci, Dego, and Gleazer are among those who write about enrollment trends and the impact on higher education in America. Littledale, Mellinger, and Morley emphasize reasons for the significant growth of junior colleges in recent years.

Nelson, Priest, and Rainey deal with special problems of the national development of the concept of the community junior college.

D. International Trends

Not so much is presented in this section as was true in the other sections of this chapter. The comprehensive community junior college does not lend itself to the educational planning of many countries where educational programs may reflect an elite philosophy rather than a college program for all people.

Canter places consideration of the junior college within the context of 20 years of international educational exchange programs. Gleazer and Watanabe refer to the development of junior colleges in Japan where Walter C. Eells had such an influence in the 1950's.

Grant discusses thoroughly the problems facing junior college development in Canada.

Kintzer presents some program ideas for foreign students from Kenya in Africa who enrolled in junior colleges in California and in technical institutes in New York.

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To supplement what the writers of journal literature have said about trends and developments in the area of the junior colleges, the reader will want to refer to some of the books which related to this chapter. The best recent source to get a perspective of what has happened, is developing, and may emerge as a trend is the seventh edition of American Junior Colleges, edited by Edmund J. Gleazer, Jr., who is, also, the executive director of the American Junior College Association. Chapter one deals with trends in junior college education: past and present; state and national planning; programs, services, and people; and trends and projections. In fact, if one were starting his get-acquainted program with junior colleges, this reference would present an excellent introduction. Also, it is a good source for the more knowledgeable person who wants to check his information and understanding of major trends in the junior college.

Reynolds in The Junior College (Chapter IX) discusses the past and the present and prospects for the future. Among other ideas, he predicts a significant increase in technical education.
Brick in Forum and Focus for the Junior College Movement (Chapter 8) discusses the efforts of the American Association of Junior Colleges to ease the shock of the impact of this development on the rest of higher education. He writes, too, of the problems, pressures, and future direction for junior colleges.

Blocker presents a summary of junior college education which becomes a look toward the future in The Two-Year College: A Social Synthesis (Chapter 10).

Selected Book References


Annotated Bibliography


The writer expresses his outspoken architectural-educational philosophy as well as his design concept for a special kind of campus.


Contains a study conducted in three groups of Florida counties to compare changes in the proportion of local populations seeking post-high school education in areas with new community colleges and in areas without such colleges. An analysis of results points to significant increase in enrollments in areas with public junior colleges.


Progressive teaching aids such as tele-lectures and tele-microscopes enable the community college to fulfill more adequately the educational needs of its students than would otherwise be the case.


The growth of community colleges in Michigan is compared with the national growth and with the growth of other colleges in the state. Costs and enrollment figures at the state's eighteen community colleges are given.


Several factors are coming to the aid of students who seek to transfer from junior to senior colleges.


The President of Kent State University replies to what he feels is a mistaken impression—that the presidents of the state-university are opposed to community colleges in Ohio. The clarification is that the presidents feel there is a great danger of weakening the four-year state institutions if a two-year community college program is established under the framework of the present tax structure. As things stand now, the state universities are not allotted enough, and adding community colleges would weaken units of the university.


A critical analysis of the influences that must be considered in the development of master plans for institutional development.

In terms of the scope, curriculum, and trends, the junior college has become a significant unit in higher education.


A look at the numerous achievements that have been made, and the various new challenges that have arisen after twenty years of international educational exchange programs.


An architect suggests that community colleges rid themselves of inhibiting vestiges in architecture and academics.


This article reviews seven changes discussed by Norman Harris as necessary in the junior college for success of occupational and technical programs. He sees a need for a wide diversity of curriculums and more use of lay advisory committees among other things.


Last fall Ohio's first community college, Cuyahoga Community College, opened with over 3,000 students; this fall, 1964, enrollment will be doubled.


The author briefly comments on the current growth and expansion of community colleges. By 1970, half of the students in the first two years of college will be in the community colleges. With this growth, course offerings will diversify and staffing and financing problems will increase.


Cope believes that this "national trend" deserves more attention in junior colleges. An appraisal of the year-round operation is provided.


The increased enrollments in junior colleges to date have led to some projections about future enrollment to 1980. Full-time enrollments are expected to increase 136 per cent from 1963 to 1980 and total graded enrollments are expected to be close to one million students in California junior colleges.


The junior college has begun to emerge as a newly revealed answer to the problems of population explosion and urgent shortage of trained manpower.

Eckelberry clearly explains why the branch systems of the state universities in Ohio are not adequately meeting the demands for higher education. Differences between the purposes of branch centers and junior colleges, as presented in this editorial, makes it clear that Ohio desperately needs some of these latter institutions.


Mr. Eckelberry sides with Charles W. Ingler, chairman of the Ohio Interim Commission on Education, and supports the view that the state of Ohio desperately needs legislation that would permit and encourage the founding of community colleges. The function of the two-year colleges are discussed as they differ from the state-university branches. Also discussed is the opposition of state university leaders toward the two-year institutions.


Four new community colleges have been approved in Pennsylvania and twenty-three communities are investigating the new opportunity.


A "French house" living experience permits students to increase their knowledge of a different language and culture.


One of the major trends in the public junior college is the development of the multi-campus college in big cities. Chicago City Junior College provides a useful case history.


In view of predicted expansion of junior colleges and junior college enrollments in the state of New York, in the next five years, the author takes a look at the size of the job to be done and the chief problems to be solved.


A catalog of ideas of how the community college can help the disadvantaged student who has college ability.


This article contains numerous tables depicting the growth of junior colleges from 1900-1960. These data are concerned with the number of junior colleges, enrollment, distribution of enrollment, number of private and church-related two-year colleges, and the breakdown of regional accreditation.

The author takes a penetrating look at the job ahead for the junior college. In addition to the role of the junior college, the author discusses the needs of this institution relative to administrative leadership, teachers, and student personnel.


The author discusses noteworthy developments in Florida, North Carolina, and New York in the two-year college area.


The authors report that Japanese junior colleges, like their American cousins, face some tremendous opportunities in the years immediately ahead.


This article provides a summary of the objectives of the American Association of Junior Colleges.


Ten new junior colleges are planned for Alabama; most to open by Fall, 1965.


A discussion of the problems facing the establishment of junior colleges in Canada and a summary of the present plans and progress of this program in that country, province by province.


The author discusses the failure of the junior college to reach its predicted enrollment boom since World War II and some of the underlying causes for its slow development. He sees the advocacy of public education through the fourteenth year as a positive step toward junior college acceptance.


This is the story about the phenomenal growth and expansion of one junior college in Arizona. Some of the important factors resulting in the rapid growth of junior colleges in Arizona are also identified and discussed.


A brief look at the development of the University of West Florida, a two-year upper division university offering the junior and senior year...
work to graduates of four western Florida junior colleges scheduled to open in the Fall of 1967.


A number of questions are defined and answered that must be faced by junior colleges which are considering the use of consultant services, and some guidelines for the consultant are listed.


Henderson deals with impending decisions to be faced by junior colleges by using seven basic questions as a frame of reference. He then proceeds to discuss these questions.


This article is the author's complete justification for the use of paperback books in high school, college, and the home.


An outline of the free lecture series conducted at Monterey Peninsula College and the worthwhile effects of this service.


This question is carefully considered with the resultant conclusion that the type of education offered by this two-year institution clearly has implications for education in other countries.


Grants provided by a variety of organizations for junior college growth point to the increasing acceptance of the junior college. Advantages of the community college and obstacles to development are presented in relation to plans of the W. K. Kellogg Foundation to assist in semi-professional education.


Recent developments are leading to a movement to establish experimental junior colleges committed to innovation and experimentation in the role and functions of the community college.


This article presents a brief discussion of the increases in inquiries and applications to both public and private institutions. Public junior colleges have had to set up waiting lists for out-of-town people and private junior colleges are becoming more selective than ever.

Keonel stresses the growing demand on the junior college and the importance that it maintain standards on a par with that of the four-year institutions. The influence of faculty, students, and the various programs on standards of excellence are also treated.


Under a pilot project, 60 students—58 young men and two young women—from Kenya, East Africa, are presently enrolled in junior colleges in southern California and in agricultural and technical institutes of the State University of New York.


A recent conference on articulation in California has provided a sound method for arriving at new agreements in this controversial area.


After an extensive study, urban community colleges in New York are being given an opportunity to serve disadvantaged youth in need of further education in newly established centers in the "inner city." These centers will offer primarily short-term occupational education, supporting skill courses and extensive counseling.


Essex Community College experiments for intellectually-oriented senior citizens. One outgrowth of this experience at Essex has been an active attempt to attract persons beyond college age into the college's day program.


Littledale speaks to parents of high school students in an attempt to point out that the top four-year schools are not the only opportunity for advanced education. He discusses other four-year colleges, community colleges, technical and vocational institutes, and military training. The advantages and programs offered by community colleges are emphasized.


This article is a complete copy of the speech by Mr. Littlefield to the Berkeley Conference on the Two-Year College. In it he lists some ten critical issues facing the junior college.


This article summarizes a study, instituted by the writer, focused on the dominant factors which predisposed the members of a single student body to enroll at that institution.

Dr. Millett takes issue with the editor of the Bulletin, when the latter states that "Representatives of the state universities of Ohio are actively opposing the creation of community colleges." The problem, says Dr. Millett, is that the public's level of support for higher education is not adequate. The opposition to the community colleges arises when the finances have to be shared from current inadequate resources. The general election of 1960 is discussed as it pertains to this issue.


Morley discusses the trends in the development of community colleges in terms of serving community needs. He describes the quality of faculty and administrators in two-year colleges and mentions the facilities often borrowed from high schools at the start.


The recommendations of the Joint Committee on Junior and Senior Colleges regarding the transfer student are summarized.


This is a brief report which deals with the structure, function, and coordination of higher education in the state of California.


Maryland is one of the states advancing toward the goal of locating a community college within reach of nearly every citizen. Public sentiment in the state indicates locally controlled junior colleges will flourish.


It is the author's view that without a true educational identity the junior college will fail to fulfill all of its purposes with excellence. The author offers ten tentative recommendations to assist in the establishment of a clear and distinct identity.


Parker relates the seventh-grader's perception of junior college and any intention he might have of entering it. He feels the need for further investigation and analysis of perceptions of youth concerning junior college, because of the definite implications these views will have for this institution of higher education.


The junior college has made great progress in gaining acceptance, and has reached a level of maturity which may warrant the creation of a national academy, but many unsolved problems still confront the movement in such areas as programs, personnel, and status.

Rainey summarizes the results of a survey of fifty-eight junior college presidents and deans about their concept of the role played by research and professional writing at the junior college level.


Reach states the importance of statewide planning and makes suggestions for its use in the development of a community college.


He discusses establishing community and junior colleges as partial fulfillment of the American ideal of free public education for all. Since twelve years of education is inadequate for today's complex society, he proposes that each state legislate its own plans for orderly statewide systems of community colleges. Public school systems should be reorganized to include grades thirteen and fourteen on a voluntary basis.


Offers guidelines for establishing teams, procedures, and processes for the planning and obtaining of new facilities for junior colleges.


The American Association of Junior Colleges provides a look at itself in this pamphlet describing activities and programs carried out during 1963. A discussion of AAJC services during that year is provided along with suggestions for future attention.


College educators can come closer to developing and acquiring a perfect teaching facility, and on schedule, if they involve the architect early in the planning phases.


Junior colleges, because of their flexibility, comprehensiveness, and closeness to the community, are in a unique position to help the less fortunate peoples of the world. He hopes that these competent personnel will help others to help themselves.


The Education section is devoted to a discussion of the growing need for education beyond high school and the role the two-year college is playing in serving this need. Color photographs give the reader a look at some of the new campuses springing up around the country.

The California Master Plan recommends that twenty-two new junior colleges be formed. "All California high schools during the decade of the sixties will be encouraged to combine and form new junior colleges or to join an existing junior college district." Many areas for increased articulation exist between high schools and junior colleges.


Florida Atlantic University, currently in its planning and construction stages in Boca Raton, Florida, will be the first institution of higher learning in the nation to forego its own freshman and sophomore years, thus acknowledging the major role of junior colleges in the education of the nation's youth.


In Massachusetts an imaginative board is aiming for a new junior college every year.


The discussion of an address by Gleazer at a national conference points out the trend in community college growth for the sixties. It emphasizes the unique opportunities for experimentation in curriculum, teaching, and facilities.


This article is a brief discussion of the national trend toward public junior colleges. The technical and transfer programs and low cost and guidance functions are mentioned.


The expanding role of the junior college is evidenced in the 704 junior colleges as compared with the 597 in 1950. Federal legislation and the Educational Policies Commission's recommendation for two years of free post-high school education have increased growth.


Tickton predicts that by 1985 there will be over 1000 junior colleges in the United States enrolling more than four million students. In order to accommodate increasing enrollment, the author foresees increased utilization of large lecture sessions and increased use of telelecture courses.


Oakland Community College is attempting a tutorial program (similar to the one at St. John's) of study with emphasis on independent study.

Toews, Emil O. "Developments in Junior College Education," California
Toews, Chief of the Bureau of Junior College Education, discusses some of the functions of the bureau and developments in junior college education in the state of California. Lists of major studies undertaken and publications of the bureau are included.


This article contains a number of different news stories on recent events taking place at various junior colleges in California. A five-day music festival at one is described along with a degree program in numerical control at another.


He looks ahead ten years at the role junior colleges will be playing in California in 1975. He makes some estimates on enrollment figures and discusses five functions the junior college will perform. He views these functions as an extension of the already complex job being done. Educational goals as well as testing and community services are discussed.


The junior college is seen as making a major contribution in solving the manpower training problem.


Encouraged by Walter C. Bells in the 1950's, Japanese junior colleges are still growing and revolutionizing traditional educational patterns.


This is a detailed analysis of the progress of junior colleges in Japan since their start in 1950, including the impact of the 1984 Revision Bill of the School Education Law passed by the Japanese Diet.


This article presents the findings of an evaluative study undertaken to determine the progress which has been made in Florida since 1957 when the legislature approved the expansion of the junior college program. The study reports data from five areas: aims and purposes, students, faculty, year round operation, and legal structure.


Among the changes occurring in the field of higher education, probably none are more dramatic than those in the junior and community colleges. The authors believe that junior colleges are becoming pivotal in the over-all enrollment picture.

The author thinks that the opportunities these institutions present are too little known by the general American public. Cited is some of the support given to these two-year colleges by private business corporations. Some misconceptions of junior colleges are discussed and clarified.


The prospects of expanding college enrollments is a matter of concern to various segments of the American Society. This article discusses some of the ramifications of this problem for higher education.


This is the story of Chabot Community College in San Leandro, California. Opening in 1961 with a total of 1,166 students and fifty-year-old wooden buildings, the school has grown to an enrollment of 2,500 and is looking forward to occupying a new $17.2 million dollar campus.
Because of the close relationship of these two terms, they are included in the same chapter. Evaluation may involve research but the latter usually does not involve the former. English and English state that research usually is a study related to a single problem. Evaluation is used to determine the relative importance of something in terms of a standard.

Although research and publication are not stressed as a part of the reinforcement pattern for faculty promotions and salary increases, many junior college presidents encourage both activities as Rainey points out. Institutional research seems to be favored over basic research. Some community junior colleges show the title, Director of Institutional Research, in the organization chart.

Most of the writers in this chapter relate research to institutional inquiry: curriculum, instruction, scheduling, and accreditation. Alexander relates research to curriculum planning and development. Averill cites research to determine usefulness of a course while Bard stresses the importance of research and evaluation in the area of instruction. Birnbaum refers to a study of the junior colleges in New York which revealed significant differences in the backgrounds of faculty teaching in the transfer area of the curriculum.

Brumbaugh, Cohen, and Collins write about research related to policy decisions, the ERIC program, and benefits of accreditation, respectively.

Crawford relates evaluation to objectives, administration, and instruction. D’Amico and Martorana wonder why research activity in instruction and curriculum is second to research in aims, objectives, and administration.

Eales lists 65 doctoral dissertations about the junior college which have been completed since 1918. Parker and Bailey present a bibliography of 519 dissertations written between 1920 and 1960.

Knoell presents a study of articulation between public junior colleges and four-year institutions in 10 states.

Three writers comment about research at individual junior colleges. Browning summarizes important research at Port Huron Junior College. Hopper refers to a research project at Indian River Junior College in Florida. Stevens describes a self evaluation by Manatee Junior College, also in Florida.

In another section, the writers relate research to students. Cooper refers to the similarities in the transfer and non-transfer group. Corbman urges evaluation of the curriculum in terms of post-graduate achievement. Deyo stresses research use of student biographical data. Hoyt, Shultz, and Taylor refer to tests and inventories for research leads to student behavior.

Perhaps the kindest explanation one can make about the paucity of material dealing with research and evaluation in the book literature is that faculty and administration in the community college are so occupied in working with students, there is little time for these specialized activities. Regardless of the excuse, the fact remains that there is a continuous need, for example, to research student behavior and to determine how effective the teaching-learning...
process is at a particular college.

Medsker emphasizes the need for research about student behavior for guidance purposes and curriculum planning in The Junior College: Progress and Prospect (pages 155-157). He mentions, also, that the lack of research and evaluation is a serious weakness in the community college program (pages 162-168).

Perhaps the most comprehensive study of the junior college transfer student has been done by Knoell and Medsker, From Junior to Senior College: A National Study of the Transfer Student. This research focuses on a core group of 7,243 students representing 345 two-year institutions located in 43 states and The Canal Zone, who transferred to 43 four-year colleges and universities in 10 states.

Johnson in Islands of Innovation (Chapter X) discusses briefly evaluation of student achievement and financial costs in providing for large numbers of students.

The American College Testing Program has started a series of research reports concerning junior colleges. Regional Differences in Junior Colleges is a study of the geographical distribution of various junior college characteristics. The same authors (Richards, Rand, and Rand) in another research report, A Description of Junior Colleges, present an analysis of 36 major attributes of 581 accredited junior colleges.

Selected Book References


Annotated Bibliography


Some studies of curriculum planning and development are reviewed, new areas for research mentioned, and new procedures for such development are discussed.


The author develops the position that an administrator who discourages research is forfeiting a curative for some chronic problems.


An example of research conducted to determine the usefulness of a particular course in a community college. Opinions were gathered from graduates, and from employers and educators who had contact with the graduates.


The author asks some searching questions about the quality of instruction which could easily be used by a college as a basis for institutional research and evaluation of this phase of its program.


The differences between applied and basic educational research are discussed, and a case is made for the dependency of applied or basic research.


A recently completed survey in twenty-seven of the thirty-four public, two-year colleges in New York State has revealed significant differences in the background of faculty teaching in the transfer and career course areas.


This is a summary of some of the important research conducted at Port Huron Junior College.


An examination of the need for institutional research in making policy decisions, and management and evaluation of instruction and services.
Useful areas and ways of conducting research and the effects of institutional research on improvements in higher education are discussed.


A description of dissemination and retrieval procedures of ERIC and how they function for the junior college area.


Report of an in-depth analysis, through the interviews of seventy-two staff and board members at seven colleges, testing the claims of the benefits of accreditation.


Report of a study demonstrating the similarities between continuing and non-continuing groups. Implications for counseling are discussed.


Points out the benefits to be derived by administrators and faculty, by industry, by students, and by the public from a sound evaluation of the curriculum in terms of post-graduate achievement.


Evaluation of the student's acquisition of academic credits, personal attitudes, and competencies during attendance at a junior college.


The use of rented computer time in determining the most efficient faculty and student schedules, and room utilization in planning a new college. The application to a presently operating program in improving efficiency and student-faculty ratios is demonstrated.


Although St. Louis Junior College District has experienced tremendous development in the last three years, the board and staff realize the need for a master plan.


Several criteria by which the legal bases, stated objectives, community and student services, administration, and instructional programs can be evaluated.

After a detailed analysis of published research on the two-year college, the authors ask the question: Why is research activity and reporting on instruction and curriculum taking a back seat to such areas as "Aims and Objectives," and "Institutional Administration," and why is the preponderance of research authored by administrators and staff of two-year colleges rather than by classroom instructors and special service personnel?


Some specific research projects in admissions and utilization of student biographical data are cited, and the improvement which should result in administration and curriculum are outlined.


Listed here are sixty-five doctoral dissertations in the junior college field written since 1918.


A facilities information service is being planned by AAJC with the broad goal of guiding the development of physical facilities uniquely suited to the junior college.


After a general discussion of the responsibility of the community college to develop an occupation-oriented program, the author discusses the necessity for a community survey of opportunities, an institutional self-study of training, and a personal evaluation by the administrator as to his possible bias against the responsibility of his junior college to accept this training duty.


A nutshell view of common problems within community colleges, many of which are attributed to lack of research data, time, and inclination toward self-study.


An experiment at Indian River Junior College in Florida indicates that class size up to fifty-six is not a significant factor in learning writing skills.


The high school average and ACT scores are used in predicting the college ability level of non-academically oriented students.

This article emphasizes the value of internal institutional research. Data are reported that discuss the image of the junior college from the standpoint of high school students, junior college students, and junior college faculty.


Outlines the need for institutional research in the junior college, and presents the organization for such research and subjects investigated by one hundred western junior colleges.


With only one experimental community college in operation, a definite need exists in this neglected area.


The dearth of information and recommendations concerning curriculum and instruction contained in community college annual reports indicates the necessity of emphasizing this aspect in institutional research.


A recent study of basic arithmetic classes in California junior colleges shows that much improvement is needed in the basic practices and methods being used. Numerous areas are outlined in which research is needed in instructional techniques.


A study of articulation between public junior colleges and four-year institutions in ten states revealed the need for individual institutional research in this area. The outcome should be changes in admission policies, curriculum, grading systems, student personnel programs, pre-transfer orientation programs, and general cooperation between institutions.


The American Council on Education recently made a survey of current teacher evaluation practices in junior colleges finding: Teachers were more student oriented and were evaluated on the basis of performance more than in other types of undergraduate institutions.


The problem of how to set up curriculum research designs is discussed and some needed areas of investigation are developed.

Discusses some problems associated with faculty motivation, organization, and objectivity in the conduct of an institutional self-evaluation with some suggested ways to overcome these problems.


Survey shows junior college educators need information primarily on curriculum, ways of exchanging information, and research.


An evaluation of a specific program in career opportunities conducted by a community college.


A discussion of the proposed National Assessment of Education study and how it can be useful to junior colleges in their planning and policy formulation.


Eight areas for inspection are suggested for junior colleges anticipating a shift to a four-year program.


A list of doctoral dissertations related to the field that have been written from the 1920's to 1960.


Contrary to general opinion it has been found that research and writing are encouraged by the majority of college administrators and play some part in appointments and salary increases.


The factors discussed and researched in this study make it possible to compare junior colleges on the basis of factor scores.


A case is made for continuous institutional evaluation by all members of the faculty and administrative staff rather than by ad hoc committees. The responsibility of the board to adjust policy, clarify directives, and supervise necessary changes in organization, curriculum, and administration of the total program is delineated.


Description of special efforts being made by the ERIC Clearinghouse for Junior College Information to obtain and make available the results of "fugitive" research studies. A few current research projects are de-
scribed in the area of curriculum, students, experimental programs, and classroom testing.


A recent study that demonstrated that evening students achieve as well as day-time students as measured by achievement gain on teacher-made or standardized tests.


Report is presented of a survey of testing procedures at junior colleges by the Evaluation and Advisory Service of ETS. Categories include use of standardized tests, testing practices, use of scores, and testing needs and problems.


Results are presented from a survey of the use of standardized tests in junior colleges. Substantial use of tests is made for guidance purposes. Problems have arisen due to lack of appropriate tests, lack of knowledge of the meaning of test results, and lack of qualified personnel.


Institutional research agencies are not only helpful, but indispensable to junior colleges in maintaining and improving their educational programs.


A description of a self-evaluation conducted by Manatee Junior College, Florida, which details the time and cost to produce a final report.


A study of graduates in technical and trade programs shows that the Strong Vocational Inventory Blank (SVIB) can differentiate students at entrance into college.


An example of how a critical self-study in the area of organization of a junior college produced changes relating to philosophy and objectives, faculty composition and organization, student and educational services and facilities, and administrative procedures.


A sampling survey enables a community college to obtain the needed feedback regarding its curricular offerings.


The place, importance, and need for institutional studies in community and junior colleges as a means of improving services are stressed.