

A STUDY OF THE EMERGENCE AND
DEVELOPMENT OF COMMUNITY SERVICE
PROGRAMS IN THE SEVENTEEN STATE
JUNIOR COLLEGES OF ALABAMA

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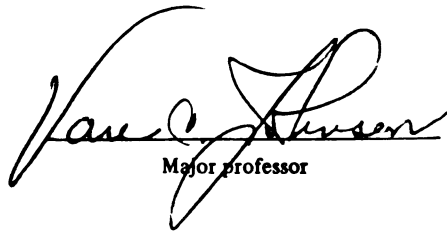
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ABSTRACT

A STUDY OF THE EMERGENCE AND DEVELOPMENT OF COMMUNITY SERVICE PROGRAMS IN THE SEVENTEEN STATE COMMUNITY COLLEGES OF ALABAMA

By

A. C. Dickinson

The purpose of this study was to survey the programs of community service conducted in the seventeen junior colleges in the State of Alabama. In addition, an attempt was made to identify unique or outstanding programs, and to develop guidelines and criteria for the evaluation and conduct of programs of community service.

A questionnaire was developed, refined and mailed to the seventeen colleges. Seventeen responses were received. Additionally, five junior colleges were identified by a jury as having outstanding programs of community services, and the community service administrators at these institutions were interviewed regarding their programs. Based on the results of the questionnaire and interview findings, a set of fifteen criteria for evaluating community service programs was developed and submitted to a jury of experts for their judgment.

All seventeen colleges surveyed conducted programs of community services. Titles of administrators responsible for community services varied, as did time allotted to them for this responsibility. College

programs of community service studied included cultural activities, recreation, community research and development, public relations, short courses and seminars, faculty services, and public use of college facilities. Five selected colleges were found to have comprehensive, well-organized programs of community services. Programs judged most important at the five colleges included short courses and seminars, cultural programs, and community use of college facilities, while forum-lecture series, recreation, and short courses were identified as having best community acceptance in terms of attendance. Administrators at the five colleges were generally optimistic about the future development of community service programs in Alabama, provided that present methods of financing the programs are maintained. Based on the judgment of the jury of experts, seven of the fifteen criteria submitted to them were judged to be of primary importance in evaluating programs of community service, seven additional statements were judged to be of secondary importance for purposes of such evaluation, and one statement was identified as of questionable value.

In conclusions, community service programs are generally in the tradition and spirit of the extension service programs of the land grant colleges. Community service programs vary widely in scope, content, and quality. Responsibility for the administration of community service is fragmented in some of the colleges. Other than recreation, programs of community service are geared primarily to the interests of middle and upper socio-economic groups, and to professional and business interests in the community. There is substantial agreement among junior college leaders as to the criteria for a good program of community services.

Recommendations: (1) Community service programs should be developed to fit the needs of the community to be served, and should be constantly reviewed and updated. (2) Citizens advisory groups should be consulted in the development of programs of community service. (3) Community service programs should include offerings of interest and value to all socioeconomic groups in the community. (4) Programs in community services should be carefully coordinated with the regular college instructional program. (5) Community service programs should be broad-based, and should include the following: a) Community use of college facilities; b) Community service programs of educational merit; c) Cultural and recreational activities; d) Institutional development. (6) Community service programs should be adequately funded in keeping with their role as a major function of the junior college.

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COMMUNITY SERVICE PROGRAMS IN THE
SEVENTEEN STATE JUNIOR COLLEGES OF ALABAMA

By

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CHAPTER I

INTRODUCTION

The recent emphasis on the community services aspect of the community college parallels the emergence of trends for future community service programs. Increasingly, attention is being paid to the role of the college in community development and social services. Public information and referral services and public education in the techniques for democratic participation are also becoming important components of community services programs.

In all ways, the college, through community service programs, is expanding; expanding the reach of the college; expanding the participation of the college in the community, and expanding the involvement of the community; and expanding the involvement of the community -- in the college.

As the community college becomes "an integral part of the community," it, in reality becomes a part of the interdependency system of institutions in that community. This interdependence is due to the fact that solutions to complex social problems in the community increasingly require a solution which is educational in nature, and the college correspondingly requires citizen participation in planning learning experiences if it is to remain relevant to changing community needs.

Statement of the Problem

The purpose of this study is to analyze the steps involved in the emergence and development of community service programs in Junior College Education. The underlying problem which gave rise to the need for this analysis is the rapid growth of community colleges accompanied by rapid growth in community services. Due to this rapid growth in number of community programs, it has become nearly impossible to obtain the service of qualified community services administrators.

The term "qualified" meaning with administrative and working experience in community service programs in planning, directing, and evaluating.

The study will be a compilation of an account of the emergence and development of Community Services Programs in the Seventeen Junior Colleges of Alabama. Through an in-depth analysis of the community services programs of seventeen Junior colleges in the State of Alabama, the study will address itself to defining the elements of community services, identifying the organizational structures through which community service programs are carried out and identifying the factors within the college and in the community which, as perceived by Junior college administrators, contribute to the effectiveness of community service programs as they develop.

In this study, answers will be sought to the following questions:

1. What are the means by which community services are linked with other areas of the college and with community groups?
2. What are the factors or conditions which influence the development and effectiveness of community service programs?
3. How are those community needs which relate to the development of community service programs identified?
4. What are the elements of community services in the community college? What are the commonalities and divergencies in programs?
5. What organizations, staffing and financing patterns exist in community service programs?

The Need for the Study

The rationale for this study is that an understanding of the development and structure of community service programs can be of value as an addition to the limited literature available on this subject and also serve as a resource for those people in Alabama responsible for planning and developing community service programs in the seventeen junior colleges of the state.

Limitations of the Study

The seventeen junior colleges in the State of Alabama were selected on the basis of public control, size of co-educational student enrollment and population of the county in which the college is located. It should be said that information on small junior colleges throughout the nation is not available and criteria for the evaluation of the quality of their community services programs do not exist at this time.

Dr. J. Kenneth Cummiskey, Director, Community Services Project, American Association of Junior Colleges, has written in correspondence, "... material for community services for urban and rural areas is rather sparse. We are no better equipped than you to define or enumerate urban or rural communities. This is an area about which we definitely need to know more."

The generalizability of the conclusions of this study will be limited by the fact that the sample is not representative of the entire population of small junior colleges in the South or in the nation.

Definition of Terms

The recent emergence of community services as a mainline function of the community college has brought with it some semantic difficulties. Such terms as community services, continuing education, adult education and community education are used in diverse ways by community college administrators and writers.

The terms continuing education and adult education are nearly synonymous in meaning and in common usage. For the purpose of this study, the term continuing education will be used. Similarly, the terms community services and community education are used in nearly identical ways; in this study, the term community services will be used.

Community Services

There is not yet general agreement as to what programs, courses and activities fall within the boundaries of the community services concept. During the present decade,

however, there has been an increasing tendency to separate such activities as short courses, seminars, workshops, lectures, concerts and social action programs from the administration of degree programs, creating a division or department of community services. Some colleges include collegiate courses offered to adults during the evening hours within the community services framework, while others administer this type of course separately.

Ervin L. Harlacher provides this definition of community services:

"Educational, cultural and recreational services which an educational institution may provide for its community beyond regularly scheduled day and evening classes." (1)

Harlacher's definition is substantially the same as that of other writers, including B. Lamar Johnson and Leland L. Medsker. Medsker defines community services simply as "the various special services which an educational institution may provide for its community."

William H. Miller, former Coordinator of Community Education at the College of San Mateo, California, stated that community services is a "revolutionary force that will make the college a catalyst in the emergence of true human community within the

geographic community." The college becomes "available to all facets of the community and thus provides a bridge between those in need (material, psychological and spiritual) and those who have the skills, time and money to satisfy that need."

The definitions above reflects the community-centered orientation of community services and give recognition to the dicotomy between community services and formal degree programs. These concepts are joined in the definition below; this definition is used for the purposes of this study:

"Those efforts of the community college, often undertaken in cooperation with other community groups or agencies, which are directed toward providing educational solutions to localized social, economic, cultural and civic problems which are not met by formal collegiate degree or certificate programs."

Continuing Education

Russell J. Kleis has written the following definition of continuing education which is used for the purposes of this study:

"Continuing education may be defined as any deliberate effort of a person, whose principal occupation has ceased to be that of student, to seek learning as a means of developing potential or resolving problems in himself, his institutions, or his community, or the deliberate effort of another person or an institution to produce such learning in him."

Method of Data Collection (The Sample)

This study is descriptive in nature; the foundation of the investigation is an in-depth analysis of the community service programs of seventeen Junior colleges in the State of Alabama. The analysis is based on the perceptions of 102 administrators from the colleges involved, each of whom will be interviewed using an instrument designed by the researcher. Administrators of all of the seventeen Junior colleges selected for the study participated in the study. Each college was visited; the duration of each visit was from one to two days, depending on the interview schedule and the time schedule of the administrator.

Organization of Data

The presentation and analysis of the data was ordered by the areas of inquiry to which this study will address itself, namely; (1) the means by which community services are linked with other areas of the college and with community groups, (2) methods by which community needs are identified, (3) conditions or factors which determine the development and effectiveness of community service problems, (4) organizational, staffing and financing patterns in community services, and (5) the elements of community services in the community college.

CHAPTER II*

REVIEW OF THE LITERATURE

The principal purpose of this chapter was to review the professional literature relating to the problem encompassed by this study.

This chapter is divided into three major parts. The first section is a general survey of the literature of the junior college. The second section is a brief review of the development of the land grant college movements with emphasis on the community service aspects of that educational institution. The third section reviews the literature related to the development and appropriateness of the community service concept as a major function of the American community college.

*This chapter is a revised edition and did not appear in this dissertation as presented in 1972.

General Survey of the Literature
of the Junior College Movement

An impressive body of literature has been written on the junior college. Eells published an annotated bibliography in 1930 listing some 1600 titles (22). A tabulation of new titles added in the first year following publication of the original bibliography indicated that the list had grown by approximately 300 titles. Fortunately, for the researcher, many of the listed titles constitute rather brief and inconsequential discourses of narrow scope and limited interest to latter-day students of the junior college movement. Studies of broader scope and interest were limited in number. In his epic study of the junior college, published in 1931, Eells cited twenty-five titles which he urged his students to read for an understanding of the early years of the movement (38). The titles of this list still provide a valuable historical foundation for the student of the junior college movement.

Listed in chronological order, the first work cited by Eells was F. M. McDowell's The Junior College, published in 1919 (23). McDowell undertook his study as a doctoral dissertation at the University of Iowa. It was the first such comprehensive study of the junior college movement in the United States. Included was a bibliography of eighty-two titles from which the author derived data on the history and the present status of the movement. One hundred thirty-two

junior colleges, thirty-nine public and ninety-three private, were included in the study. Enrollment data for seventy-four of these colleges were provided for the years 1914-15 through 1916-17.

Emergence of the concept

Though McDowell's study is cited by Eells as the starting point for any survey of the history of the junior college movement, the real beginnings of the institution which McDowell studied in 1919 go back at least another sixty-eight years. Henry P. Tappan appears to be the first educational leader in the United States to have suggested in his writing the division of the first two years of liberal or general studies from the second two years of advanced or specialized education in the universities and colleges of America. Tappan presented these views in a book entitled University Education which was published in 1851 (24). He reiterated his belief that the two "preparatory" years of university or college education should be shifted elsewhere in the address delivered on his inauguration as president of the University of Michigan in 1852.

The literature of the period during which the concept of the junior college was emerging during the remainder of the nineteenth century is made up largely of the addresses of other university presidents who followed Tappan's lead. Among those who spoke on the problem, and whose addresses have been recorded, are Folwell of the University of Minnesota, Draper and James of the University of Illinois, Eliot of

Harvard, Butler of Columbia, Jesse of Missouri, White of Cornell, Jordan of Stanford, and Harper of the University of Chicago. There is a uniform determination among these educational leaders to promote the establishment of a separate "lower division" of collegiate studies. Probably the most significant statement of the period was made by William Rainey Harper whose collected addresses were published in 1905 as *The Trend in Higher Education in America* (25). His influence was directly responsible for the establishment of the first junior college at Joliet, Illinois, in 1902.

In California, during the period of emergence, again the literature was largely in the form of addresses. David Staff Jordan produced a number of particularly strong pleas, recorded in his annual reports, for the shift of lower division work from Stanford University to locally operated junior colleges. Dr. Jordan was abetted in his efforts by the work of Dr. Alexis F. Lange, dean of the school of education at the University of California at Berkeley. The bulk of Dr. Lange's communications was in the form of addresses sometimes reprinted in the educational journals of the period but more often lost to public view until the publication, posthumously in 1927, of a collection of his major addresses in The Lange Book (26).

The early years

The men who created the junior college concept and brought it to fruition were missionaries. The literature

they produced was of a missionary nature. It was not until the first public junior college (Joliet) had been established and in operation for well over a decade that the first studies of the new type of institution appeared. While such latter-day prophets as Angell of Yale and Wilbur of Stanford continued to plead the need of the universities, the first spokesman of the junior colleges began to make their appearance.

In the same year that the first master's thesis on the junior college was completed by A. A. Gray at the University of Iowa in 1915 (236).

The junior college of the 1950's

The literature of the junior college of the fifties reflects a new sense of the destiny of the movement both at the state and the national association.

A second general work of the period, but somewhat less useful than the Bogue book because of errors in reporting data and bibliographical references, is the study of the community college in the United States by Starrak and Hughes (28). The 1954 edition is a revision of the original volume which was published in 1948 as The New Junior College. Part III of the 1954 edition contains a proposal for a system of community colleges for a state (Iowa).

Mention should also be made in passing of Diekhoff's Democracy's College (29) in which the head of the English

department of Queen's College in New York builds in scholarly fashion a case for the public junior college in America. Diekhoff cites many classical references in his work while at the same time dealing realistically with the problems of the community college. The book is especially interesting in that it is written by a faculty member rather than by an administrator and thus constitutes a rather rare phenomenon in the literature of junior college education.

The National Society for the Study of Education assigned responsibility for the preparation of its fifty-fifth yearbook (30) to a committee of junior college leaders under the chairmanship of B. Lamar Johnson. The resultant publication is a landmark in junior college literature for the fifties. It traces the history of the emerging institution while dealing with such contemporary matters as its role and purposes and the means of insuring its continuing improvement. An excellent bibliography of up-to-date titles was provided by S. V. Martorana of the U. S. Office of Education as the final section of the yearbook.

Two years before the publication of the yearbook one of its editors, Elbert K. Fretwell, completed a study on the founding of public junior colleges (31). Fretwell described the establishment of junior colleges in six communities. He interviewed junior college leaders in each of the communities and examined documents which constituted the record of the establishment in order to

determine those factors which influenced the establishment.

The problem of financing higher education on a national basis was considered by Hollingshead in a study for the Commission on Financing Higher Education in 1952 (32). Excellent data on estimated percentages of American youth able to profit by college education are presented by the author. During this same year, the Educational Policies Commission revised its earlier publication on the educational needs of American youth (33). The original recommendation had called for the upward extension of free public education through grades thirteen and fourteen. The recommendation was reaffirmed in the later report. In addition, an integrated system of job guidance, job training, and placement with increased financial support of the junior colleges to enable them to sustain such a system was urged.

In 1952 a comprehensive study of general education in the California junior colleges was made under the direction of B. Lamar Johnson. The report of this study which was published by the American Council on Education (34) made an impact upon the thinking of those involved in shaping the functions of the junior college as well as its curriculum.

Dr. Johnson examined in detail twelve identifiable general education functions of the junior college. Having identified these functions he then proceeded to suggest a means of operating the instructional program in

such a way as to achieve the functions. Dr. Johnson concluded the report by recommending ten steps which should be taken in order to assure continued progress in the area of junior college general education.

Equally valuable is the study sometimes referred to as the Additional Centers Study (35) completed by Semans and Holy in 1957 in which estimates of the college enrollment potential were compiled for the entire state and for the various geographical regions of the state. The study suggested priorities for the addition of higher educational facilities and set forth guiding principles which would assure orderly expansion in the number of institutions of higher education in the state.

Recent developments

Just as the literature of the last years of other decades set the tone of the ten-year period to follow, the emphasis upon research in the literature of the late fifties perhaps influenced the character of the literature which has appeared to date in the sixties. The most definitive study of the junior college to appear so far in the 1960's and 70's is that completed by Medsker in 1960 (36). Medsker examined philosophically, historically, and statistically the existing state of junior college education in the United States. He related his study to the data reported in earlier studies of the junior college by Koos and Eells, thus providing perspective for his report.

Medsker's purpose in writing his study was not only to determine the status of the junior college in the United States but to develop projections for the future of the junior college movement in American higher education. The study compares favorably with the earlier studies of McDowell, Koos, Whitney, Proctor, and Eells.

The Land Grant Colleges and
Community Services

A similarity between the evolving community services program in community colleges and that concept as developed earlier by the land grant colleges has been noted by several writers.

United States Commissioner of Education Frances Keppel observes that a century ago the land grant colleges brought a "virtual revolution to higher education through their response to society's demands for a variety of programs and services" and that today, with the evolvement of the community college, "we may be on the brink of another such revolution" (39:10).

Brubacher and Rudy, writing in Higher Education in Transition, identify the idea of service as one of the distinguishing characteristics which differentiated American higher education from that found in other parts of the world, and they see this service concept manifested in a "positive dedication to the service of an evolving, dynamic, democratic community" (4:378). They also discern an American emphasis on the social utility of higher education, particularly as it is manifested in the land grant colleges "which seek to improve local political and economic conditions (as seen in the work of the agricultural

experiment stations) and the carrying of the results to the people (by means of the many flourishing university extension systems)" (4:379).

In an article entitled "Alabama's Community Renaissance," Harlacher contends that programs of community services now being developed and carried forward in Alabama community colleges may be favorably compared with the original idea of extension services in the land grant colleges, namely "That of extending the physical and human resources of the colleges to the needs of the community" (33:15).

The community college, within the framework of its community services program, says Harlacher, "accepts the responsibility for the educational development of all of the citizens of the community regardless of whether or not they are enrolled in classes" (33:15).

The beginning of the land grant college movement in the United States is usually identified by congressional enactment of the Morrill Act of 1862. The elements present in American society in the middle of the nineteenth century that brought the Morrill Act into being are delineated by Edward E. Eddy, Jr. in his definitive work on the land grant movement, Colleges for Our Land and Times. Eddy identifies these factors as:

A wealthy nation with a new concept of democracy, dissatisfaction with the existing education, a growing body of knowledge in science, a burgeoning industrial complex, and the urge to help the farmer by realizing the potential impact of science on agriculture. (8:22)

The Morrill Act of 1862 was the first of several pieces of important federal legislation that encouraged and expanded the land grant college movement. The Morrill Act provided for a grant of federal lands or land scrip to each state in the amount of 30,000 acres for each senator and representative in Congress from that state for the purpose of supporting an institution of higher learning (1:43).

Section 4 of the Morrill Act of 1862 set forth the purpose of the Congress in enacting the legislation as follows:

The endowment, support and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and to the mechanic arts, in such manner as the legislature of the states may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life. (5:20)

Following this legislation came the Hatch Act of 1887, which provided for the establishment and maintenance of an agricultural experiment station at each land grant college. The second Morrill Act of 1890 provided for continuing annual federal appropriations for the colleges and was followed by the Smith-Lever Act of 1914, which laid the groundwork for the development of extension work by the land grant institutions in agriculture and home economics (1:44).

Brunner sees the land grant colleges as designed to foster a program of education suited to the needs of the agricultural and industrial classes, encompassing a program both for youth on the campus and the adult population throughout the rural area of the nation (5:4).

In establishing and founding the land grant colleges, the federal policy was:

Influenced by public land policy and the interests of farmers: It emphasized vocational and professional rather than liberal education; it emphasized practical scientific research; and it emphasized the education of the many rather than the few. (1:46)

The programs and the philosophy that make the land grant movement unique in higher education began to emerge at the turn of this century. In 1906, President Charles Van Hise organized a program of General Extension at the University of Wisconsin, commenting in his now famous statement that he wished to make "the boundaries of the University campus coterminous with the boundaries of the state." The establishment in Wisconsin of classes in off-campus, full-time extension centers spread, and by 1913, twenty-eight extension divisions were organized in other land grant and private institutions (51:1166).

The beginnings of these extension centers are to be found in experiments and educational programs that began much earlier, however. Eddy notes that "farmers' institutes were occasional first steps in extending the boundaries of the campus." Under impetus of the growth and development

of the agricultural experiment stations, meetings between college personnel and farmers were being held, and in 1885 the Wisconsin legislature appropriated \$5,000 for this purpose. By 1893, the appropriation had risen to \$12,000, with meetings being held under the supervision of a superintendent with faculty status (8:109).

The Extension development with farmer institutes resulted in increased demands on the time of already hard-pressed faculty members, but gradually there emerged "the tri-part function of the land grant colleges--instruction, research, and extension" (8:105).

Ross observes that early extension efforts were often carried on in conjunction with the Grange, the Alliance, and organizations of special producers, and that along with farmer institutes other rudimentary extension activities were developing. Station bulletins, personal correspondence, farmers' reading courses, and informal gatherings were the beginnings of the third main line of activity of the colleges, which needed only more modernized transportation and communication to be brought to full development (20:165-166).

The idea of University Extension, aside from agricultural meetings and instruction, came into being as a formal movement in 1887, following some earlier experience with the Chautauque and Lyceum movement (8:106).

Eddy describes the transition from farmer-centered extension to a program with greater emphasis on general education:

The possibilities of carrying education to the people through reading circles, evening classes, lecture series, and correspondence courses seemed immense. University Extension differed from its agricultural counterpart because it did not pretend to solve special problems related to occupation. It further differed by its attempt to transfer the work of the classroom into the home and community, whereas agricultural extension sought to make available the results of research and new methods. (8:107)

The first "short-course" work began in agriculture at the University of Wisconsin in 1885, and in 1894, Michigan State University offered a six-week course for farmers at the campus agricultural laboratory. Later, the University of Minnesota offered a home-making program for women who had not completed high school. The course consisted of three six-month classes offered over a three-year period. These courses came in response to a growing realization that certain purposes of the land grant college could best be served outside the standard four-year curriculum (8:107).

The colleges also looked to serve youth below college age on the farm, and the cooperation of land grant colleges with the Department of Agriculture was instrumental in the founding of the 4-H Club movement in the United States in 1911 (8:137).

By 1914, land grant colleges were institutions of genuine size and stature, and most significant of all was "the emergence in all the institutions of a unique philosophy of service to youth, to farmers, to homemakers, to industry, to agriculture, to the entire nation" (8:147).

Following World War I, Louise E. Reber reported in an article, "University Extension in Land Grant Colleges," as follows:

Thirty-three land grant colleges report well-organized departments of correspondence and extension class instruction; ten recorded well-developed lecture and lyceum bureaus, while many support lectures by faculty on demand; eight describe strong departments of forum teaching and library extension, and twelve others are doing work of the latter type; twenty have introduced a visual instruction service; twelve are doing a considerable amount of well-organized work in community development; six have established bureaus of municipal information; and five are conducting post-graduate medical work. Several report cooperation in general with agricultural extension, and many carry on some form or forms of university extension without distinct organization for it. (8:196)

In the era of the 1920's and 1930's, agricultural extension programs played an important part in the growth of the farmer cooperative movement (8:181), and in the birth of the American Farm Bureau Federation, which eventually became by far the largest single farm organization in the world (8:183). During this same period the home demonstration agent in home economics, working through extension, had great impact, as evidenced by the fact that in 1927 alone, women in 297,000 rural homes were taught costume designing, hat making, and adaptation of dress goods (8:192). As one author summarized it, "University Extension grew up, so to speak, in the philosophy of service to all the people of the state" (51:1170).

In 1951, land grant colleges enrolled more than 274,000 men and women in extension courses and 81,000 in

correspondence courses, and Edward D. Eddy, in evaluating the growth of the movement in the modern day, says this:

In many areas and through many methods, the land grant college of the present day has extended its influence far beyond that originally assumed to be agriculture and mechanic arts. It serves as a meeting place and center of education for doctors, women's organizations, lawyers, bankers, teachers, municipal officers, policemen and men and women of almost every profession. Wherever a need resembling education is shown, the colleges move to meet the need. Their anxiety to be of service and to serve the constituency in every possible way sometimes takes them far beyond the normal channels of education, and into areas educationally questionable. This is an inherent temptation in the effort of the colleges to root themselves deeply in the common life. All in all, however, these colleges have served the people in a better fashion than any other educational enterprise, and the vast majority of their work has been educationally sound. (8:245)

Before moving to an examination of the literature related to the development of community service programs in the more recently emerging community colleges, it should be noted that the concept of community identification and service is not restricted to the land grant movement in American four-year higher education. Other public institutions, and private ones as well, were active in their respective communities in developing programs that met community needs. The noted American historian Daniel J. Boorstin wrote recently that the "distinctively American college was neither public nor private but a community institution. In America it was a piece with the community emphasis which already distinguished our civilization" (27:13).

The Community College and
Community Services

While the land grant colleges had developed rather extensive programs of community services by the 1920's, the junior college movement in the United States was just then beginning to emerge as a significant part of higher education, and its programs were inevitably limited in scope. Bogue notes that the community service function did not appear as a significant development in junior colleges until after 1930 (2:207).

With the emergence and development of the junior college movement in the United States, a gradual shift in emphasis to a concept of the junior college as a community college occurred. Fields observes that the community college has as its major purpose meeting the needs of all individuals in the community (10:89). Reynolds holds that the community college is essentially characterized by two unique qualities. It is of recent origin, with its greatest growth occurring since World War I, and its conception and development is native to the United States, thus giving the community college unusual freedom in its growth and development (19:1).

The Educational Policies Commission of the National Education Association notes that not all public schools are community-oriented, with the result that they become

"literally insulated islands, cut off by channels of convention from the world which surrounds them, and the inhabitants of these islands rarely venture to cross these channels during school hours" (15:130). Punke observes that institutions which stand aside from the major currents of social and cultural growth limit their influence and invite isolation. "The Latin Grammar School and the Academy stood apart and became isolated and essentially extinct" (18:215).

Dean cites the purposes of the community college and says that as a community service function, two-year colleges must meet the legitimate educational needs of all citizens over eighteen years of age. They should provide services to groups and individuals not enrolled in regular classes or courses, since they are community-centered institutions (31:48-49).

Johnson observes that community services are still an emerging function of many colleges, and he reports that:

Of seventy-nine educators who were questioned about what they thought would be the most significant development in the junior college in the next twenty-five years, the most frequently mentioned among anticipated developments which related to the purposes of the junior college were those directed toward community services. (38:185)

Writing in the same vein, Bogue notes that the function of community services is the most recently developed of the goals of the community junior colleges. He argues that the scope and adequacy of these services determine whether:

The college merits the title of community junior college; to a important degree, they determine also the extent of community understanding and support of the several functions of the college. (2:66)

Blocher sees a community-centered, locally controlled and supported institution emerging throughout this country "dedicated to serving the educational needs of all individuals in the community through comprehensive curriculum guidance programs and community services." He calls for a college that offers opportunities for citizens of all ages and levels of educational development to grow as persons without traditional limitations of programs (26:20).

Reynolds observes that the community college, like other public institutions, has lately looked beyond its classrooms and campus and found educational needs in the community of which it is a part (11:141).

The most recently developed of the tasks of the community junior college, says Thornton, is the function of community services. Further, he contends that this function is both important and unique in that the "scope and adequacy of these services determine whether or not the college merits the title 'community junior college,'" and that "to an important degree, they determine also the extent of community understanding and support of the several functions of the college" (21:66).

Keppel relates the concept of excellence, as applied to a community college, to its commitment to community service. He writes that "when we look at standards of

excellence, we must remember that the unique characteristic of the junior college--whether public or private-- is its contribution to the community in particular and society in general." From a community viewpoint, the junior college improves the educational, cultural, and artistic climate of the area it serves (39:8).

D. Grant Morrison of the United States Office of Education defines one of the four generally accepted purposes of the community college as being "To provide continuation education for those adults interested in improving themselves as workers, members of a family, and citizens. Particular emphasis is placed on community service programs tailored to the particular needs of the area," and further, Morrison argues, "The community that has a measure of local control and support has an obligation to provide educational opportunities to all who can benefit" (41:463).

Peterson says the two-year college must meet its "community college function," which in addition to regular day and evening classes includes "short-term classes, forums, conferences and community services," and that "As community colleges, we must recognize that education is a life-long process" (43:3-5).

A considerable number of writers have given attention to the functions of the junior college. As early as 1927 Frank W. Thomas, in discussing the junior college curriculum pointed out that one function of the curriculum of the junior

college is to widen the opportunity for education by adapting offerings to community needs. According to Thomas:

Recognition must be given to the interests and potential requirements of those who would not otherwise be served by an institution offering collegiate instruction. With the growing interest in the adult-education movement, there is opening up a field for the junior college which has far-reaching possibilities. (37)

In his doctoral dissertation at Stanford in 1926, Thomas, who has been widely quoted ever since, defined the four functions of the junior college as popularizing, preparatory, terminal, and guidance. (38) He concluded that the functions of the junior college are:

1. To popularize education by giving its benefits to a great number who otherwise would not be served.
2. To give youth an opportunity to prepare for upper division college work.
3. To give general education for citizenship and for specific vocational entrance.
4. To develop the individual as a thinking, well-integrated person.

Carter V. Good's Dictionary of Education defines the popularizing function, which from standpoint of this study is quite basic, in these words:

The function of extending education of a general nature to secondary school graduates who, for geographical or economic reasons, could not otherwise secure it; and of giving similar benefits to mature residents of the community. (39)

Another conception of the relationship and relative significance of Thomas's four functions was presented in the third monograph prepared for the Commission on Junior College Terminal Education by Eells (40). It was stated there that the guidance function is the most important function of the junior college, and that it underlies the effective development and operation of the popularizing, preparatory, and terminal functions. Eells explained the basic importance of the guidance function as follows:

If the terminal and preparatory functions are both operating properly and in appropriate relationships to each other, and made fully effective through an adequate and vital organization for guidance in all of its aspects, the result will be the popularization of the junior college in democratizing education of a variety of types for the entire community which it serves--meeting the need not only of youth but the needs of adults as well. (41)

In the foregoing sense the above quotation indicates that the junior college, if it is to fulfill completely its functions, must in a real sense be a community college.

Earlier Eells briefed the Report of the Carnegie Foundation for the Advancement of Teaching, for the State of California in 1932, which stated that junior college education may properly include five functions or services: (1) curriculums for social intelligence; (2) specialized vocational curriculums; (3) pre-professional curriculums; (4) pre-academic curriculums; and (5) adult education. (42)

In addition to Eells, other writers, too, have enumerated junior college functions. Representative of a large group

who have assigned to the junior college broad community service, service which when effected is the function of a community college, are Merton E. Hill, W. W. Haggard, Fred J. Kelly, and George F. Zook. Hill, for instance, quoted the Report of the State Council (California) on Planning and Co-ordination, which outlined a program for the junior college to consist of semi-professional and vocational curriculums, curriculums for life needs, lower-division curriculums, and adult education. (43) In an editorial in The Junior College Journal in 1936 Haggard remarked that,

. . . the junior college has a responsibility for adult educational program in its community. . . . There is no area of community life in which the junior college can render any greater service than in adult education. (44)

Kelly made the following points in discussing the meaning to the junior college of certain aspects of current social reconstruction. He remarked that the junior college must be a distinctly community institution, and that it must be the center of an adult education program. (45) In similar vein Zook, in an address before the American Association of Junior Colleges, remarked that, "The junior college should be a cultural leader on a broad front in the community in which it is located." (46)

Further evidence that the community college concept was included in the aims of the junior college movement at an early date, 1927, is found in the following list of purposes of the small junior college:

- (1) To prepare certain students for work in the university and in other higher institutions of learning.
- (2) To serve as a finishing school for another group of students.
- (3) To furnish extension work of a cultural and practical nature to meet the needs of adults living in the local community. (47)

Carl E. Seashore also recognized that the junior college should serve both youth and adults when he said, in 1940, that the most logical unit for giving adults the opportunity to make up for lost privileges" in education is the junior college. It should be noted that the "lost privileges concept" is both limited and outdated. A more comprehensive viewpoint was expressed by Seashore when he remarked that the junior college should be organized as a community institution with wide functions. (48)

Byron S. Hollinshead, in 1935, summarized the function of the community college in these words:

The junior college should be a community college, meeting community needs; it should serve to promote a greater social and civic intelligence in the community; it should provide opportunities for increased adult education; it should provide educational, recreational, and vocational opportunities for young people; the cultural facilities of the institution should be placed at the disposal of the community; and the work of the community college should be closely integrated with the work of the high school and the work of other community institutions. (49)

Leonard V. Koos studied the integration of the high school and the college. (50) In reporting his findings concerning the organizational relationship of the junior college with the high school, Koos identified three major types of relationships: separate two-year institutions;

associations (of junior college years with high schools); and four-year units (including the last two high school years and the first two college years). He found that administrators in systems operating separate two-year junior colleges were about equally divided in their opinions as to whether the junior college should be a separate two-year unit or the top four-year unit in the 6-4-4 plan. On the other hand, in systems operating with associations, one-sixth of the administrators preferred the separate two-year college, whereas over one-half preferred the 6-4-4 plan. Koos concluded, from these and other data, that the type of relationship the junior college bears to the high school reflects differences

. . . in conception of the function of separate two-year unit and of the two college years in four-year units--divergence that in the former tends to reserve this level for the tradition of higher education but in the latter allocates it to a vertically extended secondary school. (51)

Koos, in advocating such a vertical extension, summarized the function of the upper four-year unit in a system operating under the 6-4-4 plan in these words:

In its development and trend in most centers, the new college aims to serve all youth of appropriate ages, inclusive of those who will continue in the universities and those who will terminate their formal schooling in these years. It offers full-time curriculums and has been introducing part-time programs and an offering suitable for adults. The policy of localism and horizontal expansion to serve all youth and adults of the community have prompted advocacy of the name "community college"--a name more suggestive than "college" of its democratic scope and function. (52)

John A. Sexson and John W. Harbeson, in their book, The New American College, also considered the functions of a community college, with emphasis on a 6-4-4 type of organization. They stated that "under the concept of community service the junior college is to serve the entire community of every age and walk in life. It is based on the philosophy that education is a lifelong process." (53) In the performance of this function, Sexson and Harbeson maintained that the community college, or city college, is best prepared for effective community service, and listed four specific functions or responsibilities: general education for all; the preparatory function, the terminal function; and the community education function.

In viewing the outlook for the New American College, which is the name given to the institution they proposed for solution of the problem of post high school education, Sexson and Harbeson visualized a permanent public school institution which would abandon traditional curriculum patterns and adapt its offerings to the growth needs of the people enrolled, and which would become an educational and cultural center for the entire community. In addition, the authors proposed that post high school education for all members of the community be made a part of the college program and that to accommodate this purpose the campus would cover the entire district. (54)

Additional reference in the literature to the broad scope of function which the local public junior college should perform was found included among a statement of six

fundamental principles made with regard to junior college terminal education by the Commission on Junior College Terminal Education. The first principle was stated as follows:

The junior college, although consisting of a variety of sizes and types, is essentially a community institution, and, therefore, has a special obligation to meet fully the needs of its own constituency. (55)

Although the meaning of the above quoted principle is somewhat ambiguous when applied to the concept of the community college, it is believed that the Commission considered community service to youth and adults to be a function of the junior college. The administrative organization of the curriculum necessary to comply with this principle was the problem with which the present study was concerned.

In discussing the emphasis coming to be placed by junior colleges on community service, Jesse P. Bogue, in an article written for School Executive, stated that the name "junior college" is gradually being replaced by "people's college" and "community college." (56) He named the functions of the community college as making higher education more democratic, providing lower division courses parallel to the university, terminal courses for community needs, and developing an adult education program. He concluded by remarking that,

These purposes, together with the recommendation that the public junior college be tuition-free, are cited as among the guiding principles for the establishment of public junior colleges framed at the 1947 annual convention of the American Association of Junior Colleges by the Legislative Committee. (57)

In another article Bogue continued this line of reasoning with the state that, "If a junior college is a community college in name, it must prove itself to be so in fact by extending its benefits to all the people in the community who will accept them." (58)

Howard D. Crull considered the need for expanded educational opportunity in Michigan, and concluded that the functions of the community college should be met on the local level, in the natural school community. (59)

Also on the state level was a report on the role of the public junior college in Illinois, prepared by a Committee of the Illinois Secondary School Principals' Association. The report of the committee stated and dealt at some length with six cardinal principles for the public junior colleges. Although concerned primarily with local conditions in Illinois, the report is an excellent re-examination of the functions of the junior college. Five of the six principles are of general interest and were stated as follows:

1. The public junior college should be an upward extension of secondary education.
2. As the topmost unit of the secondary-school span, the public junior college should serve all normal youth who wish to continue their formal education through grade fourteen.

3. In order to make it possible for all normal youth to attend, the public junior college must be a tuition-free institution.

4. In order to meet the educational needs of all normal youth, the program of the public junior college must be geared both to the common and to the specialized needs of youth. This means that there must be provided:

- a. Commonly needed general education for all youth.
- b. Vocational training in the semi-professionals for terminal students adequate to qualify them for immediate entrance into the occupational world.
- c. College preparatory courses for college-bound students adequate to qualify them for junior standing in standard colleges and universities.
- d. Adequate guidance and other necessary personal services for all youth.

5. The public junior college should be designed as a public institution; it should provide whatever additional education of less than university grade the public may desire and should serve as the principal cultural center of the community.

Without in any way minimizing the importance of the first four principles just stated, in this study the fifth of these principles is taken to be of first importance. Not only is it given first importance in comparison with the first four principles, all of which pertain quite directly to youth, but it is more basic for the whole concept of post high school education as well.

Up to this point the writers cited generally have considered the functions of the junior college as being primarily devoted to serving youth. While often mentioned, adult education and the community service function of the junior college consistently have been given what seems to be a subordinate position. The recent bulletin prepared by James A. Starrak and Raymond M. Hughes, called The New Junior College, (61) reflects the growing recognition being given to the broader function of post high school education. Starrak and Hughes assign to this "relatively new but rapidly growing area or division of public education in the United States" (62) two functions of co-ordinate importance. They state that the purposes of the new junior college are

. . . to serve the educational needs of two main groups: (1) young men and women who, for various good reasons, are unable to attend immediately a standard four-year college, or who propose to enter occupational fields for which the standard college curriculum does not give appropriate preparation; (2) adults of all ages who wish to improve their occupational, cultural, or social-civic status by systematic study. (63)

The general functions of the junior college, or community college, were described by Fairley as follows:

The junior colleges are . . . people's colleges, and, as such, are strategically located to serve the needs of the people. . . . The junior colleges, if they are to serve their people well, must assume responsibility for creating an awareness of our needs and an understanding of our problems. They must translate the ideals of democracy and of Christianity into reality. They must cultivate faith in our future. . . . (64)

The Community College Curriculum

Since the point of view one takes concerning what shall constitute the curriculum of the community college conditions both the type of administrative organization under which the instructional program shall operate and the nature and extent of the services rendered, it was considered necessary to review the literature pertaining to the community college curriculum. No attempt was made, however, to do more than briefly mention the broad types of curriculums which taken together constitute the educational program of the community college. There seems to be general agreement among writers who have given attention to the problem of what shall be taught that the requirements of two major groups of students must be considered: full-time students and part-time students. For the full-time students, ordinarily youth just graduated from high school, two curriculums are needed: preparatory and terminal. Terminal curriculums, in turn, are of two types, general or cultural and vocational or technical. For the part-time students the curriculum usually is designated as adult education. Its aims can be said to include those of general and technical education.

Little attention, it seems, need be given here to the preparatory curriculum, which consist chiefly of academic

courses prerequisite to admission to senior colleges and professional schools. Of greater moment to the community college are the curriculums involved in providing general and technical education. A thorough-going and comprehensive treatment of the terminal aspects of general and technical education was found in the series of terminal education monographs edited by Eells for the American Association of Junior Colleges, (65) and in the continuation study reported by Phebe Ward. (66)

The curriculum for general education for part-time students has not been considered so fully. The American Association of Adult Education, in its recently prepared handbook, (67) prefaced the platform for adult education in America by identifying the responsibilities of adults, which differ from those of youth and children, and which, therefore, influence the type of education suitable for adults. The immediate responsibilities of adults were enumerated as follows:

1. Adults have the responsibility for carrying on all the functions of government, including voting, holding office, and all other functions of citizenship.
2. Adults have the responsibility of maintaining economic stability as it relates to themselves, their families, and their communities.
3. Adults have the responsibility of parenthood and of maintaining well-adjusted home and family life.

4. Adults have the responsibility of providing the social, cultural, and spiritual environment for the present and future generations. (68)

More broadly considered, these responsibilities may be included in the aims of general education, the most recent listing of which was made by the President's Commission on Higher Education. General education, the term coming to be applied to those phases of learning, or behavior, can be applied with relatively equal validity to youth and adults, to full-time and part-time students. General education, which should be expressed in terms of behavior, should enable the students to progress toward the following outcomes, suggested by the President's Commission:

1. To develop for the regulation of one's personal and civic life a code of behavior based on ethical principles consistent with democratic ideals.

2. To participate actively as an informed and responsible citizen in solving the social, economic, and political problems of one's community, state, and nation.

3. To recognize the interdependence of the different peoples of the world and one's personal responsibility for fostering international understanding and peace.

4. To understand the common phenomena in one's physical environment, to apply habit of scientific thought to both personal and civic problems, and to appreciate the implications of scientific discoveries for human welfare.

5. To understand the ideas of others and to express one's own effectively.

6. To attain a satisfactory emotional and social adjustment.

7. To maintain and improve his own health and to co-operate actively and intelligently in solving community health problems.

8. To understand and enjoy literature, art, music, and other cultural activities as expressions of personal and social experience, and to participate to some extent in some form of creative activity.

9. To acquire the knowledge and attitudes basic to a satisfying family life.

10. To choose a socially useful and personally satisfying vocation that will permit one to use to the full his particular interests and abilities.

11. To acquire and use the skills and habits involved in critical and constructive thinking. (69)

These proposed outcomes of general educational would seem to be valid for people of all ages, and might, therefore, constitute the aims of general education in the community college both for full-time and part-time students, for youth and for adults. The literature describing the need for increased opportunities in business and technical training, either for full-time or part-time students, is described in the following paragraphs.

Increased opportunities for youth and adults in business and technical areas of the community college curriculum are indicated by changing employment factors. According to Eells, about half the workers of the country are in the areas of proprietors and managers, clerical occupations, and skilled labor, and youth who wish to enter these fields probably could prepare themselves by means of a well-planned junior college course of studies. (70) For older adults, already employed in these areas, the community college can offer opportunities for job upgrading and personal improvement. Too, the community college might provide similar opportunities for the remaining half of the gainfully employed workers who are in the area of professional service, and semi-skilled and unskilled labor.

Other services which can be offered by the community college in technical and business areas are apprenticeship training, leadership training, and government service. In this connection Eells pointed out that,

It is the obligation of the junior college to determine, through a comprehensive community survey, the actual employment needs and opportunities in its own community and then to organize its curricular offerings, if possible, better to meet these needs. (71)

In addition, new methods of apprenticeship training are resulting in new responsibilities for public school systems, working in co-operation with local trade unions.

In keeping with the major role now assigned to community services as a part of the mission of the Alabama junior

colleges, a part of the accreditation kit of materials used by the Southern Association of Schools and Colleges in accrediting Alabama junior colleges is directed to an evaluation of the community service program of the school to be accredited.

The Functions of Community Services Programs

The community services function in the public junior college has undergone considerable change over the years. As noted earlier, the Restudy in 1965 commented on the relationship of this program to that of adult education, and Medsker suggests that one of the reasons for community service being identified with adult education is that the community service program in small junior colleges is often the responsibility of the administrator of the adult education program (14:80). He indicates that adult education can be included as one type of community service, but that it should be considered as only one of many such services (14:78).

Woods cautions that it is not enough for a college to offer any kind of a course any time ten or more citizens want it, if teacher, space, funds and equipment are available, and then assume that this fulfills the community service responsibility of the college (50:47).

Thornton observes that while the addition of college level occupational curricula to the lower division offerings of junior colleges brought an entirely new complexion to the

two-year institution, it still had not achieved its full status as a community college until the further addition of adult education and community services (21:53). Also, Reynolds notes that the addition of community services as a major function of the community college has led to its identification as a "community service agency" (19:289).

The concept of community service represents a departure from the traditional concept of college and is based on several principles, including the following:

1. The campus of the community college is the entire length and breadth of the college district.
2. The educational program is not limited to formalized classroom instruction.
3. The community service program is taken to the people as well as bringing people to the college.
4. The community college acts as a catalyst in community development (33:15).

A similar statement, developed some thirty years ago, contends that "The junior college should be a community college, meeting community needs" and that these needs include promoting a greater social and civic intelligence in the community; providing opportunities for increased adult education; providing educational, recreational, and vocational opportunities for young people; placing the cultural facilities of the institution at the disposal of the community; and closely integrating the work of the community college with the work

of the high school and the work of other community institutions (35:111).

The need for flexibility in scheduling the community service program is seen as critical if the program is to have wide acceptance.

The answer to being a vital part of community life in any field lies in bringin the community to the college whenever possible. And when it is not possible, we should take the college influence out into the various facts of the community.
(25:443)

Criteria for a Program of Community Services

While many writers have mentioned the functions usually associated with a program of community services, there is little in the literature that spells out criteria against which a program of community services in a given institution may be measured.

Medsker suggests that a program of community services should include such activities as forums, workshops, institutes, research and advisory assistance to community groups, cultural and recreational activities such as community music and theatre groups, and widespread use of the college plant for community activities (14:79).

In a recent study Harlacher says that:

A basic program of community services should provide for:

I. Community use of college facilities

Provision of physical facilities for meetings and events
Co-sponsorship of community events on campus

II. Community educational services

Short courses
Community leadership and development
Community counseling
Speakers' bureau

III. Cultural and recreational activities

Lecture series
Fine arts series
Recreation activities

IV. Institutional development

Special events
Citizen participation groups
Community information service (67:402)

The Southern Association of Schools and Colleges, includes in its 1966 Kit of Accreditation Materials for Junior Colleges (71:S-4) the following guidelines for the evaluation of community service programs:

Community Services

A. Organization and Administration

A major function of the junior college is that of providing a flexible program of educational, cultural, and recreational services, above and beyond regularly scheduled day and evening classes, tailored to meet the needs of the community.

B. Use of College Facilities and Services

A junior college should become a center of community life by encouraging the use of college facilities by community groups when such use does not interfere with the instructional and co-curricular programs of the college. Such services may include (a) provision of physical facilities; (b) co-sponsorship of community events and activities; (c) community use of library facilities.

C. Educational Services

Junior colleges should provide educational services which utilize the special skills and knowledge of the college staff and other experts and which are designed to meet the needs of groups in the college district community at large and to assist them in long-range planning. Such educational services may include: (a) non-credit short courses--seminars, workshops, institutes, conferences, symposiums; (b) leadership in community research and development; (c) community counseling and consultative services; (d) use of radio-television stations; (e) provision of faculty and student programs for community groups.

D. Cultural and Recreational Services

Every junior college should contribute to and promote the cultural and recreational life of the college community and the development of skills for the profitable use of leisure time. Such activities may include: (a) community forums and lecture series; (b) fine arts series, film series and exhibitis; (c) athletic activities; (d) community performing groups including chorus, orchestra, and theatre; (e) arts festivals; and (f) planetariums and museums.

Values of a Community Services Program

Many values are identified as arising from a program of community services--values that are beneficial both to the community and to the college. One writer observes that the values of college service to the local community are numerous and varied. They made include:

Increasing the productive efficiency of agriculture and industry, improving the functioning of communities and community organizations, contributing to the health and physical well being of citizens, and generally enriching the cultural, aesthetic, and moral life of the community. (31:49)

Thornton holds that community services should be provided, based solely on the premise that they are "legitimate educational services, rather than on conforming to pre-conceived notions of what is or is not collegiate subject matter" (21:275).

Medsker sees the term community college as one that:

Connotes a close interrelationship of the college and the life of the community: the college looks to the community for suggestions in program planning and the community looks to the college for many different services to many different people. (14:16)

An additional value arising out of the expansion of the community services program, according to Brownell, is that "these service functions in turn will give the college local financial support and make its maintenance more possible. The segregation of the town from the town must be abolished" (11:318). Thornton adds that a program of community service will, to an important degree, determine the extent of community understanding and support of the college (21:66), and Punke observes that the influence of a school in a particular community is closely related to its prestige in that community (18:216).

Programs in Community Services

In succeeding chapters of this report, the programs of community services conducted by California community colleges in 1964-65 will be reported at length. What is reported in this section is a brief review of literature touching on some of the specific programs now in existence.

Writing in 1958, Hugh G. Price, then Chief of the Bureau of Junior College Education, State of California, described the community service program of a mythical community college in his state in the following terms:

Since its organization in 1935, El Dorado Junior College has become a cultural center for Golddust County. Fine musical and dramatic performances by college student groups and a variety of programs by individuals and groups with statewide and national reputation have been presented in its 1,500 seat auditorium. Performances by symphony orchestras, vocal and instrumental soloists, dancers, dramatic groups, and choral groups; various forums and lectures on cultural, literary, travel and political topics--all these have drawn audiences . . . Leadership by members of the college administration and faculty in churches, service clubs, community councils and committees has been of great value to these agencies. The community relies upon the college to cooperate with it in solving major problems that arise. Both the college faculty and students participate in community activities, such as campaigning and raising funds for the community chest; dealing with the problems of juvenile delinquency, and zoning; organizing, and operating youth centers; getting out the vote at elections; protecting the water supply; and helping to plan for the beautification of streets and parks, and for adeaute police and fire protection. (17:15)

Speaking at the dedication of the Kellogg Community College at Battle Creek, Michigan, Edmund J. Glazer, Executive Secretary of the American Association of Junior Colleges, identified manpower retraining and upgrading as a program that the junior colleges should undertake to fulfill as a part of their responsiblity and service to the community (29:368).

Looking ahead, Henry J. Tyler, Executive Secretary of the California Junior College Association, sees each junior college as a cultural and service center for its area.

Community activities will be found in school buildings and in other neighborhood centers. These activities will include lectures, concerts, dramatic productions, art exhibits, community institutes, library resources, and instructional materials centers. "Highly qualified instructors will be available to each community to aid in studies and surveys- social, economic, occupational and so on" (49:378).

Tyler sees the college drawing on resource people in its district to serve on a variety of general and specialized advisory committees. He visualizes them participating in art exhibits, forums, and other activities, and he views the college as a major resource center, inextricably interwoven with the life of its district (49:378).

Types of Community Services

Reynolds, using current materials from authors in New York, Texas and California, designed a list of the types of community services which are the product of programs sponsored by community colleges. His categories are:

1. Mutual aid for meeting college-community needs
2. Community experience programs
3. Public affairs education
4. Specialized community services
 - a. economic conditions
 - b. public education
 - c. health
 - d. cultural and recreational activities
 - e. conservation

5. Community development
6. Community participation and leadership training
7. Use of mass media of communication
8. Public relations programs
9. Community use of school plant
10. Adult education (18:143-56)

Reynolds gives detailed descriptions of each of these categories, but the theme which runs through each description is that community services of the two-year college is an attempt to join the college and community together in attacking uninvolved problems (18:143-56).

It is interesting to note that Medsker, writing during the same period, reported on the individual programs being offered by 243 two-year institutions in rank order of the number of schools reporting each category:

<u>No. Reporting</u>	<u>Community Services Offered</u>
143	Widespread use of the college physical plant by community groups
114	Assistance by college in safety and thrift campaigns, fund drives, and the like
107	Organization of special events, such as workshops, institutes, forums, for business, professional or governmental groups, either for the purpose of in-service training of employees or the general improvement of the group
105	Promotion of cultural and recreational activities, such as the development of community musical groups, sponsoring of little theatre groups

<u>No. Reporting</u>	<u>Community Services Offered</u>
83	Promotion by the college of community events in which public affairs are discussed
66	Organization projects with other community agencies relating to the improvement of health conditions in the community
65	Use of the college staff and students in making studies of the community (such as occupational surveys, sociological studies)
42	Widespread use of college staff as speakers to community groups
42	Organization of services using college staff and students, or films and lectures from outside, to further the conservation of natural resources
41	Research by college staff and students for business or professional groups in the community
41	Organization of childcare programs for demonstration and instructional purposes. (23:79)

It can be seen that nationally through the past 30 years, community colleges have become an important agency for community services and that during this period there has been developed a working definition of community services. In addition, community services has come to be widely recognized as a major function of the community college.

In summarizing the development of community services, Harlacher comments upon the philosophical base upon which a college and community embrace one another through a program of community services:

An effective program of community services is built upon a solid foundation of citizen participation and college-community interaction, and a thorough understanding of the community. (65:71)

Keim, in his study of community colleges in California, concludes that

1. Community service programs should strive to fit the needs of the community services
2. Community services should be flexible
3. Community services should consult advisory groups.
4. Community services should be broad-based as to provide offerings to all segments of the community.
5. Community services should be coordinated with other curricular offerings.
6. Adequate funding is a must for community service programs (1:60).

CHAPTER III

THE PROCEDURES

The procedures for organizing and conducting this study of community service programs in the seventeen Alabama public junior colleges included the following steps: (1) delineating the study, (2) selecting a format for the study, (3) developing the questionnaire, (4) mailing the questionnaire, (5) organizing the findings, (6) selecting schools for interviews, (7) developing the interview procedure, (8) conducting the interviews, (9) organizing the findings, (10) developing and validating a set of criteria, and (11) completing the study. In the remainder of this chapter, these procedures are described in detail.

Delimiting the Study

The seventeen junior colleges in the State of Alabama were selected on the basis of public control, size of co-educational student enrollment and population of the county in which the college is located. It should be said that information on small junior colleges throughout the nation is not available and criteria for the evaluation of the quality of their community services programs do not exist at this time.

The generalizability of the conclusion of this study will be limited by the fact that the sample is not representative of the entire population of small junior colleges in the South or in the nation.

The Format of the Study

It was determined that the study should be conducted in two parts. The first part was a questionnaire survey of the seventeen junior colleges in Alabama. The second part of the study consisted of a series of interviews with the chief community service administrators in five of the seventeen colleges under study. These five colleges have been designated as having outstanding community services programs.

Developing the Questionnaire

The questionnaire was developed after a review of the literature and through discussions with various community services personnel in the State of Alabama. It was determined that the basic structure of the questionnaire would correspond as nearly as possible to the section on community services as outlined in the Standards for Accrediting Junior Colleges, July, 1968, and as expanded in the Application for Accreditation, July, 1968 - American Association of Schools and Colleges.

This decision was, in part, the result of the wish to gather meaningful data which would best describe services and which would be based upon a set of uniform standards which had been used since 1966. It was determined that community services personnel, to whom the questionnaire was directed, would be familiar with the terminology of the application for

accreditation and that the questionnaire would, in turn, be helpful to those whose job it was to evaluate the program of community services.

A draft of the proposed questionnaire was developed and presented to the following administrators in the seventeen junior colleges for their advice and criticism:

- 1) Dean Charles A. Farron
Alexander City State Junior College
- 2) Dean Jack E. Campbell
John C. Calhoun State Technical Junior College
- 3) Dean Chad B. Hawkins
Gadsden State Junior College
- 4) Dean Robert W. Day
Jefferson State Junior College
- 5) Dean Frank Miller, Jr.
Mobile State Junior College

Many valuable suggestions were made by the individuals in the group and their ideas were incorporated in a pilot questionnaire. This instrument was then re-submitted to the group for application to their own institutions. Several additional suggestions on the nature and extent of specific questions resulted from the pilot project and these were incorporated in the final questionnaire.

Marking the Questionnaire

The junior college administrators responsible for the programs of community services were selected as the respondents to the questionnaire. In those institutions where a chief administrator for community services did not exist, the questionnaire was directed to the Office of the President.

In December, 1970, the mailing of the questionnaire, with a covering letter was made. A copy of the covering letter is found in Appendix B. In less than two weeks, fourteen (14) colleges had returned the questionnaire. At that point, a reminder was mailed to the three colleges which had not responded and within two weeks of the second contact, the remaining three (3) had been returned.

Organizing the Findings

Of the seventeen (17) returned questionnaires, fifteen (15) were complete in all respects, while two (2) supplied some but not all of the information requested.

Following the completion of the questionnaire by the participating colleges, the information was collated and tabulated and was used to provide the findings in Chapter IV of this dissertation.

Selecting Schools for Interview

In addition to the survey of the programs of community service in the seventeen junior colleges, it was determined that a study in some depth of those colleges identified as leaders in community services in the state should be undertaken.

A list of junior colleges in Alabama was mailed to each such administrator and in a covering letter each was asked to indicate those colleges which, in his judgment, had developed an outstanding program of community

services. It was decided that any college mentioned more than once in the response would become a subject for the interview procedure. A copy of the letter and form is found in Appendix C.

All administrators returned a marked checklist, and among them, nine colleges were designated. Of the nine, five institutions were named more than once and these colleges became the basis for the interview phase of the study. The colleges so designated were:

- 1) Dean Charles A. Farron
Alexander City State Junior College
- 2) Dean Jack E. Campbell
John C. Calhoun State Technical Junior College
- 3) Dean Chad B. Hawkins
Gadsden State Junior College
- 4) Dean Robert W. Day
Jefferson State Junior College
- 5) Dean William Moon
George C. Wallace State Junior College

Developing the Interview Procedure

A series of interview questions (see Appendix D) was developed and it was decided that these should be administered to three persons associated with each designated institution. One of the interviewers was to be the administrator of the community service program in the college, the second was to be a member of the teaching faculty of the college and the third was to be a lay member of the college community. The intention was to gather information and opinions from three sources at each institution, and then

to compare these responses in terms of their answers to similar questions about community services. In order to be certain that the faculty and community interviewee would be knowledgeable about the community service program, it was decided that the administrator of community services at each college should designate the persons to be interviewed. On this basis, interviews were begun.

Revising the Interview Procedure

Two sets of three interviews each were conducted at two institutions, one in north Alabama and one in south Alabama. At the conclusion of these discussions, it became apparent to the interviewer that the data being supplied by faculty and community respondents were of such a quality as to be of highly questionable value to the study. The respondents were not sufficiently familiar with community service programs at their respective institutions to be able to provide factual material of value to the study. After reviewing the procedures and data collected, it was agreed that the format of the study should be revised, and that interviews should be restricted to the chief community service administrator at each of the subject colleges.

Conducting the Interview

Interviews were conducted with the following five administrators during the months of February through May, 1971:

- 1) Dean Charles A. Farron
Alexander City State Junior College
- 2) Dean Jack E. Campbell
John C. Calhoun State Technical Junior College
- 3) Dean Chad B. Hawkins
Gadsden State Junior College
- 4) Dean Robert W. Day
Jefferson State Junior College
- 5) Dean William Moon
George C. Wallace State Junior College

Organizing the Interview Findings

In addition to the questions of the interview sheet, a discussion was held with each of the five administrators, in which he outlined briefly the major facets of the community service program at his college. This information is organized and included as a part of the report. Along with this information, a brief background sketch of each of the five institutions is presented, as is the college's official statement of its community service purpose or philosophy.

The information recorded in the formal interview with each administrator is arranged, question by question, with the responses of these administrators to each of the queries being reported in a synthesized format. Thus, the responses of the five interviewees to each of the interview questions can be

examined in comparison and contrast, one with the other.

Developing and Validating A Set of Criteria

One of the stated purposes of this study was to develop a set of criteria for evaluating community service programs in Alabama public junior colleges. To this end, a series of criteria statements was developed, based on research from the literature, questionnaire findings, and interview data. After a review of the statements by two educators, a brief questionnaire consisting of fifteen items was developed, and submitted to a jury of four college presidents, administrators and professors.

The four jurors marked and returned their criteria questionnaire and the results were quantified numerically. The data were organized into three groups, designated as primary criteria, secondary criteria and questionable criteria. This study describes in detail the development and evaluation of a set of criteria for evaluating community service programs in Alabama public junior colleges.

Completing the Study

The balance of the study was designed to interpret the findings in terms of conclusions, implications and recommendations. The study and its procedures were reviewed and summarized, conclusions and implications recorded and recommendations made for future research.

Summary

The study consisted of two principal types of investigation, one a questionnaire survey, conducted by mail, of forty public junior colleges in Alabama and the second, a series of five interviews conducted with community services administrators at colleges identified as having outstanding programs of community services.

Finally, a set of criteria for evaluating community services programs was developed from the findings of the study, and was validated by a jury of prominent Alabama public junior college educators.

CHAPTER IV

FINDINGS DERIVED FROM QUESTIONNAIRE STUDY

The purpose of this study was to investigate the community service programs provided by the seventeen junior colleges in Alabama.

In order to secure the necessary data for this study, a questionnaire was developed and sent to the community services administrator at each of the seventeen junior colleges in Alabama. Seventeen questionnaires were completed and returned. Of these, sixteen were completely answered, while one was completed only in part. For this reason, in certain of the categories reported on the following pages, the total of the items being considered does not always equal seventeen (17). The information derived from the returned questionnaires serves as the basis for the data developed in the remainder of this chapter.

Additionally, it was determined that information in some dept concerning the community service programs in the seventeen institutions should be collected and reported in this study. Chapter V of this dissertation was the vehicle used for reporting the information collected from interviews conducted with the administrator primarily responsible for the conduct of the community service program at the five selected institutions.

The balance of this chapter is a report of the results of the questionnaire survey, with the data reported in an outline form which parallels the format of the questionnaire used to collect the information. In Part A of the questionnaire certain minimal data regarding the colleges in the study were developed. In Part B, the role of the administrator responsible for conducting the program was examined briefly and in Part C, the program of community services offered by the colleges participating in this study was examined in detail.

The following data represent the findings of the questionnaire survey.

The Colleges

1. The 17 public Alabama junior colleges, located in independent junior college districts which responded to this questionnaire study were:

Alexander City State Junior College

Albert P. Brewer State Junior College

John C. Calhoun State Technical Junior College

Jefferson Davis State Junior College

Enterprise State Junior College

James H. Faulkner State Junior College

Gadsden State Junior College

Patrick Henry State Junior College

Jefferson State Junior College

Theodore A. Lawson State Junior College

Mobile State Junior College

Northeast Alabama State Junior College

Northwest Alabama State Junior College

Snead State Junior College

Southern Union State Junior College

George C. Wallace State Technical Junior College

Lurleen B. Wallace State Junior College

2. Please indicate your approximate college enrollment for the Fall, 1970 semester. (See Table 1)
3. Do you have a Citizens Advisory Committee for your community service program?

Recent research in the field of community services (67:403) indicates the desirability of direct communication with the community in setting the scope and direction of community service programs. In response to the above question in the survey, 10 colleges indicated that they did not have a Citizens Advisory Committee for their program, while 7 colleges reported that they did have such a committee.

TABLE 1

APPROXIMATE STUDENT ENROLLMENT, FALL SEMESTER, 1970
IN 17 PUBLIC ALABAMA JUNIOR COLLEGES

Student Enrollment	Number of Colleges	
	Frequency	Percentage (N=17)
Under 500	2	11.8
500 - 1,000	2	11.8
1,000 - 1,500	5	29.5
1,500 - 2,000	8	47.2

Further, two schools indicated that they had more than one committee, two other institutions reported that they were currently in the process of developing Citizens Advisory Committees to their program.

The Administrator

The following section of this study deals briefly with the role of the administrator assigned the responsibility in his institution for providing leadership to the community service program:

1. Please indicate the title of the person responsible for administering your community service program.

In response to this item, there were varied titles reported as being applicable to the administrative officer responsible for the program of community services at a given institution.

For the purpose of this study, these responses were combined and synthesized into a total of 6 categories which reflect the general area of administrative responsibility in which the community service function was assigned.

As reported in Table 2, the most prevalent title was that of Dean or Director of Community Services. Six responses indicated that title to be in use at a respondent institution.

TABLE 2

TITLES OF PERSONS RESPONSIBLE FOR ADMINISTERING
COMMUNITY SERVICE PROGRAMS IN 17 PUBLIC
ALABAMA JUNIOR COLLEGES, 1970-1971

Title	Number of Colleges	
	Frequency	Percentage (N=17)
Dean or Director of Community Services	6	35.3
Dean or Director of Adult Education or Evening Division	4	23.5
Director of Student Personnel or Dean of Students	2	11.8
Coordinator of Public Information	2	11.8
College President	1	5.9
Dean of Educational Services	1	5.9
Assistant to the President of the College	1	5.9

Next in order came the title of Dean or Director of Adult Education or Evening Division, occasionally hyphenated with some reference to community services, with four responses.

Following in descending numerical order of response were the titles Director of Student Personnel or Dean of Students (two), Coordinator of Public Information (two), and College President, Dean of Educational Services and Assistant to the President, with one response each.

2. Under whose immediate direction does he (the administrator responsible for community services) serve?

In response to this query, 10 colleges indicated that the administrative officer responsible for the community services program served under the immediate direction of the president of the college, three schools reported that he served under the Dean of Instruction, one under the Dean of Student Personnel and one each under the Dean of Admissions and the Dean of the Evening College. In addition, one school reported that direction was provided by the chairman of a forum committee composed of faculty and students. These data are summarized in Table 3.

3. Approximately what percentage of this person's time is allocated to his responsibilities with community services?

TABLE 3

COLLEGE OFFICER UNDER WHOSE IMMEDIATE DIRECTION
THE COMMUNITY SERVICE ADMINISTRATOR SERVED
IN 17 PUBLIC ALABAMA JUNIOR
COLLEGES, 1970-1971

Title of College Officer	Number of Colleges	
	Frequency	Percentage (N=17)
President	10	59.0
Dean of Instruction	3	17.7
Dean of Student Personnel	1	5.9
Forum Committee	1	5.9
Dean of Admissions	1	5.9
Dean of Evening College	1	5.9

As indicated in Table 4, 8 schools reported that the administrative officer responsible for the community service program at their institution allocated less than 20 per cent of his time to this function. Four schools reported that the community services administrator spent 20 to 39 per cent of his time discharging that responsibility, two reported that he allocated 40 to 59 per cent of his time in this area, two reported a time allotment of 60 to 79 per cent to community services and one respondent said that the supervision of the community service program was considered a full-time administrative assignment.

Of those six schools which identified their responsible administrator with the title of Dean or Director of Community Services in Question 1 of this section, one served on a full-time basis, two were in the 60 to 79 per cent category, two spent 40 to 59 per cent of his time in community services, and one administrator spent less than 20 per cent of his time in the area of community services.

4. This person is responsible for: (Check all areas that are appropriate).

In this question, as illustrated in Table 5, the respondent was asked to indicate, from a list of activities identified in the literature as being pertinent to a community services program, those areas in which he, as community services administrator, had primary administrative responsibility.

TABLE 4

APPROXIMATE PERCENTAGE OF TIME ALLOTTED TO COMMUNITY
SERVICE PROGRAM BY ADMINISTRATOR RESPONSIBLE
FOR PROGRAM IN 17 PUBLIC ALABAMA
JUNIOR COLLEGES, 1970-1971

Percentage of Time Allotted	Number of Colleges	
	Frequency	Percentage (N=17)
Less than 20 per cent	8	47.2
20 - 39 per cent	4	23.5
40 - 59 per cent	2	11.8
Full time	1	5.9

TABLE 5

MAJOR RESPONSIBILITIES OF COMMUNITY SERVICE
ADMINISTRATOR IN 17 PUBLIC ALABAMA
JUNIOR COLLEGES, 1970-1971

Major Responsibilities	Number of Colleges	
	Frequency	Percentage (N=17)
Coordination of entire community services program	14	86.6
Community recreation program	8	47.2
Forum-lecture series	16	94.4
Public relations	14	86.6
College Speakers' Bureau	13	76.7
Scheduling of use of college facilities	12	70.8
Booking of speakers and other events	13	76.7
Budget for community service program	12	70.8
Other responsibilities	9	53.1

Ten schools reported that the person designated as having responsibility for administering the community services program functioned as the coordinator for the entire college program. This figure represents slightly more than half of the schools participating in the study, leaving 17 in which there is no one person or office assigned responsibility for the coordination of this particular primary function of the Alabama community college.

Individual responsibilities assigned to community service administrators included forum-lecture series, where 16 administrators had primary responsibility, the booking of speakers and other events coming on campus, a responsibility of 13 respondents, the scheduling of the use of college facilities through the maintenance and supervision of the college master calendar, reported by 12 respondents and the preparation of the budget for the community services program, also a function of 12 administrators.

The following duties were found to be assigned to fewer than one-half of the administrators reporting. The conduct of the college's public relations program was indicated as being a function of the community services administrator in 14 cases, the maintenance of a college speakers' bureau was assigned in 13 cases and responsibility for the supervision of a college-sponsored community recreation program was reported as being a function of eight community service administrators.

In the category "Other," respondents reported the following additional responsibilities assigned to them:

1. College tutoring service for elementary and secondary groups.
2. Lay music guild and summer music festival.
3. Correspondence school examination center.
4. Publications--internal publications and brochures for external use. Also, special educational program brochures.
5. Lyceum season.
6. Public performance of student productions.
7. Provide host for college visitors.

The Program

The heart of any junior college program of community services is the number and kind of activities that make up the college offering to the community. In this section of the study, the various kinds of activities offered in 17 public Alabama junior colleges was measured quantitatively and the results reported below.

Activities were grouped into seven general categories. In each category, typical community service activities appropriate to that area

were listed. These categories included:

1. Cultural activities
2. Recreation
3. Community research and development
4. Public relations
5. Short courses and seminars
6. Faculty services
7. General services

Respondents were asked to check those activities listed in each category that their college offered and space was also provided at the end of each section for the notation of any additional activities offered by a particular college.

Finally, a completely open-end section was offered to the respondent, in which he was asked to add to his report any community service activity at his institution, not identified elsewhere in this study, which, in his judgment, was worthy of mention.

The balance of this chapter is a report of the results obtained from the questionnaire section which dealt with community service programs offered by the institutions participating in this study.

Cultural Activities

Cultural activities, as used in this questionnaire, had a rather narrow definition, being restricted largely to the arts-music, literature, theater and art--rather than including all forms of human cultural endeavor. In this category, the program reported most often as being community service activity was that of the presentation of a community lecture series. Sixteen colleges of the 17 reporting listed one or more lecture series as a function of their program. A summary of all responses in this section is found in Table 6 of the study.

Programs reported in the areas of music included special programs presented to the community by local college orchestras, bands, and/or choirs, music concerts or performances featuring well-known musicians or conductors brought to the campus and concerts or other musical programs featuring local musicians or conductors.

In the area of art, colleges reported sponsoring traveling exhibits featuring works of well-known artists and sculptors and they also participated in exhibits devoted to bringing to the attention of the public the work of local artists in the community.

In the area of literature, great books discussions and seminars were reported, as were motion picture film series, featuring classics in this area of artistic endeavor.

TABLE 6

CULTURAL ACTIVITIES REPORTED AS A PART OF THE
COMMUNITY SERVICE PROGRAM IN 17 PUBLIC
ALABAMA JUNIOR COLLEGES, 1970-1971

Type of Activity	Number of Colleges	
	Frequency	Percentage (N=17)
Community lecture series	17	100
Great Books and/or film classics programs for adults	14	82.6
Traveling art exhibits	11	64.9
Art exhibits featuring local artists	9	53.1
Concert(s) featuring well-known musicians or conductors	17	100
Special college musical programs designed especially for the community	17	100
Other activities	10	59.0

Under "Other," in the cultural activities area, the following were additionally reported:

1. Foreign film series
2. Drama series
3. Children's Playhouse
4. Drama offerings
5. Organ vesper program
6. Dance festival
7. Annual Children's Christmas Theater
8. Choir festival
9. Theater festival

In general, the category of cultural activities drew more responses, indicating that they were a part of community service programs offerings, than any other category in the study.

Recreation

The term recreation has a broad usage, and in one sense, might be used to describe all that is discussed in this section of this study. However, its meaning here is restricted to physical recreation activities generally associated with facilities available for use at public junior colleges.

The greatest response in this section was to the item "tennis courts and outdoor basketball courts available during summer months," with 17

schools indicating that this practice prevailed at their institutions.

A numerical summary of all responses to this section of the study is provided in Table 7.

A number of responses described programs in recreation provided for the community during the summer months. Typically, facilities used by the community for recreation purposes during the summer are not available, or are available only on a restricted basis, during the remainder of the school year, because these facilities are utilized by the college for physical education classes and for athletics programs. Programs reported in the study indicated that college swimming pools were made available to the public on a daily basis during summer months, and also on weekends during the remainder of the year and that swimming lessons were generally available to children during the summer months.

Additionally, a number of institutions reported that, as a part of their community recreation program, they provided a water safety program for training lifeguards for the community, and others reported that they provided recreation leaders for various programs during the summer months. A few schools included the presentation of a water carnival or show as a part of their summer recreation program.

While water sports and swimming pools play a vital part in recreation activities during the summer months, many schools provide additional

TABLE 7

RECREATION ACTIVITIES REPORTED AS A PART OF THE COMMUNITY
SERVICE PROGRAM IN 17 PUBLIC ALABAMA
JUNIOR COLLEGES, 1970-1971

Type of Activity	Number of Colleges	
	Frequency	Percentage (N=17)
Provide recreation leaders for summer programs	5	29.5
Swimming pool open weekends and summer months	11	64.9
Swimming lessons offered	10	59.0
Water safety programs for training lifeguards	2	11.8
Summer water carnival or show	3	17.7
Gymnasium facilities open summer months	4	23.5
Tennis and basketball courts open summer months	17	100
Football field available summer months	9	53.1
Rental of college athletic facilities to local high schools	13	70.8
Other activities	4	23.5

facilities for use during this period. Many institutions reported that their gymnasium facilities were available for public use during the summer months, as were their football and other athletic fields.

Another facet of the community use of recreation and athletic facilities of Alabama junior colleges was found in the report of joint use of these facilities by other educational institutions. Some 15 institutions reported that they provided for the rental of college athletic facilities (football field, basketball gym) to local high schools. The advantage of this type of sharing of large and often costly facilities by the various educational systems in a given area results in a more flexible and varied sports program in the community. The arrangement also eliminates the need for duplicating these expensive facilities at each level of the educational establishment.

Under the category "Other," one college reported a unique program, designated as a "satellite" recreation program. The college community service program was begun after other recreation programs (city, county and special district) had been established in the community. Recognizing the possibility that a typical recreation program would only duplicate services already being provided, college representatives met with their counterparts in the established recreation programs in the community and explored ways that the college could make a unique and meaningful contribution to the total recreation program.

The result of a series of meetings was a program in which the college community service recreation program provided specialists to enrich existing recreation activities. Rather than have children leave their neighborhood area to come to the college for this special instruction, the college sent the specialist on a route to various parks and playgrounds in the area requesting his presence. This program is now in its second year of existence, and initial reports indicate its success, both as a device for supplementing the local recreation program and for providing a successful experiment in cooperation between the college and other institutions in the community.

Additional programs listed by respondents under the category "Other" include:

1. Very specialized recreation training program for participants already highly skilled in certain athletic and recreational activities.
2. Use of college football facilities by little league football program.
3. Dance classes.
4. Instruction in the fundamentals of golf and use by the community of the college nine-hole golf course.
5. Community body-conditioning series for both men and women.

6. Classes in china painting.
7. Dance workshop in connection with a summer theater program.

Several colleges that did not report sponsoring a recreation program indicated that there existed comprehensive recreation programs in their community and that the college was not offering a program because to do so would be to duplicate an existing and satisfactory program sponsored by another community agency.

Community Research and Development

The research and development aspect of the community service program is one that seeks to relate the college to its community as a vehicle for helping confront, define and solve local problems. As the functions described below would tend to bear out, the role of the college may vary with the situation. The role may be an active one, instituting and sponsoring various projects or the college may serve as a resource to another agency, offering the services of its trained staff and its library facilities to the sponsoring group. Finally, it may serve as a catalyst to bring together other agencies or groups to deal with a particular problem, while being only incidentally involved in its own right. Tabulation of the activities reported by participating schools in this category make up Table 8 of this study.

TABLE 8

COMMUNITY RESEARCH AND DEVELOPMENT ACTIVITIES REPORTED
AS A PART OF THE COMMUNITY SERVICE PROGRAM IN 17
PUBLIC ALABAMA JUNIOR COLLEGES, 1970-1971

Type of Activity	Number of Colleges	
	Frequency	Percentage (N=17)
Occupational survey of the community	12	76.7
Community "cost-of-living" survey	2	11.8
Community population survey	6	35.3
Community land-use survey	1	5.9
College participation in local coordinating council	16	94.4
Community leadership training workshops	7	41.3
Conference on future community growth	9	53.1
Conference on community "teenage" problems	4	23.5
Other activities	3	17.7

A number of junior colleges have lent their time, engeries and re-sources to the conduct of surveys of various kinds in their commun-ities. Included in studies of this nature have been surveys related to occupational opportunities and needs in college districts, surveys of community cost-of-living information, reviews of community population trends and distribution and one survey of community land use. To the extent that junior college students have been utilized in the planning, collection and interpretation of these data, they have had the opportunity to perform a most useful service to their commun-ity and to enjoy a rich educational experience.

College participation in local coordinating councils and allied groups was reported by some 16 colleges as a function of their research and development activity, while seven have participated in workshops in leadership training for local club and civic leaders.

Conferences sponsored by a junior college and given over to the ex-amination of a local problem or issue was another program of a number of reporting schools. With the rapid increase in population in the state and its attendant problems, it was not surprising to find that nine colleges hosted or participated in conferences on area-wide planning for future community growth, while four others participated in group efforts to find solutions to the pressing problems and needs of their "teenage" population.

Other functions reported by individual colleges under the heading of Community Research and Development included:

1. A survey of vocational needs.
2. Conduct of a "Professions Workshop."
3. The maintenance of a child-care center in an economically disadvantaged area in the college community.
4. Establishment of a college research bureau.

Public Relations

An on-going program of public relations, devoted to keeping the community well informed about the educational achievements and problems of a particular school district, is usually thought of as a basic responsibility and function of school administration. However, there is an interrelationship between the community service program of a college and the image that the college community has of the institution. As Thornton notes, the community services program of an institution can, to an important degree, determine the extent of community understanding and support of the college (21:66). Thus, it is not surprising that a number of programs undertaken as a part of a community service program are, in and of themselves, related to the over-all public relations program of the college.

A wide variety of public relations functions were reported by participating institutions, with the most prevalent being that of news of the college being made available on a regular or systematic basis to the community press and other news media. Fifteen of the 17 colleges in this study reported this practice to be a function of their community service program. No other item on the questionnaire was identified as being a function of a community service program as often as this one. The numerical tabulation of all responses on the questionnaire to items in this category may be found in Table 9 of this study.

Other public relations functions of community service programs reported in this study included information from 4 colleges that they produced regularly scheduled radio and/or television programs for broadcast to their local community. While the majority of these programs were transmitted over commercial stations, one college operated its own UHF educational television channel and another operated an FM radio station from a studio located on the college campus.

The facilities of the community service program were employed by some colleges to sponsor events designed to bring local groups on to the college campus for a specific purpose or event. A number of colleges reported sponsoring an annual visitors' day on campus and others sponsored a program for the parents of college students. This parents' night program

TABLE 9

PUBLIC RELATIONS ACTIVITIES REPORTED AS A PART OF THE
COMMUNITY SERVICE PROGRAM IN 17 PUBLIC
ALABAMA JUNIOR COLLEGES, 1970-1971

Type of Activity	Number of Colleges	
	Frequency	Percentage (N=17)
College-produced, regularly scheduled radio or television program	12	76.7
Annual college visitors' day	17	100
Parents' night program	7	41.3
Alumni association	15	88.5
Service clubs hold annual meeting on campus	15	88.5
Observance of business-industry education day	11	64.9
News of college provided to local press	15	88.5
Other activities	2	11.8

served the purpose of acquainting the parents of college students more intimately with the opportunities and programs available to students in the local junior college.

A number of colleges attract visitors to their campus by providing facilities for local service clubs to hold an annual meeting on campus and to tour the campus and its facilities.

A number of colleges indicated that they cooperated with their local business community in sponsoring an observance of a Business-Industry-Education day. While this type of program is usually geared to the interests of the vocational-technical students and college departments, it also provides a useful vehicle for acquainting the local business leaders with some of the programs and interests of the local junior college.

Finally, some 15 colleges indicated that they used their community service facilities as a basis for supporting or communicating with their college alumni association.

Under the open-end entry "Other," several colleges reported that they sponsored a high school Journalism Day on campus as a part of their public relations program geared to local high schools, while others broadened the scope of the same type of program to make it a High School Senior Day.

One institution reported mailing a regular calendar of events of upcoming community service activities to members of the community as a function of its public relations program, while another mentioned participation in a television series on a commercial station as a part of its community service public relations activity.

In summary, the community services programs of most of the colleges studied were used to supplement and expand the formal, administration-directed public relations programs found in practically all public educational institutions.

Short Courses and Seminars

Community service programs listed in this category typically have several characteristics that differentiate them as course offerings from classes regularly scheduled as a part of the college instruction program. First, the classes are flexible in length, with short courses (four or fewer class meetings) being widely used. Second, the classes are designed to attract a highly selective audience, and, in fact, are often introduced as a result of a request from a particular group of citizens who will themselves participate in and profit from, the course. Third, the classes do not carry college credit and are not counted for credit in a degree program, or toward transfer to a four-year institution.

Finally, tuition may be charged for attendance in these courses or seminars and attendance in the classes may not be counted for state financial apportionment purposes (9).

Depending on the nature of the short course or seminar to be conducted, the teaching staff may be recruited from the regular junior college faculty, or it may come from community specialists who are selected to lead this particular course. There are no credential requirements for teaching in the community services program.

Finally, short course offerings may be planned well ahead of time and scheduled as a part of the yearly community service program of a college, or they may be developed and produced on fairly short notice in order to meet a new or unforeseen need for such a course that had developed rapidly or unexpectedly in the community.

As indicated in Table 10, which is a numerical compilation of short course offerings reported in the questionnaire study, many of these seminars and course offerings were related in some manner to the citizen and his dealings with the business community. As the questionnaire survey reveals, 8 schools reported community service short course offerings in the area of management clinics, while 8 also offered citizens as opportunity to participate in study dealing with private investment matters.

TABLE 10

SHORT COURSES AND SEMINARS REPORTED AS A PART OF THE
COMMUNITY SERVICE PROGRAM IN 17 PUBLIC ALABAMA
JUNIOR COLLEGES, 1970-1971

Type of Activity	Number of Colleges	
	Frequency	Percentage (N=17)
Management clinics	8	47.2
Investment lecture series	8	47.2
Income tax for the citizen	15	88.5
Child growth and development series	10	59.0
Problems of local small business	14	82.6
Civil Defense programs	8	47.2
Law for the citizen seminars	8	47.2
Other activities	5	29.5

Problems of local small business were reported as a topic for study in this area by 14 colleges, while 15 provided for courses dealing with various phases of the income tax and the citizen and 8 colleges offered courses related to problems of law and the citizen.

Another area of interest to citizens that resulted in college study and participation in short courses and seminars dealt with the broad topic of child growth and development, with 10 colleges reporting that they offered such study.

A continuing phase of our national defense posture resulted in 8 colleges using their facilities to provide training for citizen volunteers in various aspects of civil defense chemical and radiological study.

In the open-end category "Other," the following additional topics of study and discussion were reported:

1. Real estate workshop
2. Occupational exploration series
3. Business seminars of various types
4. A tutorial program conducted by college students
for elementary school children
5. Medical lecture series
6. Biology field trip series
7. Football clinic for interested citizens

8. Language seminar
9. Doctor-lawyer forum

Item 9 above was a one-day forum which arose out of a need expressed by a legal group in a community to meet with members of the medical profession in that area to discuss and resolve problems arising from the use of medical testimony in certain types of health and accident cases. In this instance, the college acted as a catalyst for the two groups by providing a suitable location for the meeting, setting up the physical facilities, sending out notices and invitations to members of the medical and legal professions and collecting fees to cover the cost of the conference. The meeting agenda and procedures were set up by the participating parties and the one-day conference was conducted by the legal and medical representatives.

Faculty Services

As evidenced by the previous data, college faculty members participate in community service programs in a variety of ways, the most prevalent being that of assuming the role of instructor or educational leader in the facets of the community service program that lend themselves to a need for this kind of activity. Additionally, however, college faculties per se are often involved in certain activities more or less peculiar to a program of community service, as evidenced by the numerical data found in Table 11 of this study.

TABLE 11

FACULTY SERVICES REPORTED AS A PART OF THE COMMUNITY
SERVICE PROGRAM IN 17 PUBLIC ALABAMA
JUNIOR COLLEGES, 1970-1971

Type of Activity	Number of Colleges	
	Frequency	Percentage (N=17)
Speeches by faculty members before local civic groups	14	82.6
Maintenance of a faculty speakers' bureau	16	94.4
Faculty participation in local service activities	15	88.5
Other activities	1	5.9

The most prevalent activity by faculty members, representing the college as such, was the presentation of speeches, illustrated lectures, etc., before local civic groups, with 14 colleges reporting this activity taking place at their institution. As a concomitant of this service, 16 colleges indicated that they provided a faculty speaker's bureau where a file of available speakers and their topics was kept in order. Finally, 15 colleges reported that members of their faculty, or organized faculty groups, participated in service to the community through membership in local service clubs and on coordinating councils.

Under the category "Other," one school reported that members of its art faculty regularly served as judges in local art exhibits in their community.

General Services

This category was designed to enumerate those services and programs that should be included in a survey of this kind, but which did not fall into any of the previous six categories. The numerical compilation of the responses to this section of the questionnaire is Table 12 of this report.

One of the significant aspects of this section of the questionnaire has to do with the extent to which community colleges are used as a resource by other educational institutions in the area. With such facilities as planetariums, art galleries, museums and advanced

TABLE 12

GENERAL ACTIVITIES REPORTED AS A PART OF THE COMMUNITY
SERVICE PROGRAM IN 17 PUBLIC ALABAMA
JUNIOR COLLEGES, 1970-1971

Type of Activity	Number of Colleges	
	Frequency	Percentage (N=17)
Sponsor annual community-wide event	12	76.7
Maintain college box office	16	94.4
Field trips from local schools to view or use:		
Planetarium	13	70.8
Science Laboratories	8	47.2
Museum	6	35.3
Art Gallery	8	47.2
Music Facilities	9	53.1
Other activities	7	41.3
Use of college library	17	100
Other activities	2	11.8

science laboratories a part of many community college campuses, it would be expected that these would be available for visitation and observation by other local educational institutions, particularly those at the elementary school level.

In this regard, 14 junior colleges reported that they have hosted field trips from local elementary schools to view or use various college facilities. Specifically, 13 colleges reported visits to their planetarium facilities, eight made their science laboratory facilities available for inspection and six reported visits to the college museum. Additionally, art galleries on campus were visited by elementary school students at 8 colleges, music facilities were visited and inspected by school children at 9 junior colleges and 7 colleges reported that various other facilities, including the college theater and the mathematics department computer facility, were the recipients of educational visits by the community schools.

Twelve junior colleges report that they sponsor an annual community-wide event in connection with their community service program. An example of this type of program is a Space Technology Show produced by a junior college in North Alabama whose district includes many industries involved in space technology. Working with a local Kiwanis club that acted as co-sponsor of the event, this college provided facilities

for display booths and demonstrations by local industries and also cooperated with agencies of the federal government's space effort, which also participated in the program.

This program, produced through the joint efforts of a local service club, community industries, governmental agencies and the college, provided an opportunity for residents of the college district to become better acquainted with various aspects of the national space effort, with the contribution that local industry and labor are making to the space effort, and with job opportunities available in these local industries.

Another service provided by 16 colleges is the maintenance of a college box office where students and members of the community may purchase tickets for various events and activities being sponsored by the college.

At 17 junior colleges provision was made, through the cooperation of the college libraries, to provide college library facilities for use by members of the local community.

Under the category "Other," two schools reported heavy use of their physical education and auditorium facilities as a part of the conduct of their community services program.

As a final item on the questionnaire, an open-end question was posed, which asked that respondents list any community service programs provided by their college during 1970-1971 which were not mentioned in any other part of the study and which the respondent believed would be of value to the study. Eighteen activities were contributed to this section of the report and they are reported as follows:

1. College provides facilities for local high school dances and social events.
2. College cafeteria had extensive banquet bookings from local groups.
3. College endeavored to provide a program of "Community Education" in all its forms.
4. Participants from local high schools were invited to the college for a Foreign Language Day.
5. Weekly dialogues were conducted by students and staff over the college-owned television station.
6. Well-known figures in the arts, government and the academic world were invited to visit the campus and meet with students and staff on an informal basis, as well as to deliver formal lectures.
7. Weekly planetarium shows were staged for members of the community.

8. An annual four-day cooking school was sponsored and was heavily attended.
9. The college provided an extensive adult education program, including provision for instruction in Braille transcribing, lip reading and sheltered workshop for adult mentally retarded, as a part of 109 adult education courses offered each semester.
10. A forum series was staged with a unique format allowing participation by the audience.
11. Continuing community conference on planning and urban renewal under the title "Profile for Planning" was conducted.
12. A summer festival of the arts was provided on an annual basis.
13. Classes in recreation skills were conducted.
14. Provision was made for the sponsorship of a community chorus and chamber music group.
15. The college sponsored a community-wide symposium on Human Values and World Conflict.
16. A community art exhibit was sponsored and conducted by the local college.
17. Desert Safari, a guided desert field trip, was conducted twice yearly for community citizens.

18. A meeting was held semi-annually with a college associates group to review the college community services program.

This concludes the report of the data collected from the questionnaire circulated to the 17 public Alabama junior colleges which made up the population of this study. A copy of the questionnaire used to collect these data is reproduced as Appendix A of this study.

Summary

A questionnaire form was developed and distributed to 17 Alabama public junior colleges for the purpose of gathering information about the community services programs conducted in those schools. Seventeen colleges responded and the data derived from the questionnaire were reported in detail in this chapter.

The data revealed that a variety of programs and activities were being presented by the 17 colleges studied and that these programs varied widely in scope and content.

CHAPTER V

FINDINGS DERIVED FROM INTERVIEW STUDY

As reported in the chapter on procedures, the findings of this study are based upon two sets of data. One set is the information collected in the questionnaire circulated to seventeen Alabama public junior colleges, the results of which are presented in Chapter IV of this report. The other set of data was collected from interviews conducted with five administrators in junior colleges identified as having outstanding community service programs. These data make up the findings of this chapter.

Chapter V is divided into two principal parts. The first part provides a brief sketch of each of the five junior colleges identified as having outstanding community service programs. A short history of each college, a statement of the philosophy of the college relative to its program of community service, and a brief description of the community services program as described by its community service administrator and by its publications is reported.

The second part of this chapter is given over to a report of the responses made to seven questions posed to each of the five community

service administrators during the course of the interviews described in the chapter on procedures.

The Colleges

The philosophy of education holds that "Education should liberate the mind by extending its vision of opportunity, by severing the bonds of prejudice and by broadening horizons of learning" (56:11). While the college does not have an official statement of philosophy or purposes regarding its community service program per se, it endorses and supports the statement developed by the Alabama Junior College Association. This statement is reported in Chapter II of this study.

The community service program is administered by a college officer with the title of Director of Special and Community Services, who devotes approximately 40 to 59 per cent of his time to the community service aspect of his responsibilities.

The program of community services is varied, featuring a very extensive recreation program, particularly during the summer months. There is a large swimming program, including instruction in swimming and water safety and in recreation swimming. All athletic facilities at the college receive heavy use, both from college-sponsored

programs and from programs conducted by city and county agencies using college facilities.

Use of other facilities is provided to community groups and visits to the college planetarium are provided for elementary and high school students and for the general public.

A unique service of the college is the maintenance of a child study center in an impoverished area of the college district.

Supplementing the programs provided by the community service program is a series of public lectures and forums sponsored and financed by the student body organization.

The college describes as its primary function the "offering of collegiate educational opportunities to all post-high school youth and to all adults residing in the college district" (57:12) and adds that as its second major objective:

The college functions as a community center extending its educational, cultural and recreational facilities and services to the general public through the Office of Community Services. Included in such services are the film series, seminars, institutes, the lecture series, summer drama and recreation programs and co-sponsorship of the Music Festival. (57:13)

The community service program at the college is administered by a Dean of Community Services who devotes his full time to this responsibility.

The college program of community services is a rich and varied one. Each summer the college cooperates with the Music Guild to present a series of concerts including symphony, opera, chamber music and a special concert of youth. In 1971, eleven concerts were presented from August 21 to 30.

The art gallery of the college has extensive use, with displays through the year of works from traveling exhibits, as well as exhibitions developed by faculty, students and community artists in the area.

Also featured through the year is an extensive film series, presenting both foreign and domestic films, lectures presented by leading authorities in various fields of intellectual endeavor, seminars on various aspects of business, management and technology and short courses in a variety of challenging and stimulating topics.

Additionally, planetarium demonstrations, concerts, plays and recitals are scheduled throughout the academic year and into the summer months.

The college provides recreation facilities for summer use in a variety of programs and the office of community services publishes and distributes to the community a very comprehensive calendar of college events.

The philosophy and objectives of the college include a general statement that the college believes in the dignity and worth of the individual and that it desires to "help the student to understand himself, his environment, the American Heritage, his cultural heritage and our democratic way of life" (58:14).

Listed among the six specific objectives of the college is the following statement regarding community services:

A comprehensive program of community services, based on citizen and faculty advisory committees, dedicated to the basic principle that the community college serves as a community center devoted to recreational, cultural and educational activities outside the scope of the regular instructional program. (58:14)

The community service program at the college is administered by the Administrative Dean of Community Services, who devotes 60 to 79 per cent of his time to this responsibility.

The community services program at the college began in the fall of 1968 when the college undertook a study to determine the need for such a program at the college.

The college program makes extensive use of advisory committees, both citizen and faculty. At present, functioning committees include Professions, Recreation, Fine Arts Associates, Business, Adult Education and Community Research and Development. These committees recommend programs and projects to the office of the Administrative Dean of Commun-

ity Services for action and implementation.

The program is a varied and comprehensive one. Programs featuring popular artists in the areas of music, art and theater have been presented, and art exhibits featuring both local artists and traveling shows have been scheduled. A program of documentary films was also presented in the spring of 1970.

Two one-day seminars, "Planning for People, Problems and Progress in the College Area" and "Youth Speaks Out" were sponsored through community services. In another area, a Doctor-Lawyer Dinner Forum was held with the theme of "Doctor as a Witness." In the business area, seminars in small business management were conducted, an Insurance Day Workshop was held, two seminars in advanced Real Estate were conducted and three sessions in Credit and Collection and an Income Tax Clinic were held (54:5, 7, 9).

The colleges have an extensive summer recreation program in swimming instruction, water safety and recreational swimming and also heavy community use of its gymnasium and other athletic facilities. Additionally, the college works cooperatively with six other recreational agencies in the region in a "satellite" program through which specialized recreational opportunities in sports and fine arts are provided by the college and conducted in the recreation facilities of the various neighborhood programs.

Included among the primary objectives of the college is the following:

"To serve as the cultural center of the community, enriching its people by way of the forum, public lecture, music, drama and the arts" (60:6)

The community services program at the college is administered by a college officer with the title of Director of Community Services, who devotes approximately 60 to 79 per cent of his time to this responsibility.

The program at the college is a varied one. The college features an annual symphony series of five concerts presented over a period of five months during the academic year.

A varied and comprehensive lecture series presenting speakers of note is another leading feature of the program.

Also presented are short, non-credit seminar courses and sessions in such areas as "Understanding Opera" and "Adventures in Natural Science."

Additionally, the college provides a variety of special programs in the arts, short courses and seminars for business groups and makes its gymnasium, football and baseball fields available for recreation use during the summer months and other school vacation periods.

The college lists as its primary objective "The offering of collegiate educational opportunity to qualified post high school youth and to qualified adults residing in the college district" (61:8) and spells out its position regarding community services in the following statement, which is listed as one of six main purposes of the college:

A diversified program of community services designed to meet the educational, cultural and recreational needs of all members of the college district community, in addition to the regularly scheduled day and evening classes. (61:8)

The program of community services at the college is administered by a Director of Community Services who is assigned full-time to this responsibility.

The college provides a very diverse and complete program, as attested by the fact that in 1969 and 1970, "Total attendance at 761 different community services events and activities during the past academic year numbered nearly 100,000" (55:1).

The program of community services at the college is characterized by six principles:

1. Involvement of community in planning and development of program.
2. Involvement of faculty and students in planning and development of program.

3. Coordination of services with other community groups to avoid unnecessary duplication.
4. Encouragement of college staff to participate in community services.
5. Identification of community needs and interests.
6. Tailoring of services to specific needs and interests.

In 1969-70, the community services program was organized under five major areas of service:

1. Community Use of College Facilities
2. Community Educational Services
3. Cultural and Recreational Services
4. Community Science Services
5. Community Information Services

In providing physical facilities for meetings and other events, the college auditorium, gymnasium, Board Room, classrooms, athletic fields and swimming pool were booked a total of 159 times in 1969-70 (66:3).

In the area of Community Educational Services, seven short courses were offered, including "Self Development in Management," "Data Processing," and "Changing Faces of American Poetry." Additionally, the speakers' bureau of the college provided speakers for over 100 public talks (66:8-9).

The college operates an FM radio station which is on the air from 4 to 11 p.m. Monday through Friday, operated primarily by students and offering programs of music, discussion and special events.

In the area of cultural and recreational services, programs included lectures, fine arts displays, films and exhibits. Lecturers included United States Senators Karl Mundt and Albert Gord in debate, Art Buckwald, Dr. Abraham Kaplan, John Ciardi and Countess Alexandra Tolstoy.

Fine arts events included presentations by Duke Ellington, the Gregg Smith Singers, Evelyn Williams, the Budapest String Quartet and the Meredith Willsons.

An Art Film Series of ten presentations was offered through the year and twelve art exhibits were held on the campus (66:13-14).

In Community Recreation, there were twenty-four different activities listed with a total attendance of 27,444 reported, while a community chorus performed three times on campus and a Festival of the Performing Arts, which included drama, chorus and dance, played to 6,005 people in four performances (66:14-17).

Community Science Services, designed primarily to provide valuable science experiences for public school children in the elementary and secondary grades, accommodated 21,000 school children from

ninety-two schools in addition to 5,500 community adults, and the Community Information Services provided a full program of public relations to surrounding news media (66:18-20).

The scope of the college program, under the leadership of Dr. R. Day has caused it to be regarded as one of the most comprehensive in the state of Alabama.

The statement of philosophy of the college includes the following:

Man is a thinking creature who makes value judgments which influence the quality of his life . . . he seeks . . . to improve the qualities of mind and the qualities of knowledge needed for such judgments. The central function of the school is to foster intellectual excellence -- the capacity to think and to communicate thought . . . to make discriminating judgments . . . to be socially, economically, esthetically and morally competent . . . to be sensitive to (his) social and personal responsibilities. (62:11)

This philosophy is complemented by the following statement related to community services, listed as one of four major purposes of the school:

"To provide courses, forums and vocational classes for all members of the community who wish to continue life-long learning" (62:11).

The program of community services is administered by the Dean of Evening and Summer Sessions, who devotes approximately 20 to 39 per cent of his time to this responsibility.

The program of community services at the college is characterized by a strong emphasis on cultural and educational presentations. The college sponsors an evening lecture series that features nationally and internationally known figures in the arts, science and government and produces lecture events both in series, grouped around a particular topic and individual one-night lectures.

Additionally, a concert series is presented each year, featuring a variety of musical offerings. An Art and Foreign Film Series is also a part of the community service program.

The community service office cooperates with the instructional division of the college in bringing lecturers and artists to the school who serve as "lecturer-in-residence" or "artist-in-residence." These lecturers and artists visit classes and meet with small groups of students, and also offer formal lectures for the benefit of the general public.

A full recreational program is provided in the summer months, with swimming pools and athletic facilities receiving heavy public use. Under the civic center program, many community groups avail themselves of the use of college facilities for meetings and other recognized uses throughout the year.

In the area of seminars and short courses, the college has held a "Small Business Management Forum," an income tax series and a seminar in "Materials in Modern Technology."

A unique presentation of the program is a series of lectures titled "Operation Update." These are lectures presented in co-sponsorship with the American Association of University Women and are designed for women who are interested in "updating" their knowledge in various academic fields. The lectures are held on campus during morning hours and the lecturers are members of the regular faculty.

Interview Data

The succeeding sections of this chapter contain information collected through a series of interviews conducted with administrators at the five Alabama public junior colleges selected as having outstanding programs of community service. The process by which these colleges were selected and the manner in which the interviews were conducted are described in Chapter III of this dissertation.

Each of the administrators interviewed was either the person who had complete administrative responsibility for the community service program at his college or was a person who had some administrative responsibility for the program and who was recommended to the interviewer by the Alabama Junior College Committee on Community Services.

In the remainder of this chapter, the interview questions are reproduced as they were stated to the respondent and then a summary or synthesis of the answers of the five administrators is given. Where appropriate, direct quotations from respondents are used, although individual respondents are not identified with their responses. This is in keeping with an understanding reached with each interviewee prior to the beginning of the interview. This anonymity was decided on in order that complete and candid answers to all questions would be elicited.

Question 1

Most junior colleges have a statement of their philosophy of community services. In your judgment, how well does the program you now offer reflect this statement of philosophy?

Three administrators said that, without qualification, their program fully reflected the philosophy set forth by their official statement.

Other responses, while holding that their program generally reflected their philosophy, were qualified to some extent as follows:

The objectives of our community service program tend to be intermixed with the goals of our evening division program.

Our philosophy is well-fulfilled as a starter or point of departure, but its ultimate fulfillment will come through the development of a series of interacting community groups.

Our philosophy calls for a program of diversity and we have been short in the areas of programs for the aged and for the culturally disadvantaged.

Our program partially reflects our philosophy in that we have been reaching some of our publics, but not all.

One administrator reported that the Board of Trustees in his district had not truly adopted a philosophy of community services, but that it accepted the statement of the Alabama Junior College Association. Further, it was his judgment that the Board of Trustees at his institution did not really understand nor wholeheartedly support the concept of a full community service program.

Another administrator reported that he knew of no published statement of his college's philosophy regarding its community service program.

Question 2

Most community service programs have several different kinds of activities as a part of their total program. What are the three to five most important activities that are a part of your program?

In answer to this question, a variety of answers was received, but upon examination it became evident that they could be organized and reported in several well-defined categories and they appear in this organizational format in Table 13.

TABLE 13

MOST IMPORTANT ACTIVITIES IN COMMUNITY SERVICE
PROGRAMS AS IDENTIFIED BY FIVE COMMUNITY
SERVICE ADMINISTRATORS, 1970-1971

Activity	Times Mentioned	
	Frequency	Percentage (N= 5)
Short courses, seminars and workshops	5	29.5
Cultural programs (art, music drama)	5	29.5
Community use of college facilities	4	23.5
Major lecture series	4	23.5
Community recreation	4	23.5
Science facility visits	3	17.7
Writers' Week	1	5.9
Community information program	1	5.9
Operation Update	1	5.9
Operation of child study center	1	5.9
Use of radio and television in community services	1	5.9
Community research and development	1	5.9

Four of the five respondents to the interview listed programs variously described as short courses, seminars, workshops and community education as one of the three to five most important activities of their program. This activity was mentioned more times than any other in response to this question.

Next in order of number of responses came cultural offerings, such as musical performances and program, art exhibits, classic or foreign film series, and drama and dance programs, also reported five times.

Following in order of times identified by respondents came major lecture series and forums, mentioned as a most important activity four times, community services recreation programs, also identified by four respondents and community use of college facilities, referred to four times.

Mentioned three times as being a most important activity was community participation in science programs, such as planetarium visits and science demonstrations.

Mentioned once as a most important activity by the community service administrators were such programs as Writers' Week, radio and television use to implement the Community Education Program, operation

of child study center, community research and development, Operation Update, and the Community Information Program. In all, some eleven separate categories of programs were identified by the respondents.

Question 3

In your judgment, which of the programs listed above has been of the most value to the community?

Responses to this question varied, with one administrator listing two programs as being of equal value. Most often mentioned as being of greatest value were short courses and seminars, mentioned in three responses. The major lecture series was identified in two cases as being of most value, while there was one vote each for recreation, symphony season, cultural programs, science programs and community research and development. Table 14 summarizes these findings.

While reasons for their choice of answer to question 3 was not solicited, several respondents volunteered this information. In explaining his choice of a major lecture series, one administrator said that "This brings many of our citizens in contact with the college and this is often the only contact they have." Another respondent who mentioned the lecture series spoke in a similar vein in explaining his choice by saying, "Our program averages an attendance of 1,000 persons per week for twenty weeks and has been in existence for close to ten years."

TABLE 14
COMMUNITY SERVICE PROGRAMS JUDGED BY NINE
ADMINISTRATORS TO BE OF MOST VALUE
TO THEIR COMMUNITIES

Activity	Times Mentioned	
	Frequency	Percentage (N=5)
Short courses, seminars and workshops	3	17.7
Major lecture series	2	11.8
Recreation	1	5.9
Cultural programs	1	5.9
Symphony season	1	5.9
Science program	1	5.9
Community research and devel- opment	1	5.9

An interviewee who identified recreation as being of most value to the community said that the community was "very recreation and athletics minded," and that community support for the college is strengthened as a result of the recreation program.

The administrator who identified community research and development as being of the most value further identified a particular conference sponsored under the auspices of this committee of the community services organization as being extremely significant. The conference, he said, brought community leaders from different areas together in a joint endeavor, and also "enabled the college to work with community leaders and allowed the college to function as a community research center."¹¹

Question 4

Which of the programs above has had the best acceptance in terms of attendance, community response, etc.?

In response to this question, answers were divided almost equally among four previously mentioned program activities and with two respondents supplying multiple answers.

Three administrators identified their major forum-lecture series as having had the best community acceptance, while the same number

identified short courses and seminars in answer to the query.

Three interviewees also named cultural activities, including film series and symphony series, as being best received in the community, while two others mentioned recreation.

Again, while explanations for their choices were not called for by the interview questions, some respondents volunteered reasons or explanations.

One administrator reported that an "opinionaire" circulated to community citizens indicated that the forum-lecture series was of real value and that there was community enthusiasm for its continuance and expansion.

Another comment from a respondent who had reported recreation as having the best community acceptance was to the effect that people in his area are vitally interested in the welfare of their children and that this program reached a large number of youthful participants, thus making it of great value to the community.

Question 5

What program or programs would you like to add to your present community service offerings if such were possible?

As might be anticipated, answers to this question varied widely. Some responses were quite practical in terms of a specific program, the addition of which would materially strengthen the present program, while other responses were more tentative, speculative and idealistic.

One administrator said that he would like to institute a program to develop a "district-wide dialogue," by citizens, of regional and national problems. The discussion topics would include basic problems of "How people live together." The dialogue would involve all community leaders and would deal with these broad problems in terms of their application to the local community.

A second program that this respondent indicated an interest in was one in which a broad spectrum of community opinion could be mustered for a long-term planning session as a community advisory committee.

In a similar vein, another administrator said that he would like to institute a series of community development and community action programs in his district by bringing together, on a continuing basis, community leaders who would attempt to deal effectively with common social, political and economic problems affecting all the communities represented.

Another program envisioned was one that would develop groups of citizens into interaction models, whose development would modify human behavior through interaction in the group.

In a more realistic vein, a need was seen for a program built around a series in science field trips related to the exploration and appreciation of local flora and fauna, land forms, geology and related subjects.

Another administrator saw a need in his current program for a planetarium and museum to be constructed at his institution and foresaw a value to his community coming from visits to such an installation by elementary school children in the community and by the adult population as well. This type of installation would also bring citizens to the college campus and would make them more knowledgeable about the entire college program.

One respondent said that his program would be greatly enhanced by a music program, particularly one involving a visiting symphony orchestra. Another indicated the desirability of more broadly based cultural offerings, with more emphasis on music and drama.

Another useful program envisioned was one that would involve examination of current problems or topics through the technique of having a local faculty member introduce a topic and provide, to an audience, background

information on the subject. Then a nationally known figure would be brought in to lecture on the subject, following which the local leader would resume his role and summarize and review, in subsequent meetings, the information brought by the principal authority.

Finally, one respondent saw the need for a series of all-day workshops designed to deal with problems of special interest to groups in his community.

Question 6

What are the principal obstacles that a community service administrator has to deal with in the course of carrying out his program?

Like the previous question, responses to this one varied widely, although basic problems of financing and of administrative organization and efficiency were mentioned by a number of interviewees.

More specifically, one administrator identified his principal problem as that of being assigned a dual administrative responsibility, one of which is the community service program. He said that the responsibilities should be separated and the community services function made a full-time responsibility.

Another administrator identified his principal obstacles simply as "lack of time and adequate staff personnel. "

A third response touched on the broad problem of communication.

The respondent said that his principal obstacle was in "getting out the word. " He mentioned the lack of effective community organization for transmitting information about community services to the people who wanted to know about them and who would respond and participate if notified.

Another administrative problem identified as a principal obstacle by one respondent was that of program coordination. As he stated the problem, "A good community service program has many facets which must be coordinated if they are to be administered efficiently. "

A dual concern was articulated by another administrator. As an "on-campus obstacle" he identified what he described as "a concern on the part of the instruction program that community services will interfere with or supersede the instruction program. " As an "off-campus obstacle" this same respondent said he felt that there is a possibility that people will misinterpret the community service program and see it as a public relations effort to "keep people happy, " and as a result, the program would come to be regarded as frivolous and unimportant.

Question 7

Looking ahead ten year, what future do you see for community services as a part of the total community college program in Alabama.

The answers to this final query were generally optimistic, although some concern for the program in terms of financing was voiced.

One respondent said flatly that the future of community service programs in Alabama public junior colleges depended on the continued availability of state resources. He continued that he felt that commitment by state officials to community services was only "skin-deep," and that at his school, community service programs would suffer a "severe" setback if state resources were lost. Financing aside, he saw the concept "growing and flourishing" in Alabama.

Another response was that "community services is the most significant development in Alabama higher education today." This respondent pointed out that an evaluation of each junior college community service program is now a part of the college accreditation process and that this factor will cause each school to examine its

own program and to develop and evaluate it carefully. Community services is growing rapidly as a force in junior colleges in Alabama.

One administrator predicted that in ten years the programs of community service will have fulfilled the concept that "the college campus is the total college district--all the people of the district are its student body." By this time, he continued, the concept of the program will have broadened and junior colleges will be engaged extensively in tasks such as Manpower Development and Training and Job Corps projects.

"Cautiously optimistic" was the attitude expressed by another interviewee as he looked ten years ahead. This administrator believes that many community service programs are now being "upgraded" in Alabama colleges and he believes that this will help solidify the program and move it forward.

Another administrator envisioned junior colleges emerging in the next ten years as "community cultural centers," with the scope and emphasis of the community service program varying from college to college, depending on community needs and available resources.

The future development is "unlimited," according to another interviewee. He sees community colleges in the next ten years developing and institutionalizing programs already in existence in the state and moving in the direction of "taking classes to the students" rather than having students come to the classes. Elaborating on this theme, he envisioned many community service programs becoming a part of educational television offerings and also saw an opportunity to fill "a void that now exists in AM radio broadcasting."

Community services, in ten years, will be firmly established as the fourth major function of the junior college, "with emphasis on the 'major,'" according to another respondent.

Finally, the continuing development of the community service program in Alabama junior colleges was seen by another respondent as playing "a vital role" in the next ten years in shaping the "image" of these colleges that the general public will hold.

This concludes the section dedicated to the findings of this study.

Summary

The five colleges studied in this chapter were described briefly in terms of their geographical location, size of their campus physical facility and their statement of educational philosophy relative to

community services. Additionally, the program of community services presented by each college was reported in some detail.

In the second section of the chapter, the replies of the five administrators to a series of seven interview questions were reported and summarized.

The five colleges reviewed were observed to have community service programs which were characterized by enthusiastic leadership committed to the concept of community services, program reflecting the educational and recreational needs of the community and support from top-level administration and from Boards of Trustees.

CHAPTER VI

CRITERIA FOR EVALUATING COMMUNITY SERVICE
PROGRAMS IN ALABAMA PUBLIC
JUNIOR COLLEGES

A major purpose of this study was to develop guidelines and criteria for the evaluation of community service programs in Alabama public junior colleges. In this chapter, the procedures for developing such guidelines and criteria are outlined and the results of the investigation are reported.

Method

A tentative list of criteria for evaluating community service programs in Alabama public junior colleges was drawn up, based on several sources. Material reported in the literature, including the findings of Harlacher (67) and the recommendations of the American Association of Schools and Colleges (71), was reviewed carefully. Results of the questionnaire survey, reported in Chapter IV of this study, were analyzed and the data collected in the interviews at the five colleges and reported in Chapter V were reviewed. From these sources, a tentative list of thirteen criteria statements was developed and submitted to Dr. Leroy Brown, State Superintendent of Education, Dr. Frank T. Speed, Director of Division of Research and Higher

Higher Education and Mr. William E. Truitt, Research Consultant, State Department of Education, for their criticism and consideration. Based on their recommendations, the list of criteria statements was revised and refined and in its final form, expanded to fifteen items.

A jury of four members was then invited to evaluate the criteria developed and to render a judgment to their value. The jury, listed below, was composed of four community college presidents, all of whom were either Deans at colleges judged to have outstanding programs of community services, or were members of the current AJCA Committee on Community Services.

The jury is as follows:

- 1) Dean Charles A. Farron
Alexander City State Junior College
- 2) Dean Jack E. Campbell
John C. Calhoun State Technical Junior College
- 3) Dean Chad B. Hawkins
Gadsden State Junior College
- 4) Dean Robert W. Day
Jefferson State Junior College

The instrument for evaluating the list of criteria was forwarded to the members of the jury with a letter of transmittal (Appendix F) and the marked questionnaires were returned to the author. The instrument, in its entirety, is reproduced on the following two pages.

CRITERIA FOR EVALUATING COMMUNITY SERVICE PROGRAMS
IN ALABAMA PUBLIC JUNIOR COLLEGES

Instructions: Please circle the letter before each item which in your judgment comes closest to approximating the importance of the statement.

- A. Very Important - essential to a good
program of community
services
- B. Desirable - would add strength to program,
but not essential
- C. Unimportant - of little or no value to a
program of community services

- A B C 1. The community service program should be developed to fit the needs of the college community and public that is to be served.
- A B C 2. The college should develop a clear-cut statement of philosophy regarding its community services program.
- A B C 3. Community representatives should be consulted during the development state of a new community services program and should be invited by the college to participate in an advisory role in the program of services being offered.
- A B C 4. Community services programs should be perceived as flexible, and in a process of continual change in accordance with community needs.
- A B C 5. Programs offered in community services should be carefully coordinated with the programs offered in the other departments of the college.
- A B C 6. The community services program should have administrative leadership at a level commensurate with that of the departments of instruction, student personnel and business.

- A B C 7. The college board of trustees should levy that part of the permissive five cent tax necessary to adequately fund community services as a major function of the college program.
- A B C 8. Responsibility for the community services program should rest with a single administrator who reports to the same person as do the leaders in the areas of instruction, student personnel and business.
- A B C 9. If a full-time administrator for community services is not necessary or feasible, the designated administrator should have his community services assignment as his major responsibility and his other duties subordinated to it.
- A B C 10. The college program of community services should be coordinated with the programs of other community agencies and should not compete with or duplicate these services.
- A B C 11. The program of community services should be broad-based and should include offerings in the following areas:
- a) Community use of College Facilities
 - b) Community Educational Services
 - c) Cultural and Recreational Activities
 - d) Institutional Development
- A B C 12. Programs of community services should include offerings of interest and value to all citizens, including socio-economic groups who do not usually participate in college educational programs.
- A B C 13. Community service programs should utilize to the fullest possible extent the talents and resources of the college faculty.
- A B C 14. Faculty members should be compensated for their contributions to community services in the same manner as are sources of outside talent.

- A B C 15. Programs offered in community services should be essentially educational in nature, and should avoid offerings that are primarily of a "hobby" or entertainment nature.

Findings

All ten of the jury members returned their copies of the evaluation instrument, and each instrument was completely marked.

Quantifying the findings

In order to quantify the findings of this study, a numerical value was assigned to each of the three choices offered in the questionnaire. This allowed a judgment to be made as to the importance of each of the statements in terms of the markings of the jury and also allowed comparison of the relative value of each item as a criterion for evaluating programs of community service. Numerical values assigned were 10 points for each "A" response, 5 points for each "B," and zero points for each "C."

Evaluating the findings

Based on the numerical formula outlined above, the criteria items were quantified and separated into three groups. Group I, identified as Primary Criteria, consists of those items listed below in descending numerical order, which accumulated 90-100 points from the jury and which received at least eight out of ten "A" (very important) votes and no "C" (unimportant) votes from the jury. These are:

Primary Criteria

Total Points

- 100 The community services program should be developed to fit the needs of the college community and public that is to be served.
- 100 Community services programs should be perceived a flexible, and in a process of continual change in accordance with community needs.
- 95 Programs of community services should include offerings of interest and value to all citizens including socioeconomic groups who do not usually participate in college educational programs.
- 90 Programs offered in community services should be carefully coordinated with the programs offered in the other departments of the college.
- 90 The college board of trustees should levy that part of the permissive five cent tax necessary to adequately fund community services as a major function of the college program.
- 90 The college program of community services should be coordinated with the programs of other community agencies and should not compete with or duplicate these services.
- 90 The program of community services should be broad-based and should include offerings in the following areas:
- a) Community use of college facilities
 - b) Community educational services
 - c) Cultural and recreational activities
 - d) Institutional development

Items accumulating 75-85 points from jury members and receiving at least five "A" (very important) votes and no "C" (unimportant) votes

were categorized as Secondary Criteria and are listed in descending numerical order as follows:

Secondary Criteria

Total Points

- | | |
|----|--|
| 85 | The college should develop a clear-cut statement of philosophy regarding its community services program. |
| 85 | Community representatives should be consulted during the development state of a new community services program and should be invited by the college to participate in an advisory role in the program of services being offered. |
| 80 | Community service programs should utilize to the fullest possible extent the talents and resources of the college faculty. |
| 80 | Faculty members should be compensated for their contributions to community services in the same manner as are sources of outside talent. |
| 75 | The community services program should have administrative leadership at a level commensurate with that of the departments of instruction, student personnel and business. |
| 75 | Responsibility for the community services program should rest with a single administrator who reports to the same person as do the leaders in the areas of instruction, student personnel and business. |

Total Points

- 75 If a full-time administrator for community services is not necessary or feasible, the designated administrator should have his community services assignment as his major responsibility and his other duties subordinated to it.

Items accumulating less than 75 points and receiving one or more "C" (unimportant) votes were identified as Questionable Criteria. One item appears in this category.

Questionable Criteria

Total Points

- 65 Programs offered in community services should be essentially educational in nature and should avoid offerings that are primarily of a "hobby" or entertainment nature.

Item No. 15 was the only one in the survey for which any "C" votes were cast and it was the one item on which there appeared to be a wide divergence of opinion among the jurors. Five jurors voted for an "A" (very important) rating for the item, three voted for "B" (desirable) and two voted for "C" (unimportant). While it is possible that this vote reflects an honest difference of opinion among the members of the jury, it is also possible that differing interpretations of the meaning of the statement itself and particularly the phrase "educational in nature," may have led to the divergence of views.

Summary

To fulfill one of the stated purposes of this study, a list of criteria for evaluating community service programs in Alabama public junior colleges was developed and submitted to a jury of ten educators for evaluation. The results of this survey indicated a considerable measure of agreement among the authorities polled as to the importance of certain criteria in evaluating the programs of community services in Alabama public junior colleges.

CHAPTER VII

SUMMARY, CONCLUSIONS, IMPLICATIONS

AND RECOMMENDATIONS

The purpose of this study was to examine the community service programs offered in Alabama junior college districts during the academic year 1970-1971.

The remainder of this chapter is organized to provide a summary of the findings of the study, the conclusions reached as a result of examination of the data developed in the research, the implications derived from the investigation and the recommendations made relative to the community service programs examined in this study.

SummaryReview of the literature

A review of the literature was undertaken, with this material being divided into three principal categories: a brief review of the development of the land grant college movement with emphasis on the community service aspect of that institution, a review of the development of the community service concept as a major function of the American junior college and a report on the state and federal legislation appropriate to community service programs underway in the junior college movement.

A similarity between the existing community services program in community junior colleges and that concept as developed earlier in the land grant college movement was noted by several writers.

The beginnings of the land grant college movement was reviewed, beginning with the passage of the first Morrill Act in 1862, and particular note was taken of Section 4 of the Act, which set forth the purposes of the United States Congress in enacting the legislation.

Following the first Morrill Act, federal legislation relating to the land grant college followed in succeeding years in the form of the Hatch Act of 1887, providing for agricultural experiment stations at each college, the second Morrill Act of 1890, which provided for additional federal funding for the land grant colleges and the Smith-Hughes Act of 1914, which affected extension work in agriculture and home economics.

Around the turn of the century, programs and an educational philosophy that made the land grant movement unique in United States higher education emerged. A leader in this development was President Charles Van Hise of the University of Wisconsin, who envisaged the boundaries of the University as being coterminous with the boundaries of the state which it served. The Wisconsin program of off-campus, full-time extension divisions had spread to, and had been emulated by, institutions with twenty-eight extension divisions by 1913. These early

extension centers often were carried on in conjunction with farmer organizations, such as the Grange and were generally farmer-centered and devoted to problems of agriculture. The idea of non-agricultural extension developed through the first decade of the twentieth century, and by 1914 the extension program had expanded to homemakers, youth and industry, as well as to agriculture.

In the 1920's and 1930's, agricultural extension played a role in the development of the farmer cooperative movement. By 1951, over a quarter of a million students were enrolled in land grant college extension courses of all kinds, and the movement had expanded to provide community-related educational services in a variety of fields of study.

For the junior college, the community service concept did not appear as a significant development until after 1930. Writers in the field of junior college education began to point out that the junior college should be community oriented and that it should meet the educational needs of all members of the community, not just those interested in transfer to a four-year school or those who desired to learn a specific trade or skill.

The importance of community understanding of, and support for, the community college was related to the community service program offered by junior colleges and it was further observed that the extent to which a junior college merits the designation "community college"

depends on the scope and adequacy of the services provided to citizens as community services.

The excellence of any community junior college will be, in part, a function of the community service program, according to another writer, since such a program should improve the educational, cultural and artistic climate of its district. Another authority asserts that a college that has local control and support has an obligation to provide educational opportunities for all its citizens.

What constitutes an appropriate community service program has been commented on by a number of writers. Adult education may be thought of as a facet of community services but it should not be considered the community service program, in and of itself, of any college.

The addition of community services to the junior college program has led to the identification of these colleges as community service agencies.

Distinguishing characteristics of a community service program include the ideas that the campus of the college is the whole district it serves, that the program is not limited to formalized instruction, that the program is taken to the people, off-campus, when appropriate and that the program should serve as a catalyst for community development.

Finally, a section of the literature review was devoted to the legal basis for community service programs in Alabama, including the basis for the funding of these programs through the levying of a permissive five cent over-ride tax. Recent developments in federal legislation germane to the study were also noted.

The procedure

In Chapter III, the procedures involved in the pursuance of the study were spelled out.

A four-page questionnaire was developed and presented to a jury of educators for criticism and comment. The questionnaire was then mailed to the seventeen junior colleges in Alabama which met the criteria for participation in the study. Seventeen schools returned questionnaires, sixteen of which were complete in all details. The results of the questionnaire returns were tabulated and these data became the first part of the findings of the study.

Additionally, it was determined that a part of the study should involve an investigation in some depth of junior colleges in Alabama that were deemed to have outstanding community service programs. To identify these schools, community service personnel were asked to choose from a list of eligible schools those which, in their judgment, had outstanding

community service programs. All members of the committee responded to this request and based on their judgment, five Alabama public junior colleges were chosen for more intensive study. These five schools were spread geographically over the state and interviews were conducted with the administrators responsible for the conduct of the community service programs at all five of these schools. The information gathered in these interviews provided the basis for the remainder of the findings of this section of the study.

Finally, an instrument designed to establish a set of criteria for evaluating community service programs in Alabama public junior colleges was developed. A tentative set of criteria was developed from the literature and from the findings of this study and was submitted to a jury of ten educators for their judgment. Numerical quantification of the results of the jury findings was undertaken and from this came the evolution of a three-category set of criteria for measuring community service programs.

The questionnaire findings

In Chapter IV, the information collected from the circulation of questionnaires to seventeen Alabama junior colleges meeting the criteria of the study was reported. The following were the principal findings developed from this instrument:

1. Seventeen of the seventeen colleges eligible to participate in the study did so, by returning a completed questionnaire. Sixteen of the seventeen responses were complete, one was answered only in part.
2. Six colleges indicated that they utilized the services of a Citizens Advisory Committee, two had more than one committee, while the remainder of the colleges did not have such a committee.
3. In the area of the administrator responsible for the programs of community service, it was found that titles of persons responsible for such programs fell into twelve main categories, with the title Dean or Director of Community Services being most prevalent.
4. In terms of the time which administrators spend in the performance of their duties associated with community services, eight reported that they spent less than 20 per cent of their time on these duties. Four spent 20 to 39 per cent, two reported 40 to 59 per cent, two reported a time allotment of 60 to 79 per cent and one said that administration of the community service program was their full-time assignment and responsibility.

5. The responsibilities of community service administrators were reviewed and it was determined that at fourteen schools, the designated administrator was responsible for coordinating the entire college program in this area. Where total responsibility was not assigned to one person, specific responsibilities assigned to more than one-half of the respondents included coordination of entire community recreation programs, scheduling of forum-lecture series, scheduling use of college facilities by the public under provisions of the Civic Center Act, booking of speakers and other allied events and preparation of budget for community services programs.

In reporting the program of community services, seven categories of activities were reported on in the questionnaire. These activities were classified as cultural activities, recreation, community research and development, public relations, short courses and seminars, faculty services and general services.

6. Most often reported as a function of cultural activities was the presentation of a community lecture series, reported by seventeen colleges as a part of their program.

Other activities reported in this category by more than 50 per cent of the respondents included Great Books and/or film classics programs for adults, art exhibits featuring local artists, concerts featuring well-known musicians or conductors and special musical programs designed especially for the community. Over-all, more colleges reported cultural activities as being a part of their community service program than any other activity.

7. In the area of recreation, seventeen colleges reported that their tennis and basketball facilities were available for summer use, while other categories of community recreation services mentioned included swimming lessons and recreation swimming in college pools, gymnasium facilities available for public use, and rental of college athletic facilities to local high schools. Many of these recreation activities are restricted to summer use, as opposed to other community service programs, which are offered during the regular academic year. Too, some schools which did not run a recreation program through their own community service offerings indicated that such programs were conducted by other recreation agencies in the community.

8. Community research and development programs in the colleges are less well-defined, and hence harder to categorize, than those in more conventional areas of community service. Community research and development programs typically have the characteristic of utilizing the college and its resources as a vehicle for helping to confront, define and solve local problems. In meeting this responsibility, colleges reported that they had participated in community surveys involving occupational opportunities, "cost-of-living," and population and land use. College participation in local coordinating councils and community leadership training workshops were also identified as community research and development projects, as were conferences on future community growth and community teenage problems. Establishment of a college research bureau and maintenance of a child care center in an economically disadvantaged area were additional activities reported.
9. While public relations is often thought of as an administrative function apart from community services,

the nature of community service programs, with their interaction with a wide variety of citizens, makes them a part of any public relations program of a college. The most widely noted public relations function in Alabama junior college community services programs is that of providing news of the college to the local press and other news media on a regular basis. Fifteen questionnaires had this item checked as being a community service function, making it the most often designated function found in the entire survey. Other public relations activities offered through community services included an annual college visitors day, carried on at seventeen schools, maintenance of an alumni association and the use of college facilities by local service clubs, each reported by fifteen schools, and college-produced, regularly scheduled radio or television programs, designated by twelve schools. Observance of Business-Industry-Education events was mentioned by eleven schools, while another reported the regular mailing of a calendar of college events as a part of its program.

10. Short courses and seminars are educational experiences flexible in length of presentation, designed to attract a

selective audience and not offering college credit for their successful completion. Too, some tuition may be charged to help defray the cost of the program.

Programs of this kind were reported as an integral part of a number of community service programs.

General categories of short courses offered in 1970-71 by the colleges participating in this study included management clinics, investment lectures series, income tax for the citizen, child growth and development series, problems of local small business, civil defense programs, seminars in law for the citizen, and a number of others of a similar nature.

11. Faculty services provided as a part of community service programs included speeches before local civic groups such as Rotary clubs, Kiwanis and Parent-Teacher Associations. Also, a faculty speakers' bureau was maintained through the community service program at a number of institutions and faculty participation in local service activities was noted. All of these activities were reported as being a part of their program by over 50 per cent of the schools participating in the study.

In this category were field trips from other educational institutions (elementary and secondary) to visit college facilities such as planetariums, science laboratories, museums, art galleries, and music facilities. The scheduling and organization of these visitations was usually conducted through the office of community service at the college being visited.

12. Finally, on the questionnaire, schools were invited to list any other program or programs which they presented and which were not identified elsewhere on the printed list. A total of eighteen separate activities or programs, covering a wide range of community service offerings, were reported by the participating schools.

Interview findings

The second part of the study consisted of a series of interviews conducted with the administrator responsible for the conduct of the program of community services at five Alabama public junior colleges which had also participated in the questionnaire survey. The interviews consisted of a discussion of the program of community services presented at each of the schools, and a series of specific questions dealing with community services at each particular college in the study and with the community service program statewide.

The five colleges that were identified as having outstanding programs by Committees on community services personnel were Alexander City State Junior College, John C. Calhoun State Technical Junior College, Gadsden State Junior College, Jefferson State Junior College and George C. Wallace State Junior College.

For each college, the geographical location of the school was noted, the area that it served was described, the college's official statement relative to its philosophy of community services was reported and the program of community services provided in 1970-71 was described.

Additionally, the highlights and outstanding or distinguishing characteristics of the program at each college were noted and reported.

The questions asked in the interview with the community services administrators and a summary of their answers completes this section of the study.

Question 1

Most junior colleges have a statement of their philosophy of community services. In your judgment, how well does the program you now offer reflect this statement of philosophy?

Four of the five administrators interviewed were generally satisfied that the program they offered was in consonance with the philosophy as outlined in the official statement of their college. One administrator said

that his school had not really adopted a philosophy statement, but that it agreed in principle with the official statement of the American Junior College Association. The final respondent to this question said that he knew of no official statement of philosophy regarding community services at his institution.

Question 2

Most community service programs have several different kinds of activities as a part of their total program. What are the three to five most important activities that are a part of your program?

Activities mentioned by more than one respondent and the number of responses in each category were: short courses, seminars and workshops (5), cultural programs (5), community use of college facilities (4), and science facility visits (3). A total of six other activities were mentioned by one or more administrators for a total of eleven separate categories.

Question 3

In your judgment, which of the programs listed above has been of the most value to the community?

In response to this question, three community services leaders identified short courses, seminars and workshops as being of most value, while two mentioned major lecture series programs as falling into this category,

one vote each was cast for community recreation, cultural programs, symphony season, science program and community research and development.

Question 4

Which of the programs above has had the best acceptance in terms of attendance, community response, etc.?

In response to this query, three administrators identified their major forum-lecture series as having had the best community response and attendance, while three respondents also identified short courses and seminars. Additionally, three votes were registered for programs of a cultural nature (music, theater and film series) and two were cast for recreation services.

Question 5

What program or programs would you like to add to your present community service offerings if such were possible?

Answers to this question were quite varied. Programs mentioned included district-wide seminars on local, state and national problems; meetings of community leaders to discuss common social, political and economic problems; science field trips to investigate local natural phenomena; the

building of a planetarium and museum; the introduction of a symphony season; a broadly based cultural program with emphasis on music and drama; an expansion of some seminar programs to include a nationally-known authority at some point in the proceedings; and a series of all-day workshops devoted to an examination of problems of interest to selective groups in the community. Running through many of these responses was the theme of a need for community action and/or communication about local civic and social problems.

Question 6

What are the principal obstacles that a community service administrator had to deal with in the course of carrying out his program?

Here, again, responses varied widely. Among obstacles mentioned were lack of time and staff to develop an optimum program, difficulty in keeping the community advised about the offerings of the community service program, good coordination of the many parts of a community service program, communicating the value and importance of the program to faculty members on-campus and community citizens off-campus, adequate financing for the program and wholehearted backing for the program from top level administrators and Board of Trustees. Over-all, the problems listed were typical in many respects (finance, communications) of the difficulties and frustrations faced by school administrators in all phases of the academic endeavor.

Question 7

Looking ahead ten years, what future do you see for community services as a part of the total community college program in Alabama.

Over-all, the answers to this question were optimistic in tone. It was widely held that community services could and should grow to be equal in stature with transfer education, vocational education and counseling and guidance as one of the four major function of Alabama public junior colleges. Further, it was foreseen that current programs would be expanded in content and that enrollment and interest in community service offerings would grow proportionately. However, these optimistic predictions were based on the assumption that the present means of financing community services, will remain in effect, and that community services programs will not have to compete with other areas of the college for use of limited general purpose funds. Too, it is assumed that programs offered will be largely education-oriented and geared to meet real local needs in a meaningful way.

Developing and evaluating criteria

In Chapter VI of this study, a series of criteria for evaluating programs of community service in Alabama public junior colleges was developed. The

criteria, fifteen in number, were derived from literature research and from findings developed through the questionnaire and interview portions of this study. This list of criteria was then submitted to a jury of college presidents, community service administrators and university professors. Based on the judgment of the jury, seven of the items submitted to them were identified as Primary Criteria, seven others were evaluated as Secondary Criteria and one statement was judged to be in the category of Questionable Criteria.

This concludes the summary of the review of the literature, procedures and findings of this study.

Conclusions

The following are the principal conclusions reached from a review of the data collected in the study.

1. Community service programs, as developed in Alabama public junior colleges, are generally in the tradition and spirit of the extension service programs of the land grant colleges. Where the four-year institutions, through extension, have viewed the boundaries of their state and the population therein as the basis for their services and resources, the junior college, through its

community service program, is coming to view its district and the population therein in a like manner.

2. While all the junior colleges in Alabama covered by this study did offer programs of community services, the programs reported in this study varied widely in scope, content and quality.
3. The status of community services as one of the four major functions of Alabama public junior colleges is not reflected in the time allotted by most colleges to leadership of the program.
4. Junior colleges see a real value in widespread community use of college facilities and include this function as an important feature of their program of community services.
5. Outstanding programs of community service are being developed in colleges where there is a commitment to the concept of the junior college as a community-oriented institution and where the resources of the college are organized to support a comprehensive program of community services.

6. At the five selected colleges there is an awareness of the importance of coordinating community service programs with the other resources of the community and of the need to avoid wasteful repetition or competition with existing programs provided by other community agencies.
7. Administrators at the five colleges generally regard community education as the most important goal of community services.
8. The content of the programs of community services reviewed, outside of the area of recreation, was geared to the interests of middle and upper socioeconomic groups and to professional and business interests in the community. There was little evidence of the existence of programs directed toward lower socioeconomic groups or to racial minorities in the various school districts.
9. Junior colleges have recognized the importance of articulation and communication and are cooperating with other educational institutions in their areas in making college facilities available to others for visitation and joint use.

10. There is a considerable area of agreement among junior college educators as to the criteria for a good program of community services.

Implications

There are several implications that can be derived from the findings and conclusions of this study.

It would appear that with the emergence of many new federal programs for education, including those for the poor and underprivileged, that junior colleges should investigate the opportunities to participate in these programs, particularly through their offices of community services. Many of these federal programs are predicated on a community-oriented, self-help philosophy and a community services approach through local junior colleges, staffed with trained, competent people familiar with their community and its resources, would seem to be a natural joining of need and resources.

Recommendations

1. Community services programs should be developed to fit the needs of the college community and public that is to be served. To achieve this goal, programs should be constantly reviewed and changes made whenever it is deemed necessary.
2. Community services programs should be perceived as flexible and in a process of continual change in accordance with community needs.

3. In order to achieve flexibility in community service planning, and to have direct communication with the community and its needs, citizens' advisory committees should be consulted in the development of programs of community service.
4. Programs of community services should be designed to include offerings of interest and value to all citizens in the community, including socioeconomic groups who usually do not participate in college educational programs. Where citizens' advisory committees are utilized to achieve this end, the membership should be broad-based and representative of the entire community.
5. Programs offered in community services should be carefully coordinated with programs offered in other departments in the college and with similar programs offered by other community agencies.
6. The program of community services should be broad-based and should include offerings in the following areas:
 - a) Community use of college facilities
 - b) Community educational services
 - c) Cultural and recreational activities
 - d) Institutional development
7. Community service activities should be adequately funded in order to finance community services as a major function of the college program.

8. Colleges offering programs of community services should develop a clear-cut statement of philosophy regarding the aims and objectives of such programs.
9. Community service programs should utilize fully the talents and resources of the college faculty and should include faculty members in planning new programs and evaluating existing ones.
10. Community services should have administrative leadership at a level equal to that of the other major areas in the college and the community service administrator should report to and receive direction from, the same college officer as do the leaders in the areas of Instruction, Student Personnel and Business.
11. Responsibility for administering community services should be assigned to one college administrator and this assignment should be his major responsibility.
12. Programs in community services should be aimed toward the concept of community education and programs that are simply interesting or entertaining should be reviewed carefully.
13. This study was made at a time when community services had been recognized for a relatively short time as a major function of junior college education. A follow-up study in 1974-75 would

be of value in measuring the extent to which community service programs had developed to meet this responsibility.

14. A study to determine the manner in which short courses in community services are initiated and the degree to which such courses conflict with, or compete with, adult education and university extension would appear to be of value.

APPENDIXES

Appendix A: Questionnaire Form

A COMMUNITY SERVICES QUESTIONNAIRE

for

THE SEVENTEEN STATE JUNIOR COLLEGES IN ALABAMA

by

**A. C. Dickinson
Administration and Higher Education
College of Education
Michigan State University, 1971**

Dear Colleague:

In the belief that the community junior college is the great hope and the great responsibility of higher education in Alabama and in the belief that a very pressing and urgent problem facing Alabama's community junior colleges today is that of adequately providing programs to meet all segments of the community, I have been led to attempt a study from the subject: "Emergence and Development of Community Service Programs of the Seventeen State Community Junior Colleges of Alabama." It is my belief that much has been done in this area, but little has been accomplished in coordinating the available information in any systematic printed form.

The purpose of this study is to analyze the steps involved in the emergence and development of community service programs in Alabama junior colleges with the expressed hope that we may better serve all segments of our community. From this study, I hope to include patterns and approaches used by some colleges which might benefit all participating junior colleges. For this purpose, I would appreciate your fullest cooperation in reacting to this questionnaire. Study and react to each part, please.

I shall be grateful for your interest and cooperation in this study, for I realize that you will have to give some more of your valuable time in completing the questionnaire and in granting time for personal interviews. For the purpose of this study, please join me in focusing attention on five major consideration:

1. What are the means by which community services are linked with other areas of the college and with community groups?
2. What are the factors or conditions which influence the development and effectiveness of community service programs?
3. How are those community needs which relate to the development of community service programs identified?
4. What are the elements of community services in the community college - what are the commonalities and divergences in programs?
5. What organization, staffing and financing patterns exist in community service programs?

Your college is certainly in a strategic position in your community and even though you may not have a formally organized program of service at this time, it is quite probable that your institution has already implemented one or more of the listed functions.

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Please select the staff members whom you regard as best qualified to provide responses for your institution.

For purposes of this survey, we define "community services" as those efforts of the community college, often undertaken in cooperation with other community groups or agencies, which are directed toward promoting educational solutions to localized social, economic, cultural, and civic problems where these are not met by formal collegiate degree or certification programs.

Once again, many thanks for your kind assistance and prompt consideration.

Professionally yours,

A. C. Dickinson, Academic Dean
Theodore Alfred Lawson State Junior College

This section of the instrument has to do with institutional data about your current staffing pattern. When you have completed part 1 please turn to part 11. This section of the instrument is an adaptation of Max R. Raines' Community Services Inventory Taxonomy and it contains a list of eighteen functions intended to describe the Community Services Program. Please read the description of the functions carefully before responding. Even though the descriptions are intended to be as definitive as possible, they are not definitions, therefore, you should read the central theme and intent of the description. After reading of the description, you are asked to judge whether or not the described function is a part of your community service program.

If the function is not an implemented function, please indicate your judgment of the need for an implementation function, please indicate in your judgment the need for implementation by selecting the appropriate response symbol (A, B, C, etc.).

If in your judgment the function is a part of your community service program you are asked:

1. To judge the current scope of the activities associated with the function. Scope is defined as the range of activities within a given category of the taxonomy of functions. A broad scope indicates many and varied activities within a function.
2. To judge the current quality of the activities associated with the function by selecting the appropriate response symbol (A,B,C, etc.).

When you have completed the questionnaire, please return the instrument to me at your earliest convenience. We will be happy to provide a summary of results upon request.

I N S T R U C T I O N S

PART I - QUESTIONNAIRE

NAME OF INSTITUTION: _____
 ADDRESS: _____

Year established _____ Accreditation _____
 Population of Service Area _____

Student Enrollment Fall Quarter - 1970-71 _____

Head Count _____, Full-time _____, Part-time _____

1. Does your institution carry on a Community Service Program? Yes _____ No _____

2. If yes, who directs or coordinates the program?

Name _____ Title _____
 percent of time devoted to community services (circle one): 10%, 25%, 50%,
 75%, 100%. If 50% or less, what is other responsibility: _____

3. To what higher administrator is this staff member responsible? _____

4. Please list other staff members working in community services, and percentage of their time so engaged. (Do not list instructional staff or clerical supporting staff).

A. Name _____ Title _____
 percent of time devoted to community services: 10%, 25%, 50%,
 75%, 100%.

B. Name _____ Title _____
 percent of time devoted to community services: 10%, 25%, 50%,
 75%, 100%.

C. Name _____ Title _____
 percent of time devoted to community services: 10%, 25%, 50%,
 75%, 100%.

C O M M U N I T Y S E R V I C E S Q U E S T I O N N A I R E

5. What other duties do these staff members have?

A.

B.

C.

6. To what higher administrator are these staff members responsible?

7. What is the size of the staff that assists the director of your community service program?

Clerical Staff	No. Full-time	No. Part-time
Administrators	No. Full-time	No. Part-time

8. Other than administrators and clerical personal, how many teachers or other staff members are engaged full or part time in the community service program?
Full-time = 15 hours weekly.

No. of Teachers	Full-time	More than half-time	Less than half-time
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Other personnel - Please specify.

9. In the space below, please sketch the lips and staff relationship of the community service division to other divisions of the college. If not a separate division, please indicate to which division it is attached. If this information is already available in brochure form, please include brochure.

10. In the space below, please sketch the organizational pattern (line and staff) of the community service division.

11. Please describe the staff member now directing the community service program.

Professional Experience:

<u>Title of last position</u>	<u>Institution or firm</u>	<u>Years in position</u>
<u>Title of preceding position</u>	<u>Institution or firm</u>	<u>Years in position</u>
<u>Title of preceding position</u>	<u>Institution or firm</u>	<u>Years in position</u>
<u>Title of preceding position</u>	<u>Institution or firm</u>	<u>Years in position</u>
<u>Title of preceding position</u>	<u>Institution or firm</u>	<u>Years in position</u>

12. Educational Background:

<u>Undergraduate Institution</u>	<u>Degree</u>	<u>Graduation Date</u>
<u>Undergraduate Major(s)</u>	<u>Undergraduate Minor(s)</u>	

13. Graduate Education

Regular Course Work:

Institution	Last year in Attendance
Major	Degree, if any
Institution	Last year in Attendance
Major	Degree, if any
Institution	Last year in Attendance
Major	Degree, if any

Please list any special workshop or institute in community service attended.

14. What educational experiences - University courses, etc. - do you think would be most beneficial to a director of a community services program?

15. Are there any personal qualities beyond those required of a general administrator which you would emphasize?

16. Is the responsibility for community service program planning on the:

State level_____, Campus level_____, Both levels_____
(Check one)

17. Is the operational responsibility for community service programs on the:

State level_____, Campus level_____, Both levels_____
(Check one)

18. If the answer to No. 1 is "no," are there plans for a community service program for 1971-72 term? Yes_____No_____

PART II - QUESTIONNAIRE

19. To what extent are you providing community members with opportunities for self-discovery and development through individual and group counseling processes; e.g., aptitude-interest testing, individual interviews, career information, job placement, family life, etc.?
20. To what extent are you increasing the accessibility of the regular courses and curricular of college by extending their availability to community-at-large; e.g., evening classes, TV courses, "weekend college," neighborhood extension centers?
21. To what extent are you programming a variety of educational, up-grading and new career opportunities which reach beyond the traditional limitations of college credit restrictions; e.g., institutes, seminars, tours, short courses, contractual in-plant training, etc.?
22. To what extent are you organizing programs to increase the earning power, educational level, and political influence of disadvantaged; e.g., ACD mother, unemployed males, educationally deprived youth, welfare recipients, etc.?
23. To what extent are you expanding opportunities for community members to participate in a variety of cultural activities; e.g., fine art series, art festivals, artist in residence community theater, etc.?
24. To what extent are you expanding opportunities for community members to participate in a variety of recreational activities; e.g., sports instruction, outdoor education, summer youth programs, senior citizen activities, etc.?
25. To what extent are you collecting and analyzing significant data which reflect existing and emerging needs of the community and which can serve as a basis for developing the community service program of the college; e.g., analyzing census tracts, analyzing man power data, conducting problem oriented studies, identifying roles and goals of organizations, etc.?

26. To what extent are you establishing adequate linkage with related programs of the college and community to supplement and coordinate rather than duplicate existing programs; e.g., calendar coordination, information exchange, joint committee work. etc.?
27. To what extent are you identifying and involving (in an advisory capacity) key members of the various sub-groups with whom cooperative programs are being planned; e.g., community service advisory council, ad hoc advisory committee, etc.?
28. To what extent are you developing activities designed to stimulate interest and understanding of local, national, and world problems; e.g., public affairs pamphlets, "town meetings," TV symposiums, etc.?
29. To what extent are you participating in cooperative efforts with local government, business, industry, professions, religions and social groups to increase the resources of the community to deal with major problems confronting the community, e.g., community self-studies, urban beautification, community chest drive, air pollution, etc.?
30. To what extent are you identifying, developing advising on instructional materials, designing community studies, instructing in group leadership, laboratory testing, and to what extent are you making available consultants to small businesses, etc.?
31. To what extent are you providing opportunities and encouragement for staff members to up-grade their skills in program development and evaluations; e.g., professional affiliations, exchange visitations, professional conferences, advance graduate studies, etc.?
32. To what extent are you interpreting programs and activities of community services to the college staff as well as to the community-at-large and coordinating releases with the central information services of the college?
33. To what extent are you establishing procedures for procuring and allocating the physical and human resources necessary to implement the community services program; e.g., staff recruitment, job descriptions, budgetary development, etc.?

34. To what extent are you providing professional assistance to community groups in the planning of conferences, institutes and workshops; e.g., registration procedures, program development, conference evaluation, etc.?
35. To what extent are you encouraging community use of college facilities by making them readily accessible, by facilitating the scheduling process, and by designing them for multi-purpose activities when appropriate; e.g., campus tours, centralized scheduling office, conference rooms, auditorium designs, etc.?
36. To what extent are you developing with the staff the specific objectives of the program, identifying sources of data, and establishing procedures, for gathering data to appraise the probable effectiveness of various facets of the program; e.g., participant rating, attendance patterns, behavioral changes, program request, etc.?

PART II

Please record A,B,C,D, or E where appropriate: Column 1 if program is not offered;
2 and 3 if program is offered.

NOT OFFERING THIS PROGRAM Need to do so - is	WE ARE OFFERING THIS PROGRAM And scope of activities is , And quality of activities is
A - Urgent	A - Very broad
B - Strong	B - Broad
C - Moderate	C - In-between
D - Little	D - Limited
E - No Need	E - Very limited

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Appendix B: Covering Letter



State of Alabama
Department of Education
State Office Building
Montgomery, Alabama 36104



April 28, 1971

LeRoy Brown
State Superintendent of Education

Mr. A. C. Dickinson
Academic Dean
T. A. Lawson State Junior College
Route 10, Box 486
Birmingham, Alabama 35228

Dear Dean Dickinson:

Thank you for your letter requesting a supporting letter
for your Community Services Questionnaire.

. After our review of your questionnaire this morning, I
suggest that you field test your revised questionnaire with
three deans of instruction in the Alabama State Junior College
Program. When the field test has been completed, please send
me a copy of your revised questionnaire, and I shall provide
you with your requested supporting letter.

Sincerely yours,

A handwritten signature in cursive script, reading "Frank T. Speed".

Frank T. Speed, Director
Division of Research and Higher Education

FTS/lem



State of Alabama
Department of Education
State Office Building
Montgomery, Alabama 36104



LeRoy Brown
State Superintendent of Education

May 21, 1971

Mr. A. C. Dickinson
Dean of Instruction
T. A. Lawson State Junior College
Route 10, Box 486
Birmingham, Alabama 35211

Dear Dean Dickinson:

Enclosed is a memorandum from Dr. LeRoy Brown to presidents of
Alabama State junior colleges which supports your study.

Please advise if I can be of further service.

Sincerely yours,

A handwritten signature in cursive script, which appears to read "Frank T. Speed".

Frank T. Speed, Director
Division of Research and Higher Education

FTS/mp

Enclosure



State of Alabama
Department of Education
State Office Building
Montgomery, Alabama 36104



LeRoy Brown
State Superintendent of Education

May 21, 1971

M E M O R A N D U M

TO: Presidents, Alabama State Junior Colleges

FROM: LeRoy Brown *LeRoy Brown*
State Superintendent of Education

Mr. A. C. Dickinson, Dean of Instruction, Theodore Alfred Lawson State Junior College, and a doctoral candidate, College of Education, Michigan State University, is conducting a study under the direction of Dr. Van Johnson. Dean Dickinson's study will deal with "The Emergence and Development of Community Service Programs of the Seventeen State Junior Colleges in Alabama."

Dean Dickinson has requested my support in conducting this study. Based on our discussion, the results of the above study could be very beneficial to our junior college program in Alabama.

It will be greatly appreciated if you will cooperate with Dean Dickinson in conducting this study.

LRB:pan

cc: Mr. A. C. Dickinson
Dean of Instruction
T. A. Lawson State Junior College
Rt. 10, Box 486
Birmingham, Alabama 35211

Theodore Alfred Lawson

STATE
JUNIOR COLLEGE
Route 10, Box 486
Birmingham, Alabama 35228

M E M O R A N D U M

TO: Presidents of All Alabama State Junior
Colleges

FROM: T. A. Lawson, President *T.A.L.*
Theodore Alfred Lawson State Junior
College

RE: A. C. Dickinson, A Doctoral Candidate

A. C. Dickinson, Dean of Theodore Alfred Lawson State Junior College, a doctoral candidate, College of Education, Michigan State University is conducting a study dealing with "The Emergence and Development of Community Service Programs of the Seventeen State Junior Colleges in Alabama."

As president of the College and an interested colleague, I am urgently requesting your support of the Deans' Study as I believe his success will contribute to the Junior College Program as well as provide valued assessment of its growth and development in the state.

May 27, 1971

Dr. Allan D. Naylor, President
Gadsden State Junior College
George Wallace Drive
Gadsden, Alabama 35903

Dear Dr. Naylor:

As a doctoral candidate in Higher Education Administration, College of Education at Michigan State University, I have undertaken a study of the "Emergence and Development of Community Service Programs of the Seventeen State Junior Colleges in Alabama." The major purpose of the study is to analyze the steps involved in the emergence and development of community service programs in the Alabama Junior Colleges with the expressed hope that we may better serve all segments of our community.

I would greatly appreciate your providing time for reaction to the enclosed questionnaire.

The outcome of this study will be made available to those participating institutions who indicate a desire to receive the results. The anonymity of institutions will be maintained in all reports. Institutions may also receive the results on an individual school basis, if so desired.

A stamped, self-addressed envelope is enclosed for your convenience in returning the questionnaire, and one questionnaire is enclosed for your files. Thank you very much for your assistance and cooperation.

Sincerely yours,

A. C. Dickinson
Doctoral Candidate

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