71-2159

RUE, Robert Nelson, 1936-
A SURVEY AND EVALUATION OF COMMUNITY SERVICE PROGRAMS IN MICHIGAN COMMUNITY COLLEGES.

Michigan State University, Ph.D., 1970
Education, higher

University Microfilms, A XEROX Company, Ann Arbor, Michigan

A SURVEY AND EVALUATION OF COMMUNITY SERVICE PROGRAMS IN MICHIGAN COMMUNITY COLLEGES

by

Robert Nelson Rue

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

College of Education

1970

ABSTRACT

A SURVEY AND EVALUATION OF
COMMUNITY SERVICE PROGRAMS
IN MICHIGAN COMMUNITY COLLEGES

By

Robert Nelson Rue

Purpose of the Study

The purpose of this study was to survey Michigan community colleges as to the nature and extent of their community service programs, more specifically:

1. The place of the community service program within the college administrative organizational pattern.
2. A profile of the administrative and teaching staff responsible for the community service program of the community college.
3. The policy of the administration relative to community service.
4. Determining the kinds of community service programs existing and the process by which they are initiated.

Description of the Methods, Techniques, and Data Used

A preliminary survey instrument was designed and mailed to the chief administrative officer of the 26 Michigan community colleges operating as of January 1967. Although this instrument was pretested, the results were inadequate, many of those returned not being completed in full. A final

survey instrument was developed, pretested, refined, and distributed to the chief administrative officer of each of the 21 Michigan community colleges whose charter was dated 1964 or earlier. In order to achieve the desired return rate of 100%, a number of additional contacts proved to be necessary in a number of cases.

The final instrument included: basic data regarding the institution; the profile of the administrative supervision of the community service program; the existence of a written policy pertaining to community service; the advising, initiation, and sponsoring of programs emanating from the community college; the allocation of funds for community services; community service program staffing, promotion and evaluation; factors which are felt to limit the effectiveness of the institution's community service program; and a comprehensive list of 117 items which a community college could conceivably include in its community service program.

The purpose of including the comprehensive list in the instrument was three-fold: 1) To determine the extent of specific programming involving Michigan's community colleges during the 1967-68 academic year. 2) To point out to the community colleges that they are in many cases doing more in the area of community services than they are aware. 3) To indicate some of the things which are not being done but could and/or should be done by Michigan Community Colleges.

The last part of the instrument was reserved for any additional comments or remarks that the respondent desired to add.

The data was hand tabulated after the development of a comprehensive chart consisting of all relevant responses. (Appendix #3)

When 100% of the questionnaires had been returned, a complete compilation was made of the responses. A discussion of these responses and the manner in which they relate to the basic purposes of the survey is included in Chapter IV. All data collected pertained to the 1967-68 academic year.

Major Findings

A very small percentage of personnel in the community services field have backgrounds in any adult education/continuing education area. These people have a short tenure rate; a high proportion of them do many things in addition to community service, such as directing public relations programs, coordinating Federal programs, etc. It was found that very few institutions had a person who was designated as Director of Community Services and held this as a full time position in and of itself.

This study revealed that most community colleges have no written policy regarding the community service function. It was also determined that suggestions for the innovation of new community service programs came from a wide variety of sources; however, only one institution indicated that students were involved in this process. Most institutions indicated that they evaluated the community service programs by a variety of means; a small number indicated that they did not evaluate the effectiveness of the community service programs in any form.

It was indicated that the promotion of community service programs was brought about primarily by newspapers, direct mailing, and radio.

Resulting from the study is a comprehensive list of community service programs offered on the campuses of the responding community colleges. The average number of programs reported was 35.8. No institution reported fewer than 18, and one institution listed 79 separate program categories.

ACKNOWLEDGMENTS

This writer is deeply indebted to his Committee for their long-standing patience and good guidance. Michigan State University is highly fortunate to have the professional involvement of men of the calibre of Ordon Smucker, Clyde Campbell, and Walter Scott.

A heartfelt thank you goes to Mrs. Virginia Cole, who not only assisted in the preparation of the manuscript, but patiently encouraged and inspired.

Lastly, and most importantly, to my wife and children, who have assisted in so many ways. Without their faith, affection, and support, this thesis and many other desired things would not be possible.

TABLE OF CONTENTS

Chapter		Page
I	INTRODUCTION	1
	Purpose of the Study	1
	The Challenge of the Community College. .	2
	Background of Theory and Research	20
II	REVIEW OF LITERATURE	21
	An Example of Community Service Olivet College - Community Education. .	44
III	PREPARATION AND DISTRIBUTION OF THE INSTRUMENT	58
IV	EVALUATION OF RESULTS	61
	The Place of Community Services Within The Administrative Organization of Michigan Community Colleges	61
	Personnel Involved in Staffing of Community Service Programs	65
	The Policy of the College Relative to The Community Service Function	72
	Method of Analysis	73
	Community Service Program Support Promotion and Evaluation	74
	Survey of Community Service Programs . .	79
V	SUMMARY	88
VI	RECOMMENDATIONS	91
BIBLIOGRAPHY		
APPENDIX I		
APPENDIX II		
APPENDIX III		

LIST OF TABLES

Table		Page
1	Tenure Profile of Administrative Officers Whose Primary Responsibility is Related to the Community Service Function	68
2	Age Profile of Administrative Officers Whose Primary Responsibility is Related to The Community Service Function	69
3	Summary of Degree Categories Listed by Respondents Whose Major Responsibility is Community Service	70
4	Summary of Sources from which Community Service Program Staff Are Drawn	71
5	Summary of Sources of Suggestions for Community Service	74
6	Summary of Sponsoring Organizations for Community Service Programs	75
7	Summary of Groups Initiating Community Service Programs	76
8	Summary of Media Used in Promotion of Community Service Programs	76
9	Summary of Means Used to Evaluate Community Service Programs	77
10	Summary of Factors Cited as Limiting the Effectiveness of Community Service Programs. .	78
11	Summary of The Total Program Categories Reported by Responding Institutions.	79
12	Summary of Program Sponsorship by Agencies other than the Responding Institutions	80
13	Summary of Off-Campus Programs Sponsored by Responding Institutions	80

LIST OF FIGURES

Figure		Page
I	Summary of Programs Offered by Reporting Institutions	83
II	Profile of Community Service Offerings in Michigan's Community Colleges through the Utilization of the Raines' Taxonomy of Community Service Functions	87

LIST OF APPENDICES

Appendix

I — Section A
Catalysts on Call
Section B
The Community School and Its Administrator
Section C
Olivet Represents Festival Trend

II — Preliminary Questionnaire

III — Section A
Final Survey Instrument
Section B
Summary of Responses

IV — A Taxonomy of Community Service Functions

Chapter I

INTRODUCTION

"The greatest American educational invention of the nineteenth century was the land-grant college.

The greatest American educational invention of the twentieth century is the two-year community college."

—John W. Gardner

Purpose of the Study

It is the purpose of this study to survey Michigan community colleges as to the nature and extent of their community service programs. This community college dimension of higher education can and should be the great cutting edge in the American higher education scene.

Specifically, this study is concerned with:

1. The place of the community service program within the college administrative organizational pattern.
2. A profile of the administrative and teaching staff responsible for the community service program of the community college.
3. The policy of the administration relative to community service.
4. Determining the kinds of community service programs existing and the process by which they are initiated.

The Challenge of The Community College

The community college is the institution of higher education most in the position to provide educational leadership toward meeting the educational needs and interests of the citizens of a geographic area. In many cases, the community college can provide these educational services directly; in other cases, the community college can serve as a catalyst, bringing together other agencies and organizations for the purpose of dealing with previously unmet educational needs.

It is hoped that this study will be of value to community college administrators and faculty who are responsible for the community service phase of the community college programs.

The community college movement is considered to be the greatest innovation in education having come from the American scene. It holds many parallels to the land-grant university concept.

> Violence--in the streets and on the campuses--has made the condition of urban life and the fate of those who inhabit the city the pressing concern of politicians and educators from Gracie Mansion to the White House, from the public school to the university.
>
> The apparatus of American education is one point at which widespread anger and frustration have come into clear focus. The nation's public schools, colleges and universities are charged with having failed the city, with having made only token efforts to apply their resources to the eradication of squalor, poverty and racial discrimination. The public schools have, up until now, been the major target in this complaint. But having reached a crescendo there, the charges have broadened

> to include the university--particularly as students have harnessed broad factors of social and economic anomaly to the substance of their own complaint. In the current language of crisis, the university is very often seen as both a measure of the collapse of society and one of the major contributors to it.[1]

Greer further states:

> The American city is clearly in crisis. While the American university does possess resources which could be powerfully applied to vital aspects of that crisis, the indictment of the critics--that the university has failed to involve itself to any meaningful degree of commitment--is a charge that raises fundamental questions as to the central purposes of the university. To this observer, these broad accusations of failure seem to miss the absence of a firm historic relationship between the university and the redress of socio-economic imbalances, despite the hallowed "causal" place of the public school, and later the university, in the cherished pattern of immigrant success in the New World. In fact, however pressing the problems of urban life and however inadequate the aid forthcoming from the campuses, the current condemnation of the American university as having failed the city relies on a perception of the past which owes much more to nostalgia than to the facts of life of the university as a public service institution.[2]

Not only must the university become more relevant, but particularly the community college can do a better job of relating itself to the community in which it exists. The Honorable Carl Stokes, Mayor of Cleveland, pointed this up in the following statement in The Chronicle of Higher Education:

> Community colleges can do much for the cities, said Cleveland's Mayor Carl B. Stokes, because

---

[1]Colin Greer, "The Issues and the Stakes," Change in Higher Education, ed. George W. Bonham (N.Y., 1969) I, p.12.

[2]Ibid., p.13.

> "they have a clear goal of service to the community and have not yet become institutionalized."
>
> "Let the cities become the classrooms," he urged.
>
> At present, he said, "the composition of student bodies, faculties, and boards of trustees, almost without exception, fails to reflect the mix of people in our metropolitan areas. And lopsided representation is bound to influence the order of priorities for students in these schools."[1]

As we examine the importance of the above mentioned balance of power and appropriate priorities, the need for an enlightened citizenry becomes obvious. Enlightened citizens must be involved and informed. This truth is effectively impressed in the following comments published in The School and Community Reader:

> The contemporary crisis gives a special urgency to the aims of education in a democracy. Democratic citizens must understand, esteem, and be guided by democratic values. They must have a general knowledge of men--including themselves--and of the nature and functioning of the social order. They must be able to derive and grasp generalizations from experience and know how to use them to guide behavior. They must possess integrity of thought, feeling, and action, and a sense of personal responsibility for participation in social action. They must be able to communicate effectively with their fellows, to teach them and learn from them, to work with them freely and in common cause. Education in a democracy should help to produce such men. It should concern itself with purpose and capacity rather than with the inculcation of ready-made answers.[2]

---

[1]John A. Crowl, "Community Colleges Urged to Play Larger City Role," The Chronicle of Higher Education, ed. Corbin Gwaltney (Lancaster, Pa., Apr.7, 1969) p.6.

[2]American Council on Education, "Focuses Attention of Teachers," The School and Community Reader, ed. Edward G. Olsen (New York, 1963) p.22.

As our society deals with problems, and more specifically, as the educational community deals with pressures from without and within, worthwhile changes can be accomplished. The following comments are particularly pertinent: "We are living in an era that moves from crisis to crisis, and it is an era of the greatest expansion and innovation in adult education to date. If there is anything distinctive about our various institutions, I feel it is the adult education aspect. The potential of our institutions lies as an agent of social change through the adult education or community service dimension...Our institutions through their geographic spread and through their programs of working in depth with other organizations, institutions, and individuals have a tremendous potential for changing communities and individuals in a very significant and positive way..."[1]

If there are segments of our society or individuals who feel that the current disturbances are soon to be over, then they are extremely naive. Mayer very succinctly and rightly states that, "Demonstrations will continue because grave problems exist and the will to face them is not yet universal."[2]

School doors must be opened. This must go beyond just the question of making the plant available. Every

---

[1]David Ferris, "A Continuing Conference on Effecting Social Change Through Adult Education - Selected Remarks - March 14 Meeting," Community Services Forum (Washington, D.C., July, 1969) p.4.

[2]Henry Mayer, "No Peace in Our Time," Change in Higher Education, ed. George W. Bonham (New York, 1969) I, p.25.

educational institution must truly become a community education center. If any educational institution is to be truly relevant in this dynamic age, it must be fully a community education service center for all ages and at all academic levels. Olsen states it this way:

> The modern school is a community service center for children, youth, and adults alike.
>
> It is not enough merely to use community resources to expand, enrich, and vitalize school instruction. We must go far beyond that, into the philosophy and the practice of utilizing the educative process itself for consciously planned purposes of community development. Two key concepts are involved in this advance: 1) Making the school plant and other resources freely available, full-time, to adults as well as to children, and 2) enabling children and youth in school to improve the quality of community living through service projects which are themselves educational in both nature and effect. Merely part-time use of school facilities is economically wasteful, even as purely "spectator education" is civically impotent.[1]

Formal schooling is but one phase of the "learning which we get as human beings". "Not art, not books, but life itself is the true basis of teaching and education."[2]

Many artificial barriers have been developed around or between segments of our society. This is true of the educational community. These barriers hold great threat for our society and the desired American dream.

> The "walling off" of education from the community is one of the major threats to freedom in America

---

[1] "Meeting Community Needs," The School and Community Reader, ed. Edward G. Olsen (New York, 1963) p.170.

[2] Heinrich Pestalozzi, "Not Books, But Life Itself," (ca. 1780) The School and Community Reader, ed. Edward G. Olsen (New York, 1963) p.22.

today. This traditional isolation of education has debilitated the profession to the point that we find ourselves confused and to a large degree helpless in the face of present crises. Recently I attended a conference of the leadership in educational administration. Most of the time, the discussions had their locale inside the schoolhouse and school system. If the community was mentioned, it was usually in the vein of community relations, a sort of diplomatic relations process with the community...

As teachers we have been working under the illusion that we can so influence children that they will change the community. We should know by now the process works in reverse. It is the community that changes the boys and girls and men and women. So we feel disappointed and puzzled when our efforts appear ineffective. They will always be ineffective until we convert the entire community into an educational enterprise.

This means a total mobilization of agencies and resources. And the resources are enormous. In Montana, and in Connecticut, I have had opportunities to see these resources in action. As educators we are just beginning to sense how rich and varied these resources are. We must make working teams of educators and lay citizens. We must enlist the cooperation of all. We must ourselves be humble and realize schools are only part of the community resources for education. We must learn how to study a community and its needs, taking inventory of both its problems and its resources for solutions.

When schools and teachers become an integral part of a total community effort in education, teachers will not be as lonely as they now are. It will not be as easy to charge them with Communism, nor will they be as vulnerable to pressure groups seeking this or that advantage. But most important of all, a total mobilization of the community will for the first time give education a new power, a new dynamic.

If the present crisis does not move us to develop a really dynamic education, no military victory (important as such a victory is) can save freedom. If the present crisis dramatizes the plight of freedom so teachers and other citizens will be moved to stop their reliance on mere knowledge,

> if it moves them to teach freedom and democracy with zeal and compelling power, and to take steps to make every community in the totality of its functioning an educational enterprise, we stand a chance to save freedom for ourselves and a chance to commend it to oppressed humanity.[1]

The most effective means by which unnecessary and unhealthy barriers can be removed is that of involvement. By the people becoming involved in their own community, including schools, new and more positive power structures and relationships are developed.

> No institution suffers more from this kind of situation today than the school itself. Often it is looked upon by the people of the community as an unrelated institution dominated by professional groups and often it is engaged in programs and activities that are viewed by community people as remote at best and at worst, in conflict with community purposes. At the education-centered-community level of development, schools are not only doing things for people; they are involving people in the process of building both themselves and their communities and thus adding a new dimension of power to their activities.[2]

If the educational institutions of today are to truly be relevant, they must be deeply involved with and committed to the community in which they are a part. This is diametrically opposed to the ivory tower concept.

> In the past the school has kept itself aloof from social realities. When the rate of social change could be measured in generations, the failure of the school to adjust itself was not noticeable. Today, the rapidity of change demands that the school shall keep in close touch with contemporary

---

[1] Ernest O. Melby, "A Total Mobilization," (1950), The School and Community Reader, ed. Edward G. Olsen (New York, 1963) p.372.

[2] Ernest O. Melby, "An Education-Centered Community," (1959), The School and Community Reader, ed. Edward G. Olsen (New York, 1963) p.11.

> social processes. Democracy requires that the school shall help to discover how to re-establish that equality of opportunity which is the dream of a free nation.[1]

Many citizens are highly threatened by the state of flux that exists in the American scene. The following comment was I am sure not meant to be flippant, but rather carries a message closely related to such crises as the Detroit riots or insurrection at Columbia.

> "I'm afraid you've got a bad egg, Mr. Jones."
>
> "Oh no, my Lord, I assure you! Parts of it are excellent!"[2]

Educators face a greater challenge than ever before in history. It is particularly difficult to embrace the democratic spirit when forces on the arch right and ultra left polarize our institutions and communities; however, the democratic spirit must prevail and most particularly in the learning community.

> The problem of making the democratic spirit prevail in these dark days of hostility and uncertainty falls chiefly to education. The reformer may cry that it is a social problem; the financier may hold that it is an economic problem; the politician may claim that it is a problem of statecraft; and the escapist may fold his hands and murmur resignedly that it is a problem which can be solved only by the inexorable march of destiny. But the basic problem, underneath its social, economic, political masks, is forever and always, simply

---

[1]Henry Harap, "School Shall Keep In Touch," (1937), The School and Community Reader, ed. Edward G. Olsen (New York, 1963) p.11.

[2]Colin Greer, "The Issues and the Stakes," Change in Higher Education, ed. George W. Bonham (New York, 1969) I, p.12.

> and completely, the problem of modifying human behavior by the method of education. A would-be democracy which fails in time to grasp this principle and to act upon it intelligently and decisively is doomed. Its back is against the wall, the bandage of selfimposed ignorance is over its eyes, and the fingers of invited autocracy are tightened on the triggers of the firing squad.[1]

John Adams stated it a different way, "Liberty cannot be preserved without a general knowledge among the people."[2]

Thankfully we are closer today than ever before to getting away from the concept of the ivory tower as it relates to higher education. Exactly a hundred years ago Noel Porter made the following remarks which reflect great disdain for the world as it existed beyond his cloistered environ.

> Let any reflecting man think for a moment of the kind of education which society furnishes to a great extent in this country...Let him reflect on the trickery of business, the jobbery of politicians, the slang of newspapers, the vulgarity of fashion, the sensationalism of popular books, the shallowness and cant that dishonor the pulpit and defile worship, and he may reasonably rejoice that there is one community which for a considerable period takes into keeping many of the most susceptible and most promising of our youth, to give them better tastes, higher aims, and above all to teach them to despise all sorts of intellectual and moral shams.[3]

---

[1]Educational Policies Commission, "Hallmarks of Democratic Education" (1940), The School and Community Reader, ed. Edward G. Olsen (New York,1963) p.462.

[2]Elton Trueblood, The Idea of a College (New York: Harper & Brothers Publishers, 1959), p.152.

[3]Noah Porter, "The American College and the American Public," New Englander, XXVIII (1869), p.501.

> The college community is emphatically an isolated community more completely separated and further removed than almost any other from the ordinary and almost universally pervading influences of family and social life. When the student leaves his home to enter college, it is true that in a most important sense he leaves it forever.[1]

A more current approach speaking for the position of an involved and relevant educational entity is alluded to by Reynolds.

> Socioeconomic changes of the past hundred years have created new educational needs from the standpoint of the individual person and the social order. The junior college that develops a program consistent with educational needs must take into account the many alterations in the socioeconomic environment. These changes have implications for the general-, preparatory-, and vocational-education programs, and also in the comparatively new field of community services.[2]

As we know, many changes are taking place. Most anything that smacks of tradition is under challenge and scrutiny.

> To the young, ivy-covered walls and elder statesmen are less a symbol of serene old age than a red flag. The students are sometimes irresponsible, occasionally cynical, and often unpleasant. Nor are they often willing to follow up their criticisms with the time and energy that reform requires. But they are forcing the older generation to reassess many of its assumptions--about politics as well as education. And neither, thank goodness, will ever be the same.[3]

Easy answers, simple solutions, are no longer accessible. Students today want hard answers to questions,

---

[1]Noah Porter, "The American College and the American Public," New Englander, XXVIII (1869), 501.

[2]James W. Reynolds, "Community Services," The Public Junior College, ed. Nelson B. Henry (Chicago, Ill., 1956) p.160.

[3]Steven V. Roberts, "The Children's Crusade - What Now?," Change in Higher Education, ed. George W. Bonham (New York, 1969) I, p.12.

including the difficult ones, most particularly the student of the late sixties has an ever increasing radar system which senses out what he considers to be phoniness. The question of realness and relevance are more real and relevant than at any time in our history.

> Above all, the student activist of the '60's rejects the pragmatic or real-politik approach to public events as hypocritical, if not immoral; he rejects the myths and shibboleths that are handed down to him with the questions: why? Why does anti-Communism dominate American foreign policy? Why does racial discrimination endure? Why does the country spend far more on instruments of death than saving lives? The student of the '60's rejects these assumptions because he grew up in a different time and was shaped by different events. He is the product not only of the post-World War II era but the post-Cold War era. He did not live through the Depression and does not value security or material goods; he did not live through World War II and seldom feels fervently patriotic; he did not live through the '50's and does not despise Communism. He did live through the '60's, when John F. Kennedy ennobled the idea of public service and involvement (he often forgets the Bay of Pigs), when the Communist bloc was shattered, when Negroes started marching for their rights, when the promise was made that war against poverty would be more important than war against nations.[1]

Today's citizenry is more activist oriented than ever before. Women march around a supermarket in order to get meat prices dropped and find that they are at least in part successful. Nuns march in a civil rights parade and not only have success in bringing about some reform as it relates to possibly the role of the policeman in the black ghetto, but that same nun begins to delve into her role within the

---

[1]Steven V. Roberts, "The Children's Crusade - What Now?" Change in Higher Education, ed. George W. Bonham (New York, 1969) I, p.20.

Catholic hierarchy; thus, the police are changed, the ghetto is changed, and the nun and the Catholic hierarchy are altered as well. The silent generation is gone, that is, it has gone on to become young middle class citizens as blue collar workers or junior executives. A new generation of young people has evolved, one which is activist by nature. These young people have found that in this age of activism, there is hope through participation.

> But 1968, although it ended in failure and frustration for students, also produced the McCarthy movement and its offshoot campaigns for Robert Kennedy and George McGovern. These campaigns drew an enormous number of students into the political process--which was one of McCarthy's major ambitions. And the students learned two important lessons.
>
> The first was a practical one. There are thousands of students scattered throughout the country today who are adept, seasoned political activists. They know how to organize, canvass, excite. They know how to analyze and attack a political apparatus, and they know how to deal with the press. They are, most likely, far better at all these things than many college administrators. If these students could run off Lyndon Johnson, they should have much less trouble with deans.
>
> The second lesson was more important: The students learned that change is possible within The System. Many admit this only grudgingly. The death of Kennedy, the defeat of McCarthy and the anti-war plank, the violence of the Chicago police and the despair of watching the Humphrey-Nixon race are all still a bit too fresh. But McCarthy himself, in a moving speech at the Democratic convention, made the point that students had altered the course of history (however short of their ultimate goals the students fell, and no matter how frustrated they may be with the "history" they helped to shape). The point was that without the students, Lyndon Johnson would have been the Democratic nominee, not Hubert Humphrey; and without the

> students, the Vietnam debate today would more likely be on the question of victory, not peace.[1]

Much is written and said about the generation gap. There are many kinds of "gaps". Confrontations exist on many levels and varied arenas. "If I were a university president in 1969, I would be worried. This is not a usual generation, and this is not a usual generation gap. Increasingly, university administrators and students do not understand each other. The generation gap is a product of a history and thus is widening, not closing."[2]

On and around America's campuses exist a corps of activists whose goal is to shake The System into actualizing the true democratic process.

> The campus today harbors a trained and tempered cadre of student activists who now know by experience, gained both on the campus and off, how to make their protests effective. The radical, the violent demonstrations shake things up, and in this respect they are useful; Mark Rudd, I think, did not kill Columbia, he revivified it. But in the long run, the most effective student work of reform may well be done by those students who were energized and educated in the Children's Crusade of 1968.[3]

While the war in Vietnam, with many of its implications, is one of the large areas of conflict between the young dreamer-activists and The System, its role could be and

---

[1] Steven V. Roberts, "The Children's Crusade - What Now?," Change in Higher Education, ed. George W. Bonham New York, 1969) I, p.21.

[2] Ibid.

[3] Ibid.

probably is overplayed when considering the multitude of ills that exists in our times. "It is erroneous to assume that campus protests are largely surrogates for all the tensions and frustrations stemming from the dreadful war in Vietnam. Campus protests will not end if and when the war ends."[1]

In some ways members of our society are closer to each other than ever before. We were all able to simultaneously view man's first footstep on the moon. And yet, in other ways which are possibly even more significant, man is more alone and less together than ever before.

> Frustration and fear continue to grow in our country creating, in turn, a chain reaction of suspicion, distrust, hate, and finally violence. Some of our frustration grows out of the fact that for many Americans the promise of freedom and personal dignity remains unfilfulled. Some is the natural result of accelerating social change. Some comes from our inability to match brilliant advances in science with equally dramatic solutions to human problems. Some is generated by those who have no concern for our way of life and, in fact, hope to destroy it.[2]

Certainly, we must view today's great accomplishments and staggering inequities with mixed feeling. "A great and gifted teacher, Dr. Earl Pullias of the University of Southern California, addressed himself to the uncertainty of our times when he said to the professional staff of the

---

[1]Henry Mayer, "No Peace in Our Time," Change in Higher Education, ed. George W. Bonham (New York, 1969) I, p.24.

[2]Glenn G. Gooder, "Let's Start Over," AAJC Conference on Developing Institutions (Vincennes, Indiana, June 17,1969), p.2.

Los Angeles County Schools in 1967: 'These violent upheavals may be the death pangs of a civilization and, even of man, or they may be the birth pangs of a bright new day for men. They are, perhaps something of both...'[1]

> In spite of our efforts to relieve frustration and to reduce fear through the extension of knowledge and understanding, the chain reaction continues and grows and hate and violence become more and more common. Part of the problem is that we react to the symptoms of hate and treat the symptoms of violence without, at the same time, giving adequate attention to the basic causes--frustration and fear.[2]

There are many valid reasons to be pessimistic as one looks at the trials of the time; however, there is also opportunity for mature optimism. The community college, embracing the community education concept, has a rich challenge. It seems appropriate that in one of the first books written about this relatively new form of higher education being entitled "Democracy's College", the community college is very much in the position to provide positive leadership as it looks at the ills that plague our times. This is dramatically true as we look at the problems of the inner city and is equally true as we view the problems of rural America.

> This then is where we are. This is our time. It is a time of frustration and fear, of turbulence and turmoil, and for some, a time of terror. It may be the end of a civilization. It may be the time of a bright new day for man. Hopefully, each of us may still have some influence upon which it is to be. Hopefully, the community

---

[1]Glenn G. Gooder, "Let's Start Over," AAJC Conference on Developing Institutions (Vincennes, Indiana, June 17,1969), p. 2.

[2]Ibid.

> college may still be flexible and adaptable enough to make a significant and positive difference in the direction our nation takes at this time. Hopefully it is still possible to be an optimist.[1]

The community college, while being an outgrowth of both higher and secondary education is in the unique position of providing new kinds of educational opportunities being somewhat free of the traditional structures and conceptionalizations.

> New, different, unusual, important, essential, American, fast-growing, unique; has great promise, is free from tradition, created by society, responsible to society. To be an institution in these categories is tremendous, exciting, invigorating, challenging. These glowing descriptions make it appear that the junior college has really arrived and is free to step right out to do its part in meeting the post-secondary educational needs of society in America.
>
> But is this really so? Can these things be truthfully said about the junior college, or are they only hopes? If they are only hopes, what keeps them from being realities? Who and what is responsible? How does your college measure up?[2]

On the other hand, Wiegman paints a more bleak picture.

> A closer look reveals that instead of being the unique, free-from-tradition, instrument-of-society type of institution, the junior college has many of its policies and practices dictated by four-year colleges whose objectives are quite different from the junior college. In spite of its obligation to serve the society which created it, and in spite of the recognition that society has peculiar needs which the junior college was created to serve, some institutions have not dared depart from these "proven" policies and practices.

---

[1]Glenn G. Gooder, "Let's Start Over," AAJC Conference on Developing Institutions (Vincennes, Indiana, June 17, 1969), p.2.

[2]Robert R. Wiegman, "General Education in Occupational Education Programs Offered by Junior Colleges," (Am. Assoc. of Jr. Colleges, Washington, D. C., 1969), p.5.

> Some critics even have dubbed the junior college a "poor imitation of the four-year college."[1]

If the community college is to take on the awesome task of democratizing American education, it must find ways to humanize its people, program and processes. Dr. Harold Sponberg, President of Eastern Michigan University recently related the following story as it was told by Dr. Ralph Bunche, America's first representative to United Nations. "At a convention where Dr. Bunche was to be honored he was asked to select the greatest teacher he ever had. Dr. Bunche selected his sixth grade teacher from Arizona. Dr. Bunche said, 'I have picked this teacher, because at the time I was in the sixth grade she reached over and took me by the hand, and made me feel as if I were a worthwhile person. I have never forgotten that.' (Isn't that a human and concise way of stating a valid purpose for community education--to make every person feel worthwhile, ed.)[2]

At the same National Community School conference George Jones made the following comments which, in this writer's mind, are very much related to the role of the community college as it seeks to bring about a valid and meaningful community education thrust.

> Community education is people--black people, white people, rich people, poor people. Community Education, however, is interpreted differently by

---

[1]Robert R. Wiegman, "General Education in Occupational Education Programs Offered by Junior Colleges," (American Association of Junior Colleges, Washington, D. C., 1969). p.5.

[2]Tom Mayhew, "Community Education is People," NCSEA News (Flint, Mich., April, 1969), p.2.

> different groups and different people--it depends upon where you are, where you come from, and what your hang-ups are. But the concept is predicated upon the idea that maximum communication and maximum involvement among all people, at all levels at all times is an absolute necessity. For this reason the grass roots, people to people approach, which community education proposes is absolutely essential, and without this element we have, mistrust, lack of confidence, growing hostilities, feeling of alienation, and bitterness, charges of conspiracies, of impotence, counter-charges, and ultimate chaos.[1]

The frustrations felt by our society are not only experienced by its lay citizens. Faculty and administrators have an increasing sense of urgency and despair. The following is a statement by a junior college faculty member whose institution had grown from 300 to 10,000 students in less than a decade.

> I feel like the driver of a huge bus, crammed with people, careening down a winding mountain road at increasing speed. I'm followed by other buses--and more all the time and always the speed increasing--and we simply can't stop. All I can do is concentrate on keeping the vehicle on the road. Yet, more than anything else, I'd like a turn-off once in a while to ask myself what the destination of the bus is...and why and how I'm going where I am.[2]

Our nation has placed men on the moon. This is a great technical achievement. Dr. Ernest O. Melby, while commenting on this recently at the National Association of Jaycees conference challenged our nation to "put forth an educational effort that 'would allow everyone to become all

---

[1]Tom Mayhew, "Community Education is People," NCSEA News (Flint, Mich., April, 1969), p.2.

[2]James W. Brann, "Resentment, Doubt, Frustration Aired by Junior College Teachers," The Chronicle of Higher Education ed. Corbin Gwaltney (Lancaster, Pa., Jan.13,1967) p.1.

that he is capable of becoming.' 'Then we would have something worthwhile to take to Mars.'"

"Returning to his challenge to the Jaycees, Melby told them that the Community School spirit can overcome the alienation which is found so prevalently in schools today, and that the Community School can put meaning into community life."[1]

In developing this significant point Dr. Melby put his finger on the essence of humanistic and relevant education when he quoted a community educator, Florence Mallory, after she was asked, "What have you learned about teaching?" and her reply was "You can't teach anyone you don't respect; You have to believe in those you would teach; You have to be humble enough to learn with those you would teach; and You have to love those that you would teach."

Thus the role of not only the truly effective teacher, but also the ideal relationship between the effective community college and the community which it serves.

Background of Theory and Research

There has been no similar study specifically concerned with community service programs in Michigan community colleges. There are, however, related studies and publications dealing with the community service phase of community colleges. In addition, there is related literature which is broader in scope and which deals with the administrative responsibilities of community service.

---

[1] Tom Mayhew, "Community Education Gains Powerful Allies," NCSEA News (Flint, Mich., April, 1969) p.2.

Chapter II

REVIEW OF LITERATURE

The concept of community educational service is as old as or older than Socrates. Historian philosopher, Will Durant, gives a striking picture of this great teacher as he draws together his pupils for one of his famous seminars.

> Across two thousand three hundred years we can yet see his ungainly figure, clad always in the same tunic, walking leisurely through the agora, undisturbed by the bedlam of politics, buttonholeing his prey, gathering the young and learned about him, luring them into some shady nook of the temple porticos, and asking them to define their terms.[1]

The Socratic method of asking questions, soliciting opinions, and bringing about the classification of terms and concepts is still much used in today's educational world. Essentially this idea can be traced down through the times to the present. It is to be found in Plato's Republic as he attempted to establish an ideal polis, or community, in which the entire citizenry would be properly educated in order that they be most effective in their respective positions. It can also be seen in the teachings of Jesus and his disciples as they carried his teachings to the multitudes and in doing so brought his teachings to the streets and rural

---

[1]Will Durant, The Story of Philosophy (New York: Simon and Schuster, 1926), p.5.

communities. During the Middle Ages the universities were attended by young men from all unique stations. Hastings Rashdall describes the university students from the Middle Ages:

> There was the scion of the princely or noble house who lived in the style to which he was accustomed at home...At the other end of the ladder there was the poor scholar, reduced to beg for his living or to become the servitor of a College or of a Master or well to do student... But the vast majority of scholars were of a social position intermediate between the highest and the very lowest--sons of knights and yeomen, merchants, butchers, tradesmen or thrifty artisans, nephew of successful ecclesiastics, or promising lads who had attracted the attention of a neighboring Abbot or Archdeacon.[1]

According to Alfred North Whitehead these were the people who fashioned the mind of "Middle Age".[2] The clerks who were trained at Oxford and Cambridge became community education agents to the people of their country and time. These clerks traveled extensively talking to and teaching whoever would listen. Chaucer refers to one of these in the Prologue to the Canterbury Tales, saying:

> A clerk was of Oxford also, who to logic had long since turned...Resonant with moral virtue was his speech, and gladly would he learn, and gladly teach.[3]

During the 1700's the idea that higher education should be provided for all people was set aside and the

---

[1]Hastings Rashdale, The Universities of Europe in the Middle Ages (Oxford: The Clarendon Press, 1895), pp.655-656.

[2]Lucien Price, Dialogues of Alfred North Whitehead (Boston: Little, Brown, and Company, 1954), p.63.

[3]Chaucer, Canterbury Tales, trans. by Vincent F. Hopper (New York: Barron's Series, Inc., 1948), pp.19-20.

universities became ivory tower silos for the purpose of storing factual knowledge, and for a monastery type retreat for the intellectually elite, and more importantly idle rich. Trevelyan describes the eighteenth century university in the following way:

> In that age a creeping paralysis infected every established and endowed institution. Old established institutions were more or less corrupted from their avowed purpose. Oxford made very little pretence of fulfilling its functions. As in the Parliamentary and Municipal system, so in the Church, sinecurism and absenteeism were rampant, and the better paid posts were regarded, not as opportunities to do service to the community, but as provision made for the ruling families.[1]

Jean Jacques Rousseau held disdain for the universities of his time (1712-1778).[2] Robert M. Hutchins, former president of the University of Chicago, says:

> That Newton worked at Cambridge should not blind us to the fact that in his day the British universities were sinking into a deep torpor from which they would not awaken for more than a hundred and fifty years.[3]

The Reverend Francis Landey Patton, upon being installed as President of the College of New Jersey, made the following statement which epitomizes the position taken by many schools of his time regarding the relationship, or

---

[1] George Macaulay Trevelyan, British History of the Nineteenth Century (New York: Longmans, Green, and Company, 1922), p.25.

[2] Robert Ulich, Three Thousand Years of Educational Wisdom (Cambridge: Harvard University Press, 1954), p.386, quoting J.J.Rousseau, A Treatise of Education, I (1773),p.56.

[3] Robert M. Hutchins, The Conflict in Education (New York: Harper and Brothers, 1953), p.97.

rather, lack of it, of the educational institution in the broader community.

> The University is intended to be the home of culture, an intellectual retreat, a place where learning keeps state, and where men are interested in things of mind. I believe that learning acquired at a university should be regarded as valuable for its own sake rather than for the sake of the use that is to be made of it. That being the case, while we would not preclude professional training, it will take a subordinate place in our plans. A man misses much of college education who lives in the city and rides to lectures on a streetcar.[1]

During this same period certain university leaders were advocating the use of some of the stronger high schools or academies for the purpose of providing the freshman or even sophomore year of university work. Such Michigan examples would be Olivet, Hillsdale, Adrian, Kalamazoo where the freshman-sophomore work was given, but until 1855 none of these institutions were granted the right to award baccalaureate degrees as the University of Michigan was the only institution granted such power in the State.

> The Junior College movement gained much impetus and direction in its inception and early days from several farsighted individuals. Henry W. Tappan, former president at the University of Michigan stated as early as 1852 that lower division work of colleges and universities should be done in high schools. In fact, some of the stronger high schools of Michigan were at one time encouraged to give certain courses of study to meet at least some of the requirements of the freshman year at the university. William W. Folwell, first president of the University of Minnesota, advocated as early

---

[1]Francis Landey Patton, The Inauguration of the Rev. Francis Landey Patton as President of Princeton College (New York: Gray Brothers, 1888), pp. 30-31.

> as 1869 that secondary schools should do the work of the first two years of college.[1]

Goodspeed further reflects upon the use of the terms junior and senior colleges, and points out that Jesse Bogue is responsible for coining the term "junior college".

> In 1892 the freshman and sophomore years at the University of Chicago were organized as the "Academic College." The Junior and Senior years were designated as the "University College."[2] In 1896 the names of the above units of education were designated as "Junior College" and "Senior College" respectively.[3] President Harper is responsible for coining the name junior college, as he is reported to have stated, "for want of a better name. As the movement has advanced during the years since Harper's time the "junior has been dropped by considerable numbers of two-year colleges and "community" or "city" substituted, or the institution is known as a "college" only without any qualification. Thus as the movement has unfolded, often the name originally given it has been changed to describe better its unique place and functions in American education.[4]

Even though the idea of community educational service was slanted by the colleges and universities, it was perpetuated and strengthened in the writings of many leading educators. This idea is evidenced in the works of such thinkers as Locke, Rousseau, Pestalozzi, Washington, Franklin, Emerson, Mann, Dewey, Olsen, Melby, and many other lesser figures. The

---

[1] C. C. Colvert, "Development of the Junior College Movement," American Junior Colleges, ed. Jesse P. Bogue (4th ed.; Washington, D. C.: Am. Council on Education, 1956),p.10.

[2] Thomas Wakefield Goodspeed, A History of the University of Chicago (Chicago: University of Chicago Press, 1916), p.138.

[3] Ibid.

[4] C. C. Colvert, "Development of the Junior College Movement," American Junior Colleges, ed. Jesse P. Bogue (4th ed.; Washington, D. C.: Am. Council on Education, 1956), pp.10-11.

American Lyceum and Chautauqua movements reflected a new desire for grass roots education on the part of America's citizenry. In the last quarter of a century the American universities have again become interested in the idea of community educational service. The Morrill Act of the last century has in recent decades begun to have a significant impact upon the educational lives of American citizens. Michigan State University, as one great example, has not only served hundreds of thousands of people at professional and lay levels from agriculture to the arts, but possibly more significantly, this noble institution has pointed the way for other institutions and shown them through example and deed how the citizenry can and should be served. Extension, adult education, continuing education, community service, are forms utilized by it to reach a significant portion of Michigan's citizenry in meaningful educational ways.

The community-junior college is a more recent innovation of post secondary education. In the early stages of the junior college movement's history, there is little apparent interest in the community service function. Few articles emphasizing the community service function appeared with any frequency until the period following World War II. However, in 1922 at the second annual conference of the American Association of Junior Colleges meeting in Memphis, Tennessee, members of the Association discussed the objectives that distinguished junior colleges from other institutions of higher learning. The association adopted a definition of a

junior college program as follows...This definition very much emphasizes the idea of community educational service:

> A junior college is an institution offering two years of instruction of strictly college grade. This curriculum may include those courses usually offered in the first two years of the four-year college; in which case these courses must be identical in scope and thoroughness with the corresponding courses in the standard four-year colleges. The junior college may, and is likely to, develop a different type of curriculum suited to the larger and ever-changing civic, social, religious, and vocational needs of the entire community in which the college is located. It is understood that in this case also the work offered shall conform to collegiate standards.[1]

In 1935 President Donald MacKay of Eastern New Mexico Junior College wrote on what he called the "Four Challenges of the Junior Colleges". Following is his fourth challenge which reflects the larger role which some community college people were advocating at that time:

> The fourth challenge of the Junior College is kin to these needs. Because of the peculiarly local nature of a junior college, whether we think of community, county, or section of the state, it can serve outside the school as well as inside. The college must go out from its four walls. It is challenged to assist with adult learning. Extension classes, parent education, trade education, school surveys, improvement of the job, cultural offerings, library facilities to isolated rural people, recreational centers under the guidance of college leaders, forum, program speakers, church leadership, discussion groups, radio programs are just a few of the many forms of adult education with which the college must assist when there is a felt need.[2]

Studies published in the period following World War II

---

[1]American Association of Junior Colleges, 1922 Annual Convention, Memphis, Tennessee, Vol. II, p.1.

[2]Donald William MacKay, "Four Challenges of the Junior College," Junior College Journal, 5:345, May, 1935.

revealed the increasing emphasis on expanding the concept of community responsibility. The junior colleges not only responded to the awakened interest of a large group of day students and returning veterans, but were beginning to realize and accept the additional responsibility of providing educational programs for those citizens who could not participate in a conventional day school process. This is the point at which such terms as community college and community service became popular.

Immediately following the war an article appeared in the Junior College Journal, "Serving Miners, Ranchers, and Townspeople". The article described educational services provided by Trinidad, Colorado Junior College. The cross section of services listed by the institution included problems of cultural inter-relations, safety and mine rescue, police technique, industrial safety, safety and first aid for bus drivers, clothing and cookery, agri-business, intramural sports, painting, great books, and music appreciation.[1] The range of these programs indicates the desire and flexibility of the community college in responding to the needs of widely different segments of the population.

About the same time Harold R. Bottrell, director of community service projects at Stephens College, wrote a series of articles for the Junior College Journal in the first of which he stated:

---

[1]Morris F. Taylor, "Serving Miners, Ranchers, and Townspeople," Junior College Journal, 16:301, March, 1946.

> Community service is defined here as responsible, directed participation by students in the services and activities of local agencies, organizations, and groups, involving co-operative arrangements between the college and the community, organized services in the form of activities and projects, and supervision of student participation.[1]

This interpretation of community services emphasizes the following elements: 1) Student participation, and 2) Use of the community as well as college resources.

Later that same year the President's Commission on Higher Education stated that two-year colleges were as widely needed as the four-year high school in earlier decades. It was suggested that the name "community college" be applied to the institutions designed to chiefly serve local community educational needs. It was pointed out that a dominant feature of the community college should be its intimate relations to the life of the community it serves. The report placed stress on the need for a comprehensive adult education program flexible enough to provide for all the needs of the adult students.[2] Jesse Bogue in his book, "The Community College", emphasized the junior college community service function when he wrote:

> The first qualification is <u>service</u> primarily to the people of the community. The community institution goes to the people who live and work where it is located, makes a careful study of the needs of these people for education not being offered by any other institution of learning,

---

[1]Harold R. Bottrell, "Opportunities for Community Service," <u>Junior College Journal</u>, 18:12, September, 1947.

[2]Higher Education for American Democracy, Vol. III, <u>Organizing Higher Education</u>. A Report of the President's Commission on Higher Education. (Washington: Government Printing Office, 1947), pp. 5-15.

> analyzes these needs, and builds its educational program in response to the analyses. All too frequently people who are unfamiliar with the process are inclined to think of job analysis only, to the neglect of family life, civic, and cultural community interests.[1]
>
> In the year 1900 President Harper took another important step at the University of Chicago by securing approval for granting the associate's degree to all students who successfully completed the junior college program of studies. Since that time recognition of the associate's degree has gained wide favor in educational circles. It is now authorized in all states where there are junior colleges, with the exception of Virginia, and granted by junior colleges and many senior colleges. In 1955 it was authorized in the state of Pennsylvania. Efforts are being made to secure like recognition and authorization in Virginia and it is expected that favorable action will be taken. The granting of the associate's degree places the official stamp of approval on junior college education as definite collegiate accomplishment.[2]

Following the second World War a new emphasis was placed upon not only increased education, but lay participation and a sharing in the process of decision making. Edward G. Olsen in the "School and Community Reader" effectively charts a flowing progression which reflects this new level of participation, togetherness, and educational service:

---

[1] Jesse Parker Bogue, The Community College (New York: McGraw-Hill Book Company, 1950), p. 21.

[2] C. C. Colvert, "Development of the Junior College Movement," American Junior Colleges, ed. Jesse P. Bogue (4th ed.; Washington, D. C.: American Council on Education, 1956), p.11.

ATTITUDE	FROM	THROUGH	INTO
	Keep Out	Come and See	Let's Plan Together
Toward the Public:	("This is my school")	("This is our school")	("This is your school")
Toward the School:	Traditional (Book-centered)	Progressive (Child-centered)	Community (Life-centered)
Toward the Job:	Impart Knowledge	Help Children Grow	Improve Living
	("I teach Civics")	("I teach John")	("I help John become a better citizen")[1]

James Reynolds describes the community service function of the community college in the following manner:

> The community-college idea presupposes "an increase of services from the community to the college to correspond with the increase of services from the college to the community."[2] With this idea in mind, community services may be defined as involving both college and community resources and conducted for the purpose of meeting specified educational needs of individuals or enterprises within the college or the community. From this viewpoint, community services are provided through an extension of the regular school program in terms of the traditional school day, the traditional locations of the instructional activities, the traditional concept of students. Community services, moreover, often transcend the traditional definition of education in the sense of teacher-student relationships.[3]

In the following quote Kinsinger emphasizes the "how" aspect with the implication that the "what" and "why" has been agreed on.

---

[1]"Trend in Attitude," The School and Community Reader, ed. Edward G. Olsen (New York: The MacMillan Co., 1963) p.472.

[2]James W. Reynolds, "Another Job for Your Community," Junior College Journal, XXIII (October, 1954), p.61.

[3]James W. Reynolds, "Community Services," The Public Junior College, ed. Nelson B. Henry (Chicago, Illinois: The University of Chicago Press, 1956) pp. 141-142.

> In the field of higher education, one of the major contemporary debates is concerned with the most appropriate relationship between the three traditional functions of the university, i.e., teaching, research, and public service. Social and political pressures created by current concerns about the "urban crisis" and "equal opportunity" have intensified the need for analysis of the allocation of collegiate resources. Leaders within the community college movement on the other hand seem to be agreed upon the need to place more emphasis and to allocate more resources to community services. The commitment of community colleges to provide community services has long been inherent in the definition and the basic purposes of these institutions. Therefore, discussions of the topic tend to center more upon how community colleges can best serve this function.[1]

Kinsinger goes on to point out:

> We are convinced that the time is ripe to move the community colleges into the community service function which they have long cited in their literature but never really developed to its full potential. Continuing Education is one of the key components of this expanded role.[2]

Ervin Harlacher made the following comments at a recent community college workshop at San Antonio, Texas. He very effectively capsulizes the thrust and scope of the community service function of the community college movement.

> We are now establishing in this country an average of one new community college each week of the year, making the community college the most rapidly growing, as well as the most dynamic, segment of higher education in America.

---

[1]Robert E. Kinsinger, "Kellogg Foundation Efforts in Community Education Services," Community Relations & Services in the Junior College, eds. Selden Menefee and J. Kenneth Cummiskey (Washington, D.C.: The American Association of Junior Colleges, April, 1969), p.60.

[2]Ibid.

Unencumbered by traditional format or by excessive concern with academic traditions and carry-over credits, and unhampered by powerful alumni forces dedicated to the status quo, the community college has emerged in response to recognized community needs, rather than to the needs of a select class.

Both the growing recognition of the fact that to be educated increasingly means to continue to educate oneself, and mushrooming demands for meaningful education, represent challenges that the community college is picking up.

The community services function, still emerging, is the element which best suits the community college for a unique and highly significant role in future patterns of higher education.[1]

Harlacher goes on to point out:

(1) Prior to the present generation, it was possible for a person to attend a system of formalized education during his youth and learn enough about the nature of man and his environment to develop sufficient personal and civic competence to last a life time, this is no longer true. He must continually return to school or have school come to him, keep up with the new "knowledge".

(2) Today, the second half of the twentieth century--a time of vast explosion of inventions, ideas, and production with men seeking emotional and imaginative fulfillment--demands leadership by educators. We cannot sit passively and react belatedly to the pressures of educating the masses or "unwashed" or "downtrodden" or "disadvantaged" or whatever the fashionable term seems to be at the moment for the times seem to be ripe for the impatient to by-pass their educational process that has no relevance. I subscribe wholeheartedly to Michael Harrington's statement that, "America, whether it likes it or not, cannot sell its social conscience to the highest bidder. It must build new institutions of democratic planning which can make the

---

[1]Ervin Harlacher, "Planning for Community Education Services," Community Relations & Services in the Junior College, eds. Selden Menefee and J. Kenneth Cummiskey (Washington, D. C.: The American Association of Junior Colleges, April, 1969), p.19.

> uneconomic, commercially wasteful and humane decisions about education and urban living which this society so desperately needs."
>
> (3) College is no longer for the young alone. And educational programs must not be limited to formalized on-campus classroom instruction. Community services must be designed to serve all age groups; professionals, and those in search of professions; executives, and workers aspiring to become executives; the disadvantaged, who have been denied higher education because of race or color or inability to qualify; housewives and husbands; children and high school age youth.
>
> (4) Education must be a greater part of community living rather than a super element. It must utilize all community facilities as the environment for learning.[1]

The place of the community college and community service has been much debated. This is reflected in the following quote by Edmund J. Gleazer:

> A persisting question which permeated many concerns about the community college was one of definition: What is it? Is it a college or something else? Is it higher education or secondary education? The notion seemed to prevail that if the institution could be filed under either of these categories the answers to all other questions would fall speedily into place. Seldom did the questioners volunteer definitions of higher or secondary education.[2]

Gleazer further points out in the same text some of the reasons for confusion regarding the nature and status of the community college.

---

[1]Ervin Harlacher, "Planning for Community Education Services," Community Relations & Services in the Junior College, eds. Selden Menefee and J. Kenneth Cummiskey (Washington, D. C.: The American Association of Junior Colleges, April, 1969), p.22.

[2]Edmund J. Gleazer, Jr., This Is the Community College, (Boston: Houghton Mifflin Company, 1968), p.11.

> Such confusion was bound to exist for a number of reasons. Very often the community college began operations in an existing secondary school. In a state like Maryland and until recently Florida, California and Illinois, district or county school boards had legal responsibility for the colleges along with the public schools. The U.S. Office of Education termed many of the occupational programs in these institutions which did not lead to the bachelor's degree "less than college grade." An officer of one of the nation's foremost foundations replied to a proposal for a grant to community colleges: Our Board of Directors has not authorized us to make grants to secondary schools." In California, although the public junior college was identified in legislation as one of the three parts of a system of higher education, the financial and legal underpinnings were still in the secondary system.[1]

One of the major deterants for the community college movement and particularly its community service function relates to acceptance by big sister institutions. Many state university personnel did not accept or understand the ideas behind the community college and thus, whenever possible, obstructed community college progress. Gleazer points this out in the following material:

> Retarding community college development in some places was the lack of enthusiastic reception by existing colleges and universities. Questions were raised, naturally, about the effect that greater state financial support of these institutions would have upon appropriations to older members of the educational family. Proposals were heard which called for either elimination of freshman and sophomore work by the senior institutions or marked reduction and consequent diversion of lower-division students to community colleges. In states where appropriations were based only upon the number of students enrolled, anxiety was especially evident. Clearly the cost of educating graduate students and upper-division students was

---

[1]Edmund J. Gleazer, Jr., This Is the Community College (Boston: Houghton Mifflin Company, 1968), pp. 11-12.

> more than that for freshmen and sophomores. Would the legislature understand this and take it into account in formulas for university support?[1]

In some cases university personnel thought that they could be most things for most people and thus there was little need for the community college position, and further that strengthening the community college position would necessitate a "watering down" of the standards. There was, and still is, much discussion amongst university personnel regarding standards as they pertain to a community college.

> Further, the universities and other established institutions often questioned the "quality" which might be expected of the new institutions. Could they secure competent staff? Would their "standards" be high enough so that students who transferred to the four-year institutions would do well? How soon could these new colleges meet requirements for regional accreditation? Would it not be better to have the university extend its services than to establish these new institutions?[2]

One of the latest and freshest work papers presented under the auspicies of the W. K. Kellogg Foundation-Supported Community Services Project, American Association of Junior Colleges, was written by Dr. Gunder A. Myran, Research Associate of Administration and Higher Education, College of Education, Michigan State University.

Dr. Myran develops the theme that the community services constitute the emerging challenge for the community college.

---

[1]Edmund J. Gleazer, Jr., This Is the Community College (Boston: Houghton Mifflin Company, 1968), pp. 10-11.

[2]Ibid, p.11.

Dr. Myran quickly cites this challenge:

"As the community college moves to assume greater social responsibility, it becomes more intensively involved in seeking solutions to the tough, financially non-remunerative, and undramatic problems of the lower socio-economic groups, as well as expanding its services in the cultural, recreational, health, industrial, business, and governmental spheres of community life. Just as the development of transfer programs, occupational-technical programs, and student personnel programs have in turn been major efforts of community colleges throughout the country, it now appears that community services is erupting as the major thrust in program development for the 1970's."

One solid value of Dr. Myran's work paper--the first of a series to be produced through the Kellogg Community Services Project---is to present some background material combined with some <u>first</u> definitions of the community services function. His definitions are very helpful in seeking the points of difference in what is, and what is not, community services programming.

One of his cogent definitions is this:

"Community services is concerned with identifying unrealized community potentialities and unmet needs, drawing together resources in the college and in the community, and creating appropriate educational programs. Any of the resources available within the college may be utilized in community services: credit offerings as well as non-credit

offerings; day classes as well as evening classes; on campus courses as well as off-campus courses or activities, programs for youths as well as for adults. Further, the personal, financial, and physical resources of the community may be marshalled to enhance the learning experience."

That common denominator mentioned before--developing people--describes those community services designed to change and improve the lives of participants through planned educational and counseling experience. Participants emerge from these experiences prepared to function in different and better ways, and with different goals, than before they began the experience.

Then Dr. Myran differentiates:

"Community development describes those efforts of the community college in cooperation with citizens to improve the physical and social environment of the community. Although community development is concerned with total community improvement, the community college is most directly involved where changing attitudes of people is intended, i.e., increasing their concern for the welfare of the community in such areas as housing, community planning, education, minority groups relationships, etc. Through the cooperative efforts of the college and other local agencies and groups, an effort is made to improve the institutional environment (social, political, economic) so that citizens may find increased opportunities for personal fulfillment and for participation in community life."

The three watchwords of Dr. Myran's concept of community services are...Permeate, Penetrate, and Educate. They are succinctly delineated in his paper, with abstracts as follows:

Permeate - A commitment to community services and sensitivity to community problems and potential should permeate all areas of the college. Community services is viewed as the responsibility, not of a single administrator or division, but of all areas of the college.

Penetrate - The community services program becomes the "cutting edge" through which the college penetrates into community into community life and through which the total program at the college becomes increasingly more relevant to community needs. As well as the "cutting edge," the program should be the chief integrator of "town and gown."

Educate - Community services should not attempt to become the "super government of tomorrow, or alternatively, another community social agency. It is not a governmental agency, a social welfare agency, a social club, a theatre, a voluntary association, a religious institution, or a labor union.

The breakaway that a community college must achieve to give itself over to a true commitment to community services is made up of some unorthodox organizational and instructional departures. Some of them set forth in the Kellogg paper are:

1. Commitment to Concept of Education as a Life-long Process
   Community services relate to all age groups in the community, but particularly to adults. Thus the development of a community service program requires a balancing of commitment to education of adults and education of college-age students.

2. Movement Away From Semester-Credit Base for Instruction
   Community service programs may be either credit or non-credit, and may be as short as an hour or

as long as needed to accomplish the goals of the program. Such programs are not locked into semester units of time.

3. Movement Away From the Campus as a Single Base for Instruction
Extension centers, mobile units, store front classrooms, and use of governmental and business buildings are examples of bases for instruction which may be located throughout the community college district.

4. Experimentation With Instructional Approaches
Informal and non-traditional instructional approaches characterize community services. Being free from the legalistic and academic framework of most areas of the college, community service programs offer a great deal of latitude for experimentation.

One experimental approach in community services is the "project method." After a community need is identified, a program is designed as a project requiring a specified period of time for completion, and funding is sought through the governmental sources. If funding is obtained, the project is staffed and placed in operation. Upon completion, the staff is either retained for another project or their services terminated.

5. Movement Toward Differentiated Administration

The development of a community service program ultimately requires the appointment of a person to administer this area of the college. Administrative changes involving the appointment of a community services dean or director have become more common, particularly within the past three years. According to a 1969 study by the author, slightly more than one-half of these new appointees report directly to the college president or to the chief campus administrator.

6. Creation of Non-traditional Positions Within the College Structure
Positions such as community relations specialist, program planner, counselor aide, and project director are emerging as a result of the development of community services.

7. Movement Away from the Exclusive Use of Certified Personnel
Community services typically draws upon the best human resources available to carry out programs,

without regard for teacher certification or other legalistic requirements.

8. Movement Away From Formal Admission Requirements
There is an almost total absence of admission requirements and record keeping related to participants involved in community services.

9. Consideration of Community Services in Campus Architectural Design
Several colleges visited in the study previously mentioned are emphasizing community use in the design of new campuses. Rockland Community College (Suffern, New York) is presently building a new campus which views community services as the "master integrator" of the plan. Buildings used primarily by the public, will be joined by a "forum" which provides facilities to be shared by the public and full-time students. Abraham Baldwin College (Tifton, Georgia) is giving consideration to creating a continuing education center which will serve the entire coastal plain area of Georgia. Essex Community College (Baltimore, Maryland) is developing a new campus which is designed for convenient public use; the building typically called the student center is being called the "community center". Milwaukee Technical College (Wisconsin) has designed auditorium facilities that make possible the display of large machinery and tools for use by industrial groups.

10. Modification in Administrative Control
Expansion of educational efforts which involve coordination with other community groups necessarily modifies the administrative control the college may exercise over these programs. Shared administrative control can result in a structure that permits the college to be more responsive to community needs.

11. Expansion of Role of College Beyond Offering Organized Classes
Community services cause the college to become involved in "non-student" projects such as beautification, community studies, and other coordinative and consultive activities. Conducting community studies (i.e. economic deprivation, water pollution) in community-wide improvement projects; participation in clean-up, paint-up activities; and assisting community groups in planning conferences would be examples of this expanded role.

12. Development of Community Feedback System for Curricular Change
Community needs which are initially met through short courses or seminars developed by a community services division may evolve as organized certificate or degree programs of the college. For example, a short course for policemen may trigger the development of one or two-year programs in law enforcement.

13. Increased Participation of Citizens on the College Campus
Community service activities, such as concerts, lectures, seminars, etc., bring people in the community to the college campus who do not participate in the traditional credit course offerings.

14. Development of Programs for Community Groups Which Have Not Articulated Their Needs in the Past
Many community service programs address themselves to persons with long-term educational and occupational-preparation deficiencies, these persons have traditionally been ignored in community college programming.

15. Increased Responsiveness to Community Change
Community service programs require that the college have the capacity and readiness to actively participate in the process of change in the community. The entire college can be rapidly impacted by changing community needs only if it is totally emersed in community life.

Dr. Myran's summary of his work paper is unequivocating and probably prophetic. He capsules it in the following manner:

> Community service programs are moving to the center of the community college stage. Worthy though the present programs are, it is fairly clear that community services will grow dramatically in scope and significance during the next decade, and that this will bring about monumental changes in accepted approaches to community college instruction. Certainly, programs of community service which perform a coordinative function in bringing together diverse subcultures and groups in the community college district, which make available educational and cultural experiences for all age groups, and which contribute to the solution of the social, economic, cultural and civic problems of the community, will become increasingly important as our society becomes more complex and more urbanized. IT MAY BE, IN FACT, THAT SUCH

SERVICES WILL BRING ABOUT A REDEFINITION OF THE ROLE OF THE COMMUNITY COLLEGE AS WE HAVE KNOWN IT.

Already, a part of Dr. Myran's prophecy is apparently being borne out in the step-up of workshops which were conducted in the spring of 1969 by the American Association of Junior Colleges as a special Project in Community Services. These included workshops conducted in San Antonio, Moline, Illinois, San Francisco and Winston-Salem. These workshops and other similar meetings mark the beginning of a confederation of Community Service personnel. These seminars are alluded to earlier in this thesis.

Ervin L. Harlacher in his most recent publication examines in detail an increasingly important function of the community college-community services. The American Association of Junior Colleges has authorized Dr. Harlacher to make an extensive study of community service as a major function of the community college, keeping in mind that the full potential of the program is not yet realized by all institutions. The four purposes of the study include:

1. Identify and report the nature and scope of community services programs currently being provided by United States community colleges;

2. Identify and describe exemplary community services programs and/or activities in community colleges in the United States;

3. Identify and report problems, issues, and trends in community college programs of community services;

4. Identify and recommend the appropriate role of the AAJC in the development and/or expansion of community college programs of community services.

An Example of Community Service
Olivet College - Community Education

It has been suggested that the author of this dissertation relate the history and development of the Community Education Department of Olivet College, Olivet, Michigan, in that it served as a proving ground for the community education concept as it could relate to the small private liberal arts college. The Olivet College Community Education Department was established in January, 1963, under the auspices of a grant from the Charles Stewart Mott Foundation and the author of this dissertation directed the program, having served prior to that time as a Flint Community School Director.

Gorton Riethmiller, President of Olivet College, has pointed out:

> In my opinion, the liberal arts college has a responsibility not only to its constituency but to its neighbors for exerting a cultural impact beyond the campus. If the Private, church-related liberal arts college is to survive and thrive, it must relate to its surroundings and bear an observable influence in the geographical area in which it exists.
>
> The liberal arts college must also serve if it is to be served and if it is to merit support.[1]

This author stated in the Michigan Challenge:

> The universities have for years implemented effective continuing education and extension programs to serve the people of the state. It also has been demonstrated that the public high school and even grade schools can implement meaningful community education programs when the desire is present. The most known example of this is the Flint Community School Program which operates all of its schools night and day, on a

---

[1]Robert N. Rue, "Catalysts on Call," United Church of Christ Council for Higher Education Journal (Dec., 1964), p.5.

> year round basis, serving the educational needs of Flint's citizens of all ages and at all academic levels.[1]

Further expanding this point, Gorton Riethmiller stated in a brochure prepared for distribution at a State Community Education Conference in September of 1963:

> The community school philosophy is not limited to the elementary and secondary schools since it has important and broad implications for higher education. While these are only now in the exploratory stage, our experience with the Community Education Program at Olivet College provides ample evidence of both community need and interest at this level. Community education oriented to higher education constitutes an attempt to relate the liberal arts to the broader community in such a way as to effect a significant cultural impact upon the various components of the total community to be served.[2]

As a part of the first annual report to the Olivet Board of Trustees and the Charles Stewart Mott Foundation, this writer made the following statement:

> If "no man is an island," it should be even more to the point that a college devoted to the liberal arts and sciences should not be isolated from the community context in which it exists. The college is not only located in the community, it is part of the community and it recognizes the responsibility of sharing with the community. Among the resources of the college are information, staff, and facilities in liberal arts and sciences--and since these are, after all, the best known ways of enjoying, understanding, and mastering the world around us, these resources are made available to the people of the community through the Olivet College Community Education Program. The relationship being developed is a two-way function, in which the college experience is enriched by

---

[1] Robert N. Rue, "Olivet Off Campus", Michigan Challenge (Dec., 1964), 10.

[2] Gorton Riethmiller, "A Program of Service", The Olivet College Community Education Program (The Olivet Press, 1963), p.4.

> college participation. This had the effect of translating the "humanities" from abstraction to living reality, and makes the college a true center of community life, activity, and aspiration.

Rue went on to say, "While the parallels with the original Mott Program in Flint are many, both in purposes and in methods, there are significant differences in development because the Olivet Program is keyed to a college rather than to all the schools of an industrial city."[1]

In a letter to the Board of Trustees, Gorton Riethmiller gave a composite report of the program prepared by the writer and his staff with this somewhat inspired and significant statement:

> . . .you will note that the stated purposes of the original grant have been adhered to, although the impact upon the "broader community" has exceeded our expectations. As this program continues to grow and develop I am certain that it will prove a most noteworthy demonstration of what a private liberal arts college can do to extend itself properly toward the service of society by beginning in its own environment.

The pattern and plan of the Department were designed to help the people of the area discover ways in which the college could better serve them. The special emphasis falls upon the fact that the people found ways to discover this help, thus voluntarily, and eagerly, involving themselves--not being recruited like badgered "volunteers" in a fund drive.

The college faculty catalyzed many of the programs and projects as an expression that the college recognized it had something to offer the community and wanted to do just that.

---

[1]Robert N. Rue, "General Statement", The Olivet College Community Education Program (The Olivet Press,1963), p.1.

The scope of activities involved elementary, high school and college students and adults.

Some of the programs and projects completed during the early phase of the department were a community theatre, creative writing workshops, art classes, adult education conferences, a school community relations workshop, speech workshops for ministers, church music workshop, college art and drama workshops, poetry society conference, VFW national home housemothers' workshop, summer recreation, area art classes, VFW national home bell choir workshop, Springfield Summer Guidance program, Springport reading for fun and elementary French, Spanish, Science, piano.

The program's basic thrust was to stimulate the community to find and express its needs and interests, and to demonstrate the willingness and ability of the Olivet Program to help, in many ways, to meet those needs and interests.

So Olivet, as a storehouse of the accumulated treasures of knowledge and information that build our civilization, used this program to throw wide the storehouse doors to the broader community. This writer made the following statement as a part of the report to a Michigan Community Education conference held in Flint in September of 1963:

> The excitement was contagious. Individual citizens, schools and large segments of entire towns in the greater Olivet community had been awakening throughout the spring to the resources of their college and in particular to the cultural storehouse it offered them. The storehouse had been there before and the need for its resources had certainly been there before, but it took an active catalytic agent to produce

results. Olivet College's Community Education Program was the catalyst.[1]

Proof of the success is the increasing pace at which the people are taking advantage of the offerings where opportunity knocks more than once.

It soon became clear that individual discussion with community leaders was the most productive way to stimulate interest. This successful method began with a "get acquainted" luncheon with administrators of the community schools. Continued and consistent relationships with those administrators produced many of the resulting activities.

Essentially, the heart of the program---any such program anywhere---is extension of its major instrument---education. And this is by no means a limitation because education is increasingly recognized for what it is---the essential means to enjoy, understand, and master the swiftly accelerating complexities of the last third of the 20th century.

It is fair to say that the Olivet Program's first year activities were greater in number and variety than we could have ventured to predict. We can also fairly report. .

1. Acceptance continued at a heartenningly rising level.

2. Attitudes and understanding of the purpose and methods of the program were excellent.

---

[1]Robert N. Rue, "A Program of Service", The Olivet College Community Education Program (The Olivet Press, 1963), p.2.

3. Results of the first year's completed activities were satisfactory, from the college's view and reports of others.

4. Projects planned for the future demonstrated an increasing response on the part of more and more segments of the broader community--the hoped for pebble-in-the-pond radiation.

5. The college enjoys a more effective and reciprocal relationship with its community than existed previously.

6. Indications developing after the pioneering year suggested that the objectives of the program will move on to broader horizons and greater heights than its founders might have dreamed at first. This has indeed been accomplished.

Some spontaneous and significant statements from a few of the program reports serve to reveal the community and college impact of the Olivet Program.

The Director of the seminars on government at all levels commented in a letter to the Director of Community education that "the need for this kind of information among high school teachers is tremendous." Aid was solicited from the Michigan Municipal League, thus further extending the community program borders.

A Senior Citizens project developed the probability that for the elderly there is a need for an unhospital-like type of unit for "The Golden Years", namely a senior citizens residence unit. In recent years such units are now realities, built and operated by both private and public agencies.

A broad range, all-age, summer recreation program included such events as intra-city and inter-city competitions, a Junior Olympics, adult baseball league, elementary school sunrise singers capped off by a summer-end concert. A glowing letter of appreciation to the Program Director stated, "it has been the most successful summer recreation program in the history of Olivet."

In the sensitive and often weak field of communications, there was excellent response to a speech workshop for ministers. Of course, this did not deal with the spiritual content of the sermon, but it did hone fine the medium for communicating those messages. The ministers were very impressed with the courses and asked for future workshops.

The Olivet Summer Theater presented one play in which the cast included the mother of eight children with two of her sons, three other mothers, a retired Army Major, the Mayor's wife, three college students and six teenagers... truly, a community melting pot.

The workshop in economics drew half a hundred educators ranging from kindergarten instructors to assistant school superintendents who heard state and national authorities on many phases of American economic life. The participants followed through by preparing courses they planned to start in their own schools.

The Community Education Departmental Programming involved academic areas ranging from remedial reading to great books and from preschool head-start type involvement

to economics for small businessmen.

This author stated in a Michigan Challenge article,

> Programming that the Olivet College Community Education Department has implemented, runs the gamut of age and intellectual levels from children's theatre to a large city United Arts Council; from remedial reading to great books; from a preschool nursery to programming for the senior citizen.
>
> There are two areas of emphasis in the Olivet College Community Education Department that it would be well to point out. One, Olivet College is a liberal arts college and therefore a good share of the programming offered by this department of the college is oriented to the arts. Classes in painting, writing conferences, civic theatre, community chorus and orchestra, are just a sampling of the areas involved in this twenty town area.[1]

Programming was distributed throughout a fourteen-community area in a radius of fifty miles of Olivet. The Director of Community Education called on the superintendents of schools throughout that region and enlisted their support. They responded and performed enthusiastically and effectively. In addition to their ideas and suggestions for programs, for it to meet the additional needs of the area, citizenry leadership came from many other areas such as service clubs, churches, and Chambers of Commerce. The idea here was not to duplicate services already being offered, or to overlap functions already being served. The idea was, rather, to develop a new thrust of programming which would serve above and beyond that which was already offered and to provide educational services and activities thus far not available.

---

[1]Robert N. Rue, "Olivet Off Campus," Michigan Challenge (December, 1964), p.10.

Over the months and years of community education programming Olivet College has been instrumental in getting many tens of thousands of people into school plants for various kinds of educational activities.

The largest center for participation is, of course, the Olivet College campus, but the churches, schools and town halls throughout the central Michigan region became hubs of activity as well. The citizens, young and old, became involved, and thus interested, through a range of activities from community theatre workshops to great books for adults. The following appeared in The Michigan Bell:

> Both children and adults began enrolling in a variety of art classes; speech classes, with one especially for ministers; reading classes in English, French and Spanish; and creative writing. Two Community theaters have been started--one in Charlotte and another in Olivet. There are workshops in economics and government. There is a class in investments and business law. Choral music has attracted many in Olivet, Marshall and Eaton Rapids.[1]

The function of the department was to serve as a problem solving catalyst on call not claiming to be a specialist with a cure for everything, but the perpetuator of a catalytic relationship. In an unpublished report from Olivet College to the Mott Foundation, it was pointed out that

> The Olivet College Community Education Program is like the Community School in that it is many things to many people, serving as problem-solver on call, not claiming to be specialists, but rather perpetuating an approach to problems which epitomizes the catalyst relationship. Rather than being specialists the Olivet College Community

---

[1]"Towers of Learning," The Michigan Bell (May, 1964), p.32.

> Education Program refers to the specialist asking the proper, timely questions of the appropriate authority.[1]

The departmental personnel worked with others in bringing in authorities from the various fields and disciplines. Again, the gamut ran from a business law professor at Michigan State to an agri-business consultant from the Michigan Farm Bureau staff. The author alluded to this in Michigan Challenge thusly:

> It might seem that the regular staff of the Olivet College Community Education Department would be specialists and authorities in all disciplines, but this is not the case. Our role is that of catalyst. We seek out the specialists. This authority may be one of our faculty, it may be a faculty member from one of the other institutions of higher learning in Michigan, or it may be a person from business or industry. It is, in fact, any person that is qualified and available to analyze, instruct, advise, chair, lecture, or whatever need dictates.[2]

Emphasis was placed upon asking the appropriate and timely questions of the most informed and available authorities.

As pointed out in United Church of Christ - Council for Higher Education Journal,

> Many teachers and resource leaders for the Community Education Program are drawn from the Olivet College faculty and from other institutions of higher learning. In addition, essential leadership has come from business, industry, public schools, and government agencies.[3]

---

[1]Robert N. Rue, "A Program of Service," Olivet College Community Education Program (Unpublished, 1963), p.3.

[2]Robert N. Rue, "Olivet Off Campus," Michigan Challenge (December, 1964), p.10.

[3]Robert N. Rue, "Catalysts on Call," United Church of Christ - Council for Higher Education Journal (Dec.,1964), p.4.

There was a ground-swell of interest, enthusiasm, and involvement.

During the second year of the department's operation, Clyde M. Campbell of Michigan State University alluded to it in "The Community School and Its Administration", analyzing the reasons for the program's considerable success. Campbell quoted W. I. Thomas, who said, years ago, that there are four basic drives for human behavior: 1) The desire for new experience; 2) The desire for security; 3) The desire for response and affection; and 4) The desire for recognition. Saying that never to his knowledge have these basic points been repudiated, Dr. Campbell delineated his own beliefs concerning how these four basic urges influenced participants in the Olivet Program in the following language:

1. Desire for New Experience

> Many writers in the field of creativity stress the fact people deplore monotony, routine and coercion that forces them to canalize their energies down narrow, carefully guarded paths. Human beings want to be different--to break their shackles, to do things on their own, to test out their dormant talents, and above all, to grow intellectually. One clearly can observe that the Olivet program provides many new experiences for the participants.

2. Desire for Security

> Someone has said that there is nothing quite so punishing as to be ostracized by one's esteemed club. We all want to belong--to be important, to feel worthwhile, to believe that our ideas are good ideas, and that they are desired by others.
>
> It appears beyond question that the programs sponsored by Olivet give substance to men's longings for belongingness and security.

3. Desire for Response and Affection

> Art, drama, music, adult education lend themselves beautifully to the human cry for response and affection. I gained the impression that these people were reaching for a kind of social affection, yearning for a closer unity with neighbors and friends--the motivation stemming in large part from some subliminal part of their minds. With the more timid, there was rejoicing that they had been released from their own emotionalities and inhibitions. The organizer from the outside had provided the vehicle to set free the urges that had been latent for a long period of time.

4. Desire for Recognition

> The urge for new experience--affection, security and recognition--are inseparable. To strive for one usually includes drives for the others simultaneously. People participating in Olivet's activities have the opportunity not only to build up the self but to receive encouragement in the process. Men have that inward force of character to want to develop the self up to its maximum potentiality. When citizens participate in these community functions--succeed with their efforts, register a contribution, receive just recognition from their peers--it is a most satisfying experience.[1]

Dr. Campbell concluded that the young directors of such Community Education Programs had to be tough, resilient, able to succeed imminently in many fields because of high competence and imbued with a refusal to be rebuffed.

The Detroit Free Press wrote significantly and colorfully of the success at Olivet. Staff Writer Marjorie Eicher wrote in part,

> . . .Foundations, like God, sometimes help those who help themselves. This is why tiny Olivet

---

[1]Clyde M. Campbell, "A Community School Director in Action," The Community School and Its Administration (Jan., 1964), III, p.3.

> College can take a relatively modest Mott Foundation grant and create a 'little Renaissance' in a four-county rural area in south central Michigan.
>
> For the first time, the Mott Foundation has moved outside the borders of Flint to lend financial support in a community education program.
>
> It's a dynamic pilot project that may turn Olivet College, which serves fewer than 600 students, into a social and cultural hub serving 100,000 people in nine neighboring towns.
>
> Olivet College's community enrichment project is more than an adult education program or a youth recreation schedule. It is designed to serve any legitimate community need whether it be social, academic or civic.[1]

Since the summer of 1966, the Community Education Department has been under the dynamic leadership of John Kotlark. Mr. Kotlark not only brought new ideas to the department, but a fresh thrust of enthusiasm and energy. Since that time, the department has been increasingly effective in not only establishing educational programs closely related to those offered during the department's early history, but even more significantly, Mr. Kotlark has been instrumental in getting the public schools in the region to take on community school departments for themselves. This is indeed healthy as the long-range community education goal is for local communities to develop leadership from within and establish community education centers for themselves.

In addition to the success in this significant area, Mr. Kotlark has continued to creatively program, both on and

---

[1]Marjorie Eicher, "Cultural Renaissance at Olivet," Detroit Free Press (August 4, 1963), 3-C.

off the Olivet campus, a wide range of academic and interest areas. While the Community Education Department continues to meet the educational needs of many, a significant number of other communities and individuals have educationally gone on for themselves.

In closing, it would seem appropriate to end with the following quote from Gorton Riethmiller, President of Olivet College: "I feel that the program is effecting a significant cultural impact on the various communities it is serving." Further, he believes Olivet is giving "a most noteworthy demonstration of what a private liberal arts college can do to extend itself properly toward the service of society by beginning in its own environment."[1]

---

[1] "Towers of Learning," The Michigan Bell (May, 1964), p.32.

Chapter III

PREPARATION AND DISTRIBUTION OF THE INSTRUMENT

It was the purpose of this study to survey Michigan's community colleges as to the nature and extent of their community service programs. Initially, a preliminary survey instrument was designed and mailed to the chief administrative officer of each of the 26 community colleges in Michigan operating as of January 1967. Although this instrument was pretested, the results were inadequate, i.e., there was a low percentage of return and many of the returned forms were not fully completed. In retrospect, these inadequate results were brought about by: 1) a lack of clarity in the questions used, and 2) a failure to enlist the full cooperation and assistance of the community college administrators. However, this initial questionnaire did serve as an effective pre-instrument in that the form of the partial returns provided guidelines for the design of the final survey instrument.

The final instrument was sent to the chief administrative officer of each of the 21 Michigan community colleges whose charter was dated 1964 or earlier. It was apparent from the first instrument that most institutions founded since 1964 were not sufficiently established to have instituted a community service program, as such; in fact, the usual year or two

latency between charter date and actual starting date means that many of the excluded institutions were not actually in operation until just prior to the time of the distribution of this instrument.

In the preparation of the final instrument, counsel was sought from numerous sources, including professors at Michigan State University and community college presidents and deans. The results of this counsel served to indicate flaws in the original design which were subsequently eliminated. The final instrument consisted of seven pages. Its delivery to the chief administrative officer of each institution was preceded by a telephone call succinctly explaining the document, and personally soliciting the institution's cooperation and assistance. In all cases, the telephone call was followed by a letter. In order to achieve the desired return rate of 100%, a number of additional telephone calls and letters were needed in some cases.

A copy of each instrument is included in the appendices. The first three questions of the final instrument relate to basic data regarding the institution. The next set of seven questions are concerned with the profile of the administrative supervision of the community service program. Question number 8 inquires as to the existence of a written policy pertaining to community service. Questions 9 through 13 are concerned with the advising, initiation and sponsoring of programs emanating from the community college. Questions 14 and 15 are in regard to the allocation of funds for community services. Questions 16-18 are relative to community

service program staffing, promotion and evaluation. Question 19 is concerned with factors which are felt to limit the effectiveness of the institution's Community Service Program. Question number 20 consists of a comprehensive list of 117 items which a community college could conceivably include in its Community Service Program.

The purpose of including this list in the instrument was three-fold: 1) To determine the extent of specific programming involving Michigan's community colleges during the 1967-68 academic year. 2) To point out to the community colleges that they are in many cases doing more in the area of community services than they are aware. 3) To indicate some of the things which are not being done but could and/or should be done by Michigan Community Colleges.

The last part of the instrument was reserved for any additional comments or remarks that the respondent desired to add.

The data was hand tabulated after the development of a comprehensive chart consisting of all relevant responses. (Appendix #3)

When 100% of the questionnaires had been returned, a complete compilation was made of the responses. A discussion of these responses and the manner in which they relate to the basic purposes of the survey is included in Chapter IV. All data collected pertained to the 1967-68 academic year.

Chapter IV

EVALUATION OF RESULTS

The Place of Community Services Within The Administrative Organization of Michigan Community Colleges

Fightmaster points out the importance of having a full time administrator and his position relative to the chief administrative officer. "Once established, the community services program should have a full time administrator equal in position to that of the Dean of Instruction or Dean of Student Personnel."[1]

A key issue regarding the position of the community service progress within the community college administrative organization is whether community service has been recognized as a distinct and separate entity. An indication of such recognition, or the lack of it, is reflected in the title of the person responsible for the administration of community services. Many institutions claim to do justice by the community service function when, in reality, they do not. This can be likened to the fact that many public school personnel claim to be community education oriented and will indeed point out as a significant factor that it even says

---

[1]Walter J. Fightmaster, "Administration and Operation of Community Services Programs," Community Relations and Services in the Junior Colleges (American Association of Junior Colleges, Washington, D. C., 1969) Mon. 4, p.53.

community schools on the side of their school busses. The point is that much less service is given to the community service idea at all levels of education but, in reality, this function is not given much priority.

According to Nathan Shaw, "A community service program is 'well established' in 9 out of 10 community colleges in the United States."[1] This could be very much questioned. Shaw alludes to a study done by Harlacher in which it is indicated that only 15% of the nation's community colleges have a full time director. Still, the very fact that only 15% of the institutions have a full time director of community services, but by whatever title he may be called, it is difficult to conceive that one could claim that a community service program is "well established" in 90% of America's junior colleges. Harlacher's report shows California leading the nation in the percentage of community service programs and, indeed, has almost half the full time community service programs in the country.

In this Michigan study, six different categories of administrative personnel were given as those being directly responsible for the community service function - President, Academic Dean, Assistant to the President, Director of Public Relations, Dean of Students and Director of Continuing Education. Responses of the type "President" or "Academic Dean" would seem to indicate that community service functions are

---

[1] Nathan C. Shaw (ed.), Community Services Forum (American Association of Junior Colleges, Washington, D.C., 1969), I, No. 2, p.1.

not separated as a distinct function of the institution or that as a function it receives little priority. One is encouraged though to see that 13 of the 21 respondents used a title such as "Dean of Community Services","Director of Continuing Education", or "Community School Coordinator". In these cases the community service related title would suggest a higher level of commitment on the part of the institution to the community service function.

Two of the institutions indicated that the community service leadership was provided by sources beyond the institution itself. In one case it was the regional university extension agent. In the other case the program was directed by the community school coordinator for the county public schools.

An additional indication of institutional commitment to the community service function is given by the number of other responsibilities assigned to the person responsible for the community service area. Among the respondents specifically responsible for areas related to community services, an average of three major additional responsibility areas were listed. This is exclusive of Presidents, Academic Deans or Deans of Students, all of whom would of course have many other responsibilities. In Harlacher's national study, it is indicated that public institution directors are more apt to be full time and directly involved in community service activities than are the personnel responsible for community service programs in private colleges. These professionals

are more apt to work with such programs as writing proposals for grants, public relations, fund raising activities, or even full time classroom instruction.

The place of the community services officer within the administrative organization is very important. In two cases, community services are handled directly by the chief administrative officer. One respondent reports to the Vice-President. Another to the Dean of Instruction. In three cases the respondents did not clearly define the administrative relationship. According to Harlacher's study 69% of the respondents indicated that the community service director reported directly to the chief administrative officer of the institution.[1]

The community service function cannot be done justice by if it must operate on a self-supporting basis. It must be adequately funded as a major thrust of the institution. This is particularly true in the urban areas and where minority groups are involved. If significant action and learning is to develop and the community college is to have any meaningful impact, adequate funding must be made available. Eight institutions (26%) reported that no separate funds were allocated specifically for community service programming. For the remaining 13 institutions (74%) an average of approximately $86,000 is budgeted for community services. This represents an average of 3.5% of the average total

---

[1]Nathan C. Shaw (ed.), Community Services Forum (American Association of Junior Colleges, Washington, D. C., 1969) I, No. 2, p.1.

institutional budget.

Personnel Involved in Staffing of Community Service Programs

There is a dramatic need for qualified community service personnel. Dr. Gunder Myron suggests that the director of community services be capable in the following conceptual areas:

a. The community service administrator should understand the community college as a social organization. He must develop a "point of view" about society and the place of the community college and community services in it. He must perceive the task of community services in modern society.

b. The administrator should develop a thorough conceptualization of community services and the objectives it aspires to achieve.

c. The administrator must understand the process of planned social change.

d. The administrator should have an understanding of educational administrative theory and practice.

e. The administrator should have an understanding of theory and practice in continuing education.

f. The administrator should develop a high level of self awareness of his personality and values. He should develop an understanding of the dynamics of interpersonal relationships.

The development of administrative skills:

a. The administrator should be a competent diagnostician; he should be skilled in analyzing community problems.

b. The administrator should be a skilled manager; he should have the ability to handle the budgetary, scheduling, and reporting requirements of an administrative position.

c. The administrator should have a concept of the "pattern" of the community service program toward which he is working.

d. The administrator should be skilled at curriculum building and evaluation; he should view his program in terms of long-range development of excellence.

e. The administrator should know how to build board, administrative, faculty, and student support.

f. The administrator should develop personal relationships with key persons and groups in the community, and should explore ways to work cooperatively with them.

g. The administrator should be an active participant in community affairs.

h. The administrator should develop his public relations and communication skills.

i. The administrator should be skilled in working with disadvantaged groups and developing programs to meet their needs.

j. The administrator should be skilled in seeking funding, both from college sources and from outside sources, to support community service programs.[1]

Dr. Myron goes on to comment regarding the content of an adequate community service leadership program:

> No attempt will be made to suggest typical courses which might be included in a leadership program. However, a combination of courses, seminars, independent studies, and field internships appears to be needed in terms of the conceptualization above. The listing below, therefore, will suggest content for the subject matter aspect of such a program and desirable experience for the internship aspect. These listings focus on what might be included in a Doctoral program; Specialist and Masters candidates would not, of course, pursue the intensive course work, internship, thesis progression of the Doctoral candidate. The internship period might be from three months to one year in length, and need not be limited to one college. However,

---

[1]Gunder Myran, "Programs to Develop Community Service Personnel," Community Relations and Services in the Junior Colleges (Kellogg Foundation Community Service Project, Michigan State University) pp. 14-15.

the majority of an intern's efforts should be directed toward one institution and community.[1]

More specifically in Dr. Myran's personal leadership program, the following subject matter content is proposed:

Community Services

Taxonomy of community service functions
Public relations and communication
The city as an educational laboratory
New careers concept
Cooperative planning of educational experiences
Community services programming patterns: short courses, seminars.

Sociology

Planned social change
Minority groups
Community organization and structure
Urban sociology
Social stratification
Social systems
Small group relationships[2]

Referring to initial selection and recruitment, Myran makes the following observations:

1. Those entering a community service leadership program need not have a teaching background. Persons who have held administrative or training positions in business or government, for example, should be regarded as eligible if they meet the other admission requirements of the university.

2. Since there is always competition for available leadership talent, recruitment of students is necessary in order to bring into the program the type of person who has the potential to make a significant contribution in a community college and in the community.

3. Students who wish to enter community services careers should be motivated by a desire to serve, not by income and status. Compassion

---

[1] Gunder Myran, "Programs to Develop Community Service Personnel," Community Relations and Services in the Junior Colleges (Kellogg Foundation Community Service Project, Michigan State University) p.15.

[2] Ibid.

and empathy for disadvantaged groups should be characteristics of these students.

4. Although difficult to assess, students entering community services careers should demonstrate some ability to adapt to changing conditions, and to be creative in handling administrative problems. These persons should be able to tolerate ambiguity and unsolved problems since they will deal with community problems for which there are no quick, easy solutions.

5. Students who wish to enter community service careers should demonstrate leadership ability.[1]

Tenure and age profile for the administrative officer whose primary responsibility is for the community service function in Michigan community colleges are given in Tables 1 and 2 respectively.

TABLE I

TENURE PROFILE OF ADMINISTRATIVE OFFICERS WHOSE PRIMARY RESPONSIBILITY IS RELATED TO THE COMMUNITY SERVICE FUNCTION

Tenure	Number	Percent
0 - 2 years	5	26.31
2 - 4	8	42.53
4 - 6	1	5.26
6 - 8	2	10.32
8 - 10	1	5.26
10 - 12	2	10.32
	19	100.00

[1]Gunder Myran, "Programs to Develop Community Service Personnel," Community Relations and Services in the Junior Colleges (Kellogg Foundation Community Service Project, Michigan State University) pp.12-13.

TABLE 2

AGE PROFILE OF ADMINISTRATIVE OFFICERS WHOSE PRIMARY RESPONSIBILITY IS RELATED TO THE COMMUNITY SERVICE FUNCTION

Age	Number	Percent
30 - 39	4	22.2
40 - 49	8	44.5
50 - 59	4	22.2
60 - 69	2	11.1
Total	18	100.0

Ten (66%) of the officers in charge of Michigan community college service programs have four or fewer years tenure. This is due in a large part to the newness of these institutions. In addition to the question of the newness of the institutions, Harlacher makes the following observation regarding professional status as it relates to tenure:

> The present status of many community services positions would discourage qualified men from assuming posts or staying in them longer. Formerly, adult and evening programs and community service were combined in one job - with not enough time left for community service. (Registering adult students right in the classroom got one community service man into trouble!)[1]

It seems noteworthy that the ages of the respective officers in charge of community service programs are spread

[1] Ervin Harlacher, "Administration and Operation of Community Education Programs," Community Relations and Services in the Junior College (American Association of Junior Colleges, Washington, D. C., 1969) Mon. 4, p.9.

rather evenly across the 30-60 range. All officers directing programs have a master's degree and two (13%) hold earned doctorates.

The breakdown of degree categories listed by the respondents, as summarized in Table 3, is particularly noteable in that 45% of the majors listed are in the area of business-industry, which is more than twice as large as any other single category. Equally interesting is that there are only two respondents who list adult education as their major. The category labeled "other" in Table 3 includes no degree in the arts or sciences.

TABLE 3

SUMMARY OF DEGREE CATEGORIES LISTED BY RESPONDENTS WHOSE MAJOR RESPONSIBILITY IS COMMUNITY SERVICE

Degree	Number	Percent
Business and Industry	9	34.61
Adult Education	2	7.70
Other Education	2	7.70
Administration	4	15.38
Other	9	34.61
Total	26	100.00

In reviewing the past professional experience listed by the respondents, it is not surprising to find a wide range of positions from a retired Colonel to a former Congressional Assistant. However, there was a heavy concentration of

former teaching experience, particularly in the area of business-industrial education. There was also considerable previous administrative experience listed.

A summary of sources from which community service program staff are drawn is given in Table 4. Many staff personnel (46.8%) came from the faculty of the community college itself, but a surprisingly large fraction (34.5%) is comprised of lay people from the community. The break down for individual institutions varies widely from the average figure given in Table 4. For example, one institution staffs its community service program exclusively from its own faculty while other institutions utilize a large percentage of lay people ranging as high as 80%. Thirteen institutions (62%) utilize faculty from other institutions of higher education; however, the highest portion of such involvement is 20%. An identical fraction of the community colleges (62%) utilizes high school faculty as staff for their community service programs, but the involvement does range as high as 50%.

TABLE 4

SUMMARY OF SOURCES FROM WHICH COMMUNITY SERVICE PROGRAM STAFF ARE DRAWN

Source Category	Percent of Total Staff
Community College	46.8
Other Higher Education	5.8
High School	12.8
Lay People	34.6
Total	100.0

The Policy of the College Relative to The Community Service Function

There is a glaring lack of stated policy on the part of Michigan's community colleges regarding the community service function. Fightmaster makes the following statement underlining the importance of established community service policy:

> Written policies, regulations and procedures for all aspects of community services programs should be developed, approved and adhered to. Emphasis should be placed on assessing the educational needs and interests of the community, involving community leaders, and establishing community advisory councils and committees to assist in developing, implementing and evaluating programs, courses and activities.[1]

It is difficult to think of Michigan's community colleges being serious about the community service thrust in light of the lack of developed policy within the institutions. Only three (14%) of the 21 institutions report that their governing board has a written policy relative to the community service function. A single additional institution has indicated that such a policy is in the process of preparation. A more positive indication of institutional commitment to the concept of community service as a distinct and separate entity is the fact that eight institutions have an advisory council or committee specifically in the area of community services; however, this is only 38% of the institutions surveyed. In addition to this, two institutions indicated that

---

[1]Walter J. Fightmaster, "Administration and Operation of Community Services Programs," Community Relations and Services in the Junior Colleges (American Association of Junior Colleges, Washington, D. C., 1969) M.4, p.53.

they involve advisory committees on a project by project basis. All but one of the advisory committees include faculty in their membership and all but one also include a representative from business and industry, from a civic organization, and from the unions. Two other committees include retirees and high school personnel. Significantly, one institution also includes students on its community service advisory committee. Hopefully, community colleges and, indeed, all levels of professional education will increasingly involve students in its decision making apparatus. Students are demanding to be involved. It is possibly too simplistic to point out that the more students are embraced in the ways and means of the establishment, the less apt they are to condemn or disrupt it. We should not just involve students in decision making in order that they not disrupt, but rather because they can add something in addition to our learning in the process.

The following quote speaks strongly in support of every community college having a strong community advisory council and committees: "If we do not take root in the community it is due to our inability to listen and act."

Method of Analysis

It was found that the most effective means of presentation was in the form of frequency distribution tables. In general, these tables consist of a profile of the responding institution across the set of descriptive categories. Mean values for some of the characteristics are reported where it was felt to be of value.

Community Service Program Support - Promotion and Evaluation

Suggestions for community service programs come from a broad cross section of the community in nearly all cases. With the exception of one institution, all respondents listed at least three groups from which suggestions are received, and as indicated in Table 5, 67% of the institutions reported that at least six different types of groups are involved in contributing suggestions relative to community service programming.

TABLE 5

SUMMARY OF SOURCES OF SUGGESTIONS FOR COMMUNITY SERVICES

Source of Suggestions	Number	Percent
Citizens	18	86
Faculty	17	81
Administration	17	81
Business	17	81
Community Organizations	15	71
Labor	14	67
Secondary Schools	8	38
Surveys	8	38
Elementary Schools	5	24
Students	1	5

A similarly broad spectrum of participating organizations was reported relative to the initiation and sponsorship of community service programs. These data are summarized

in Tables 6 and 7 respectively. All responding institutions reported utilizing at least three different types of media in the promotion of community service programs. Each institution uses newspaper and direct mail, but only five institutions (24%) indicated that they use telephone committees for the promotion of community service programs. (See Table 8)

TABLE 6

SUMMARY OF SPONSORING ORGANIZATIONS FOR COMMUNITY SERVICE PROGRAMS

Sponsoring Organization	Number	Percent
Educational	19	91
Business	19	91
Civic	17	81
Governmental	15	71
Union	13	62
Religious	12	57
Students	1	5

TABLE 7
SUMMARY OF GROUPS INITIATING COMMUNITY SERVICE PROGRAMS

Initiating Group	Number	Percent
Business	18	86
Civic	16	76
Educational	14	67
Governmental	11	52
Religious	10	48
Union	10	48

TABLE 8

SUMMARY OF MEDIA USED IN PROMOTION OF COMMUNITY SERVICE PROGRAMS

Medium	Number	Percent
Newspapers	21	100
Direct Mail	21	100
Radio	18	86
Flyers	18	86
Television	11	52
Telephone	5	24

Three institutions (14%) indicated they did not evaluate community service programs by any means. The remaining 18 institutions (86%) utilized the various means of evaluation as summarized in Table 9.

TABLE 9

SUMMARY OF MEANS USED TO EVALUATE COMMUNITY SERVICE PROGRAMS

Method of Evaluation	Number	Percent
Observation	16	76
Feedback	16	76
Demand for Repeat	15	71
Questionnaires	13	62
Holding Power	11	52
Achievement Test	3	14

The three most commonly alluded to means of evaluation are of an unstructured nature. More structured forms of evaluation, such as achievement tests and questionnaires, are much less frequently utilized.

Only one institution indicated that there were no factors which limited the effectiveness of the community service program.

As shown in Table 10, over half of the respondents indicated either lack of budget (62%) and/or facilities limited the effectiveness of their community service programs.

An additional limiting factor alluded to by two college officers referred to their being "in the shadow of the university" and in each case the respondent indicated that the university and, more particularly, its extension personnel usurped their programs and were uncooperative.

In another community it was felt that a major foundation provided community service type programs and thus the

need did not exist.

TABLE 10

SUMMARY OF FACTORS CITED AS LIMITING THE EFFECTIVENESS OF COMMUNITY SERVICE PROGRAMS

Limiting Factor	Number	Percent
Budget	13	62
Lack of Facilities	11	52
Lack of Trained Personnel	8	38
Apathy	4	19
Newness of Institution	5	24

In Table 13 the second most frequently mentioned item was "lack of facilities". It is this author's distinct opinion that this view is extremely narrow as the facilities exist, if not on campus, then in churches, neighborhood schools, business and industry, store fronts, municipal facilities, etc. It is hard to imagine that if any community service project were felt to be worthwhile that some facility could not be found somewhere in the community being served. Unfortunately, it is too easy to come up with the "excuse" that facilities are not available. How better to serve the community than by moving the community service program out into the community rather than assuming that the community will come to the college campus? Thus, the following statement by Harlacher is well received:

> The program of community service is community-oriented rather than college or campus-oriented. The program is planned to meet the needs of citizens

who are not now, and may never be, enrolled in formalized classes on the college campus.[1]

Survey of Community Service Programs

A summary of the total program categories reported by responding institutions is presented in Table 11. The average number of programs reported is 35.8. No institution reported fewer than 18 programs and one institution listed 69 separate program categories.

TABLE 11

SUMMARY OF THE TOTAL PROGRAM CATEGORIES REPORTED BY RESPONDING INSTITUTIONS

Total Number of Program Categories	Number	Percent
10 - 19	2	10
20 - 29	5	25
30 - 39	4	20
40 - 49	7	35
50 - 59	1	5
60 - 69	1	5
Total	20	100

On each campus a majority of these programs (an average of 88.5%) were sponsored by the community college itself, but a notably large portion (an average of 30.0%) of the programs are sponsored or cosponsored by other

[1] Ervin Harlacher, "Administration and Operation of Community Education Programs," Community Relations and Services in the Junior College (American Association of Junior Colleges., Washington, D. C., 1969) Mon. 4, p.10.

agencies or institutions.

On one campus, no outside sponsorship was reported while other institutions reported a level of outside sponsorship involving as much as 86% of their program categories.

A summary of program sponsorship by agencies other than the responding institution is given in Table 12.

TABLE 12

SUMMARY OF PROGRAM SPONSORSHIP BY AGENCIES OTHER THAN THE RESPONDING INSTITUTIONS

Number of Programs Sponsored by Others	Number	Percent
0 - 9	12	60
10 - 19	4	20
20 - 29	1	5
30 - 39	1	5
40 - 49	2	10
Total	20	100

An average of 77.9% of the program categories reported by a given institution referred to programs held on campus. It is notable that 37.0% of the programs were reported to be held off campus. This data is summarized in Table 13.

TABLE 13

SUMMARY OF OFF-CAMPUS PROGRAMS SPONSORED BY RESPONDING INSTITUTIONS

Number of Off-Campus Programs	Number	Percent
0 - 9	9	45
10 - 19	3	15
20 - 29	6	30
30 - 39	1	5
40 - 49	0	0
50 - 59	1	5
Total	20	100

A complete summary of institutional participation in specified community service programs is given in Figure 1. All but one of the 21 responding institutions supplied a comprehensive breakdown of data for this part of the study.

Thirteen program categories were checked by 15 or more (75%) of the 20 respondents:

- Choir Concerts
- Community Use of School Plant
- Art Exhibits
- Community Surveys
- Student Placement Services
- Speaker's Bureaus
- Forums on Current Issues
- Lecture Series
- College Public Relations Programs to Local Service Clubs
- College Choir, Community Concerts
- Special Interest Classes
- Area Survey of Industrial Education Needs
- Assistance in University Extension Classes

Only eight of the program categories were not mentioned by at least one of the responding institutions:

- Water Carnival
- Children's Annual Book Festival
- Sacred Music Workshop
- Cost of Living Survey for Communities of Comparable Size
- Political Science Examinations for Teaching Credential Requirements
- A Land-Use Survey

- Maintenance of Mental Health Clinic for Hospitals
- Operation of Local Weather Station

Eight institutions listed additional programs not included in the survey list. Of these eight institutions, an average of only three additional programs were listed. This serves to indicate the comprehensiveness of the original list.

Figure II reflects an analysis of the summary of programs offered by reporting institutions based upon Max Raines's "Taxonomy of Community Service Functions". It is not surprising to find that there is a particular emphasis upon the cultural development, career development, and community analysis functions. One of the problems in working with the "Taxonomy of Community Service Functions" was that the 18 functions included in this instrument overlapped to a considerable degree. The full copy of the "Taxonomy of the Community Service Functions" is included in the appendices.

FIGURE I

SUMMARY OF PROGRAMS OFFERED BY REPORTING INSTITUTIONS

1. Book reviews
2. Choir concerts
3. Provision of band for parades and concerts
4. Community use of school plant
5. Provide gym or athletic field for city parks' teams
6. City-college recreation program
7. Cooking school
8. Art exhibit
9. Participation in Red Feather, Red Cross, other campaigns
10. Participation in Civil Air Patrol
11. Science exhibits
12. Juvenile symphony group
13. Community surveys
14. Student placement service
15. Speaker's bureau
16. Community vocational guidance service
17. Practical nurse's program
18. Holiday and/or religious programs for various groups
19. Conservation programs
20. Forums on current issues
21. Radio programs by college students
22. Cooperative film library
23. Audio-visual aids for the community
24. Public use of college library
25. Public testing and placement center
26. Public health clinic
27. Workshops for public school teachers
28. Lecture series
29. Volunteer file for social agencies
30. Children's theater productions

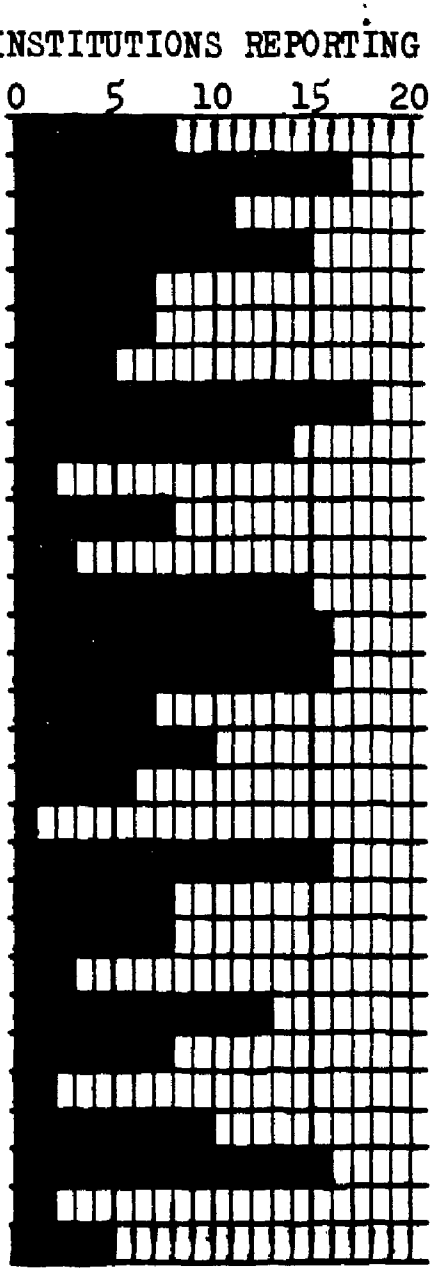


FIGURE I - (cont.)

SUMMARY OF PROGRAMS OFFERED BY REPORTING INSTITUTIONS

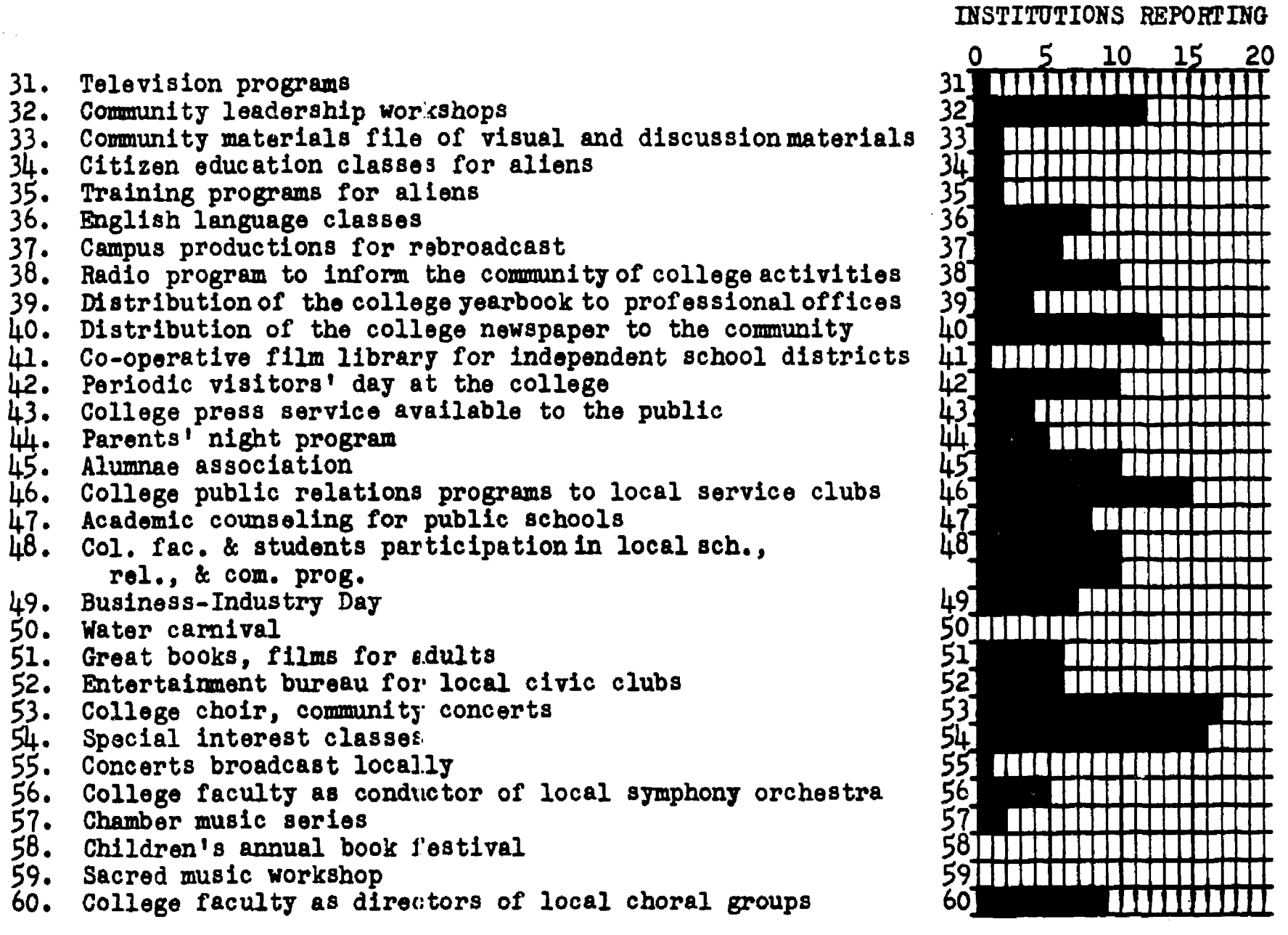


FIGURE I - (cont.)

SUMMARY OF PROGRAMS OFFERED BY REPORTING INSTITUTIONS

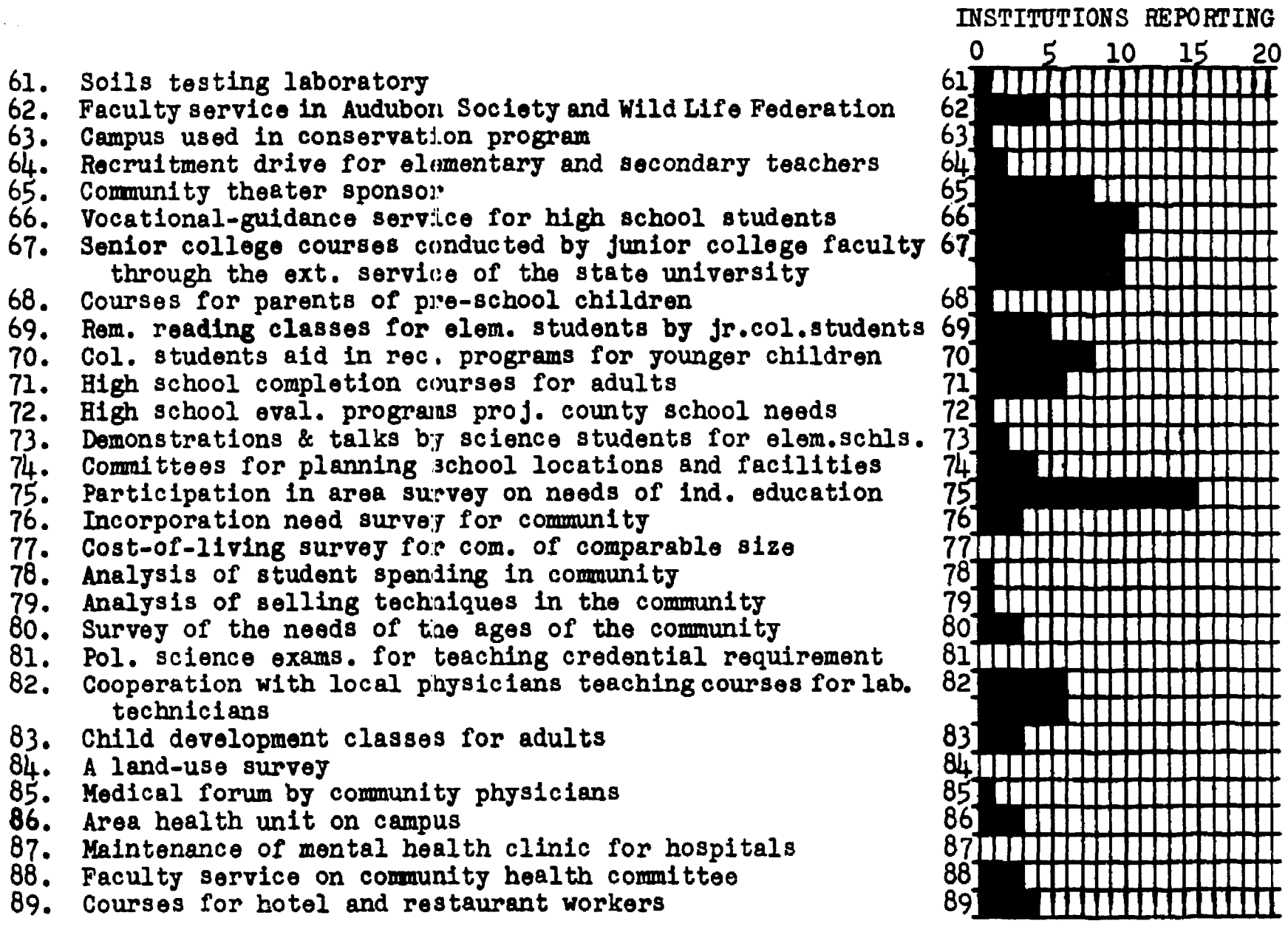


FIGURE I - (cont.)

SUMMARY OF PROGRAMS OFFERED BY REPORTING INSTITUTIONS

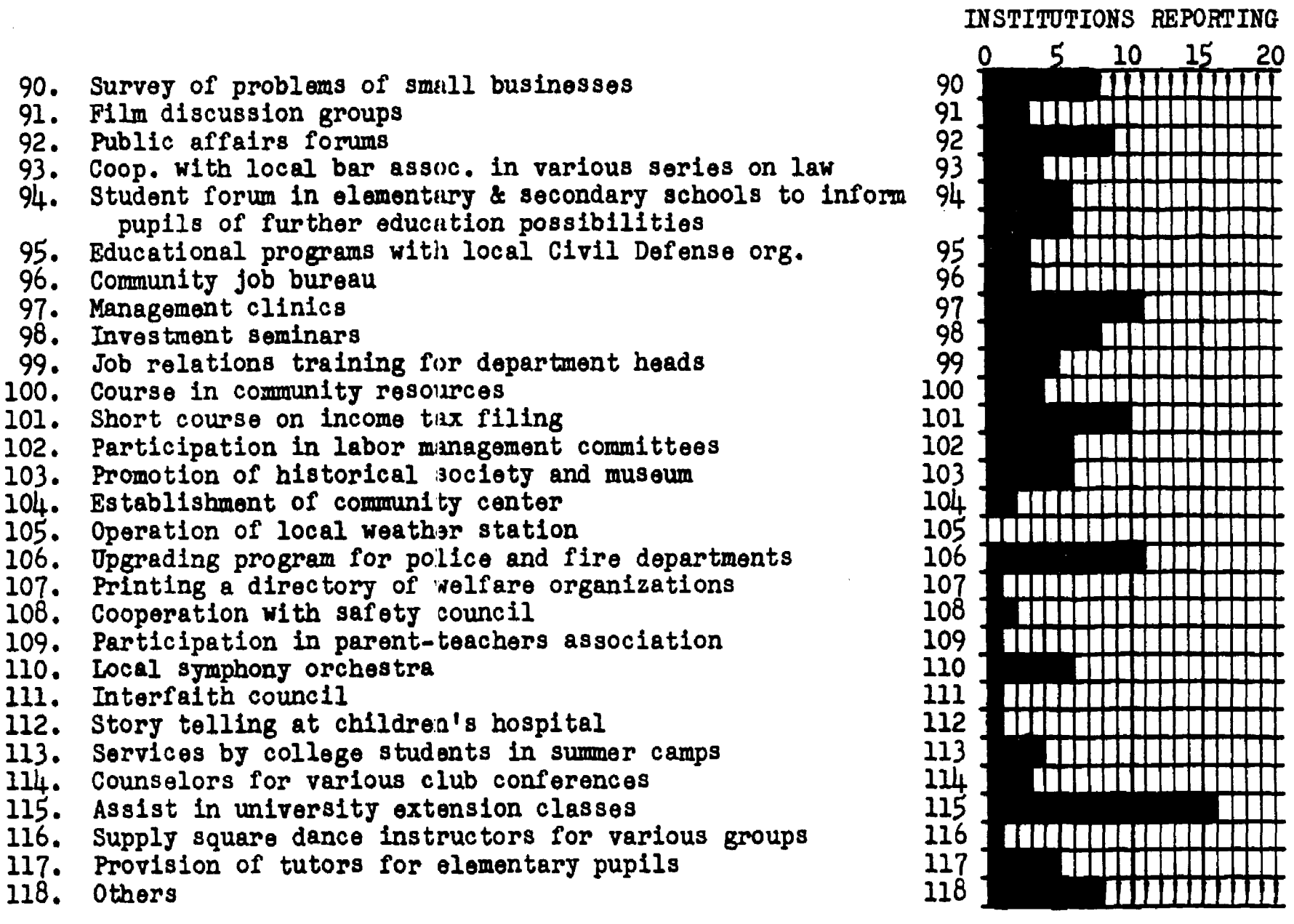
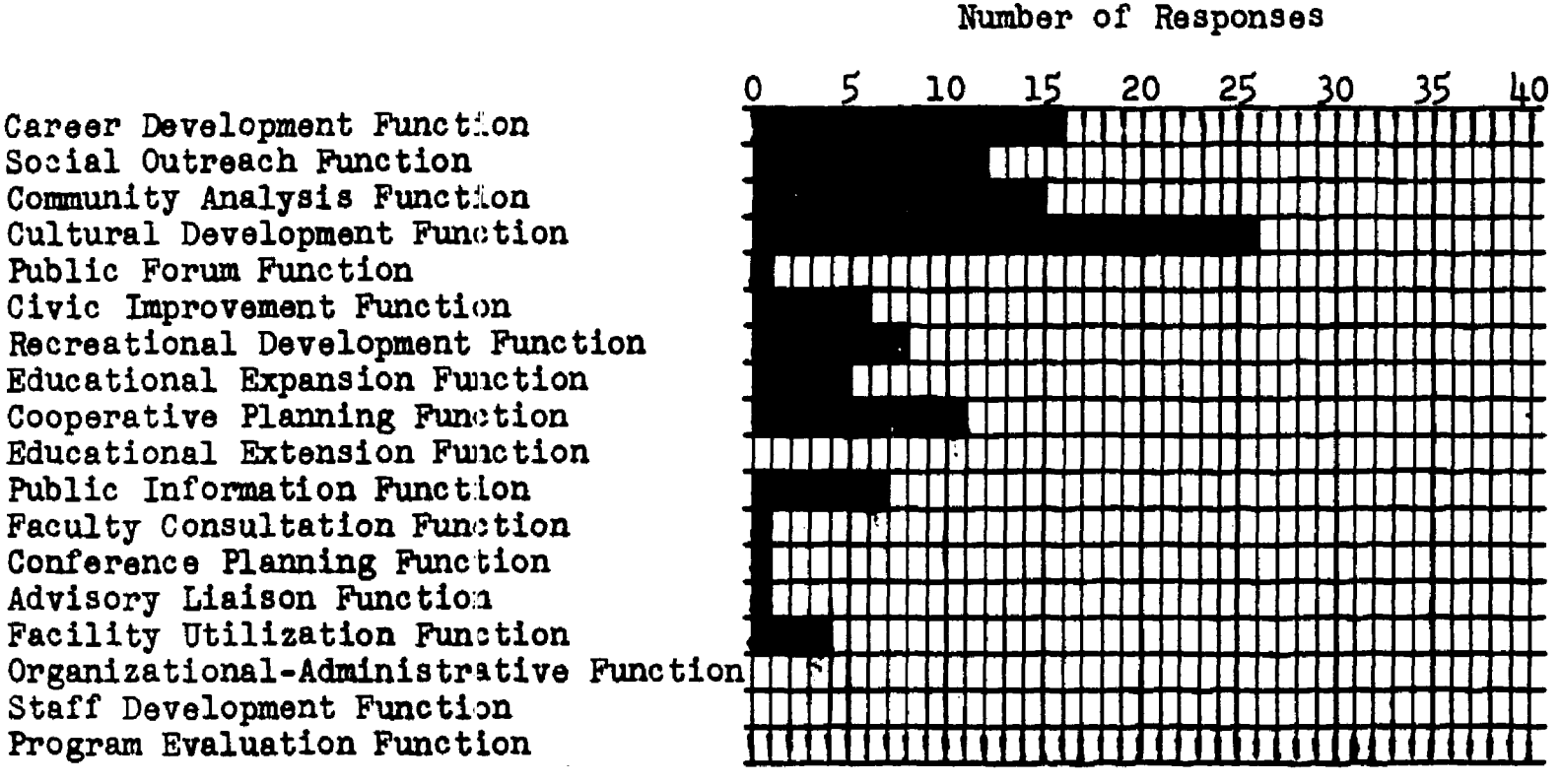


FIGURE II

PROFILE OF COMMUNITY SERVICE OFFERINGS IN MICHIGAN'S COMMUNITY COLLEGES THROUGH THE UTILIZATION OF THE RAINES' TAXONOMY OF COMMUNITY SERVICE FUNCTIONS



Chapter V

SUMMARY

It was the purpose of this study to survey and evaluate the community service programs of Michigan community colleges. More specifically, this study has been directed toward:

1. The place of the community service program within the community college administrative organization.
2. A profile of the professional staff responsible for community service programming.
3. The policy of the institution relative to community services.
4. Kinds of existing community service programs and the process by which they are initiated and evaluated.

This study involved all of Michigan's community colleges chartered in 1964 or earlier. The survey instrument, consisting of seven pages, requested specific information bearing on the above mentioned four areas. The final revised form of the survey instrument was sufficiently improved over the original questionnaire that it was possible to achieve virtually 100% results regarding desired information. Also contributing to the success of the questionnaire was the fact that each chief administrative officer was contacted directly in person or by phone and as often as necessary in order to obtain the desired information.

One particular feature of the revised instrument merits fuller discussion. Respondents had shown by their failure to supply certain types of information in the original questionnaire that there is little agreement as to what constitutes "community services". The successful approach employed in the final survey instrument was based upon the explicit defining of community services by the nature and scope of programming included in Question 20.

The problem of an adequate definition of community services as encountered in this study pervades all considerations related to the administration and impact of a truly comprehensive community college program. While there is general agreement that the four basic functions of the comprehensive community college are: 1) General Education, 2) College Transfer, 3) Vocational Technical, 4) Community Service, there is little agreement as to what really constitutes the community services function, as such. Comments made by respondents in this study underscore this division of opinion. For example, regarding the line of demarcation between the vocational-technical function and the community service function, responses varied from "are essentially the same function" to "are not at all the same".

In regard to the placement of community services within the overall administrative organization of the community college, no clear pattern emerges from the results of the study. In a number of cases, the chief administrative officer is directly responsible for the community service program. In

other cases, the responsibility is in the hands of a third line administrator. In most cases the person in charge was at the second administrative level, but with many responsibilities in addition to community services.

A similar varied pattern was evident in the budgeting of monies for program support.

In the area of administrative and instructional staff, there was little consistency between the professional experience and degrees held as these would be expected to relate to the community service function in that there was very little previous experience or degrees related to adult education or continuing education. There was, in fact, a preponderance of degrees and previous professional experience from the areas of business-industry and vocational-technical.

Concerning the policy of the community college regarding the community service function, it should be succinctly pointed out that in the vast majority of Michigan's community colleges, no written policy exists, and only one additional institution alludes to the planning of one for the future.

There exists a wide range of community service programs and activities among Michigan community colleges collectively. Individual institution programs range from being rather modest to quite extensive. Indications are that there exists a wide base of community support for these programs.

The study shows that Michigan's community colleges are fairly consistent in the manner and degree by which community service programs are promoted and evaluated.

Chapter VI

RECOMMENDATIONS

The following recommendations are offered:

1. That at each Michigan Community college, a second level administrator be charged with the responsibility for the operation of the community service portion of the community college program, and that this be his sole major responsibility.
2. That at each Michigan community college, a separate office be established for community service programming and that it not only be adequately staffed, but financed, as well.
3. That each Michigan community college develop a written policy relative to the institution's community service function.
4. That each Michigan community college develop an advisory council pertaining to community service programming. In addition to this, there is merit in the establishment of a system of advisory committees related to specific community service projects.
5. That every attempt be made on the part of the institution to evaluate the effectiveness of

community service programs both formally and informally.

6. Not only should there be a commitment to the concept of community services on the part of the institution's administration and board, but every attempt should be made to inform and enlist the aid of the rest of the staff and the community at large.
7. That the community college view the entire community as its campus and in doing so utilize known campus facilities in the programming of community service activities. Some examples of community facilities that could be made available are area elementary and secondary schools, government offices, business and industrial facilities, parks, churches, theaters, and store fronts.
8. That comprehensive surveys be initiated for the purpose of determining in a meaningful way interests and needs in the community that could be met by community service programming.
9. That a comprehensive study be made of resources in the community. This could take the form of a resource file embracing information regarding personnel and organizations available as teachers, consultants, resource people, panel members, and others.

10. That laymen be used extensively as teachers, evaluators, reactors, and on advisory panels and committees wherever possible.
11. That a consortium be established on statewide and regional bases consisting of community service personnel and convening at regular intervals. There would be a sharing of publications, program ideas, and other common concerns. This organization could run a close parallel to the existing council of community college administrators.
12. That students be significantly involved in community service activities whereby they assist in rendering service. The community could be viewed as a laboratory for learning on the part of students. If approached correctly this could provide relevant educational experiences for students and faculty.
13. That community service personnel and other community college administrators become involved in national community service programs such as the galaxy conference on adult education to be held in Washington in December, 1969.
14. That in the appointment of directors of community service they be required, where possible, to have both academic training and previous experience in the field of community service-community education as opposed to drawing in people from such

a range of other fields as currently exists.

15. That the community college, in its community service thrust, develop ways and means by which to become increasingly sensitive towards the needs of the urban community. The community college is by its nature more adaptable to serving the disenfranchised than are other facets of the professional education structure.

BIBLIOGRAPHY

BIBLIOGRAPHY

Books

Bogue, Jesse P., American Junior Colleges, Washington, D. C.: American Council on Education, 1956.

_____, The Community College, New York: McGraw-Hill Book Company, 1950.

Chaucer, Canterbury Tales, trans. by Vincent F. Hopper, New York: Barron's Series, Inc., 1948.

Durant, Will, The Story of Philosophy, New York: Simon and Schuster, 1926.

Gleazer, Edmund J., Jr., This Is the Community College, Boston: Houghton Mifflin Company, 1968.

Goodspeed, Thomas Wakefield, A History of the University of Chicago, Chicago: University of Chicago Press, 1916.

Henry, Nelson B., "Community Services," The Public Junior College, Chicago: University of Chicago Press, 1956.

Hutchins, Robert M., The Conflict in Education, New York: Harper and Brothers, 1953.

Olsen, Edward G., The School and Community Reader, New York: The MacMillan Company, 1963.

Price, Lucien, Dialogues of Alfred North Whitehead, Boston: Little, Brown, and Company, 1954.

Rashdale, Hastings, The Universities of Europe in the Middle Ages, Oxford: The Clarendon Press, 1895.

Trevelyan, George Macaulay, British History of the Nineteenth Century, New York: Longmans, Green, and Co., 1922.

Trueblood, Elton, The Idea of a College, New York: Harper and Brothers Publishers, 1959.

Ulich, Robert, Three Thousand Years of Educational Wisdom, Cambridge: Harvard University Press, 1954.

Articles, Bulletins, Dissertations, and Periodicals

American Association of Junior Colleges, 1922 Annual Convention, Memphis, Tennessee, Vol. II, p.1.

Bottrell, Harold R., "Opportunities for Community Service," Junior College Journal, September 1947.

Bramn, James W., "Resentment, Doubt, Frustration Aired by Junior College Teachers," The Chronicle of Higher Education, ed. Corbin Gwaltney, Lancaster, Pa., Jan. 13, 1967., p.1.

Campbell, Clyde M., "A community School Director in Action," The Community School and Its Administration, January, 1964, III, p.3.

Crowl, John A., "Community Colleges Urged to Play Larger City Role," The Chronicle of Higher Education, Lancaster, Pa., Apr. 7, 1969, p.6.

Eicher, Marjorie, "Cultural Renaissance at Olivet," Detroit Free Press, August 4, 1963, p.3-c.

Ferris, David, "A Continuing Conference on Effecting Social Change Through Adult Education - Selected Remarks - March 14 Meeting," Community Services Forum, Washington, D. C., July, 1969, p.4.

Fightmaster, Walter J., "Administration and Operation of Community Services Programs," Community Relations and Services in the Junior Colleges, American Association of Junior Colleges, Washington, D. C., 1969, M.4, p.53.

Greer, Colin, "The Issues and the Stakes," Change in Higher Education, Jan., Feb., 1969, I, p.12.

Harlacher, Ervin, "Administration and Operation of Community Education Programs," Community Relations and Services in the Junior College, American Association of Junior Colleges, Washington, D. C., 1969, M.4, p.9.

Higher Education for American Democracy, Organizing Higher Education, III. A report of the President's Commission on Higher Education. (Washington: Government Printing Office), 1947, pp.5-15.

Mayer, Henry, "No Peace in Our Time," Change in Higher Education, Jan., Feb., 1969, I, p.25.

Mayhew, Tom, "Community Education is People," NCSEA News, Flint, Mich., April, 1969, p.2.

Menefee, Selden, and Cummiskey, J. Kenneth, Community Relations and Services in the Junior Colleges, Selected Proceedings from Two Workshops held in San Antonio, Texas and Moline, Illinois, March 21-22, 1969, March 28-29, 1969., M.4.

MacKay, Donald William, "Four Challenges of the Junior College," Junior College Journal, 5:345, May, 1935.

The Michigan Bell, "Towers of Learning," May, 1964., p.32.

Myran, Gunder, "Programs to Develop Community Service Personnel," Community Relations and Services in the Junior Colleges, Kellogg Foundation Community Service Project, Michigan State University, pp.14-15.

Porter, Noah, "The American College and the American Public," New Englander, XXVIII, 1869, 501.

Reynolds, James W., "Another Job for Your Community," Junior College Journal, XXIII, October, 1954, p.61.

Riethmiller, Gorton, "A Program of Service," The Olivet College Community Education Program, The Olivet Press, 1963, p.4.

Roberts, Steven V., "The Children's Crusade - What Now?" Change in Higher Education, Jan., Feb., 1969, I, p.12.

Rue, Robert N., "Catalysts on Call," United Church of Christ, Council for Higher Education Journal, December, 1964, p.5.

_____, "Olivet Off Campus," Michigan Challenge, Dec. 1964, p.10.

_____, "General Statement," The Olivet College Community Education Program, The Olivet Press, 1963, p.1.

Shaw, Nathan C., ed., Community Services Forum, American Association of Junior Colleges, Washington, D. C., 1969, I, No.2, p.1.

Taylor, Morris F., "Serving Miners, Ranchers, and Townspeople," Junior College Journal, 16:301, March, 1946.

Wiegman, Robert R., "General Education in Occupational Education Programs Offered by Junior Colleges," American Association of Junior Colleges, Washington, D. C., 1969, p.5.

Reports

Ferris, David, "A Continuing Conference on Effecting Social Change Through Adult Education - Selected Remarks - March 14 Meeting," Community Services Forum, Washington, D. C., July, 1969, p.4.

Gooder, Glenn G., "Let's Start Over," AAJC Conference on Developing Institutions, Vincennes, Indiana, June 17, 1969, p.2.

Patton, Francis Landey, The Inauguration of the Rev. Francis Landey Patton as President of Princeton College, New York: Gray Bros., 1888, pp.30-31.

APPENDICES

APPENDIX I

Section A

CATALYSTS ON CALL

by

Robert N. Rue

Mayer, Henry, "No Peace in Our Time," Change in Higher Education, Jan., Feb., 1969, I, p.25.

Mayhew, Tom, "Community Education is People," NCSEA News, Flint, Mich., April, 1969, p.2.

Menefee, Selden, and Cummiskey, J. Kenneth, Community Relations and Services in the Junior Colleges, Selected Proceedings from Two Workshops held in San Antonio, Texas and Moline, Illinois, March 21-22, 1969, March 28-29, 1969., M.4.

MacKay, Donald William, "Four Challenges of the Junior College," Junior College Journal, 5:345, May, 1935.

The Michigan Bell, "Towers of Learning," May, 1964., p.32.

Myran, Gunder, "Programs to Develop Community Service Personnel," Community Relations and Services in the Junior Colleges, Kellogg Foundation Community Service Project, Michigan State University, pp.14-15.

Porter, Noah, "The American College and the American Public," New Englander, XXVIII, 1869, 501.

Reynolds, James W., "Another Job for Your Community," Junior College Journal, XXIII, October, 1954, p.61.

Riethmiller, Gorton, "A Program of Service," The Olivet College Community Education Program, The Olivet Press, 1963, p.4.

Roberts, Steven V., "The Children's Crusade - What Now?" Change in Higher Education, Jan., Feb., 1969, I, p.12.

Rue, Robert N., "Catalysts on Call," United Church of Christ, Council for Higher Education Journal, December, 1964, p.5.

_____, "Olivet Off Campus," Michigan Challenge, Dec. 1964, p.10.

_____, "General Statement," The Olivet College Community Education Program, The Olivet Press, 1963, p.1.

Shaw, Nathan C., ed., Community Services Forum, American Association of Junior Colleges, Washington, D. C., 1969, I, No.2, p.1.

Taylor, Morris F., "Serving Miners, Ranchers, and Townspeople," Junior College Journal, 16:301, March, 1946.

Wiegman, Robert R., "General Education in Occupational Education Programs Offered by Junior Colleges," American Association of Junior Colleges, Washington, D. C., 1969, p.5.

Reports

Ferris, David, "A Continuing Conference on Effecting Social Change Through Adult Education - Selected Remarks - March 14 Meeting," Community Services Forum, Washington, D. C., July, 1969, p.4.

Gooder, Glenn G., "Let's Start Over," AAJC Conference on Developing Institutions, Vincennes, Indiana, June 17, 1969, p.2.

Patton, Francis Landey, The Inauguration of the Rev. Francis Landey Patton as President of Princeton College, New York: Gray Bros., 1888, pp.30-31.

APPENDICES

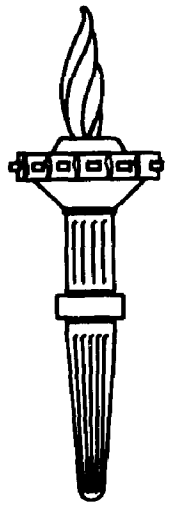
APPENDIX I

Section A

CATALYSTS ON CALL

by

Robert N. Rue



"CATALYSTS ON CALL"

COMMUNITY EDUCATION ENRICHES THE CONCEPT AND FUNCTION OF THE LIBERAL ARTS

Robert N. Rue

Mr. Rue is Assistant to the President, Olivet College, and Director of the Community Education Department.

There are twenty cities and towns within a 50-mile radius of Olivet College in south-central Michigan. Fourteen of these communities are currently involved in some phase of a Community Education Program emanating from the Olivet campus in what many observers are calling a genuine "cultural renaissance."

For years, major universities have been implementing effective programs of continuing education to serve the people of their respective states. It has also been demonstrated that public high schools—and even elementary schools—can conduct meaningful extension programs at the neighborhood level. But it is relatively unusual for a liberal arts college to take a position of leadership in providing a comprehensive program of continuing education beyond the confines of its own campus.

The administration and trustees of Olivet College have taken the position that an institution of higher learning—especially a church-related liberal arts college—must do its share toward providing educational leadership and cultural opportunities for the citizens of its surrounding community. Accordingly, Olivet's President Gorton Riethmiller presented a proposal for such a program to the C. S. Mott Foundation of Flint, Michigan, and a favorable response led to the establishment of the Olivet College Community Education Department in January 1963.

In the ensuing two years, approximately 160 educational programs have been implemented; and it is conservatively estimated that more than 35,000 people have been directly involved to date. Programming has run the full gamut of age groups and intellectual levels: from children's theatre to a United Arts Council in a large city; from remedial reading to the study of Great Books; from preschool nursery to programs for the senior citizen.

Proposals for new programs are accepted from any legitimate organization or agency—churches, service clubs, public schools, etc.—with construction, building renovation, and the regular public school curricula being the only areas specifically exempt from consideration.

As the program developed, two areas of special emphasis emerged. A large share of the programming has been oriented to the creative arts—with the college helping to sponsor and conduct classes in painting, writers' conferences, community chorus and orchestra programs, etc.—and a significant emphasis has been on economic education.

For the past five years, Olivet College has held an Economic Education Workshop on its campus each summer. Designed especially for teachers, the workshop has been a notable success; and for the past two summers it has been sponsored jointly by the Olivet College Community Education Department, the Michigan Council for Economic Education, and Michigan State University. In addition, there have been many community classes ranging from personal economics for the teenager to advanced economics for the business executive. Last summer, a three-week in-residence economic workshop for high school students was held on the Olivet campus; and, currently, the Community Education Department is cosponsor of a statewide survey on the Status of Economic Education in Michigan, the findings of which are soon to be published.

Many teachers and resource leaders for the Community Education Program are drawn from the Olivet College faculty and from other institutions of higher learning. In addition, essential leadership has come from business, industry, public schools, and government agencies.

The author (right) discusses program with Mr. C. S. Mott, donor of Foundation support.

Does the program divert resources away from the regular college? On the contrary, it enriches the regular curriculum and adds significantly to the resources and activities available to Olivet's enrollment of 600 students.

In most cases, financial responsibility for community programs is shared by the college, the initiating group, and the participants. However, one of the basic precepts of the Community Education Department is that most of its educational ventures will, in due time, become self-supporting. For example, leadership and financial assistance was provided for the establishment of a civic theatre in a nearby community. The development was undertaken at the request of a citizens' group in the summer of 1963. The group has now completed its formal organization, and four plays have been presented. Soon there will be no further need for involvement of the college, and the Community Education Department will shift its attention to some new area of programming—possibly in another town.

It might seem that the Community Education concept, thus implemented on such an extensive scale, would require an administrative staff of specialists and authorities in all disciplines. This, however, is not the case. The key to successful programming lies in the ability to seek out and utilize the specialists and authorities wherever they may be, and to devise a workable context in which they can instruct, analyze, direct, advise, lecture, or counsel. Indeed, staff members consider themselves to be "catalysts on call," drawing together the various resources necessary to create a meaningful educational xperience for as many as possible in the greater mmunity served by Olivet College.

In my opinion, the liberal arts college has a responsibility not only to its constituency but to its neighbors for exerting a cultural impact beyond the campus. If the private, church-related liberal arts college is to survive and thrive, it must relate to its surroundings and bear an observable influence in the geographical area in which it exists. If this is left entirely to state institutions, it is only a matter of time until all of higher education will be so assigned.

The liberal arts college must also serve if it is to be served and if it is to merit support.

—Gorton Riethmiller

Olivet College was founded in 1844 by a small colony of educators from Oberlin, Ohio, headed by the Rev. John J. Shipherd. From the beginning their intention was to develop a college and a community mutually dependent, each contributing to the other. The college was to be—and, indeed, has always been—coeducational, devoted to Christian principles and to the admission of all students regardless of race, creed, or color.

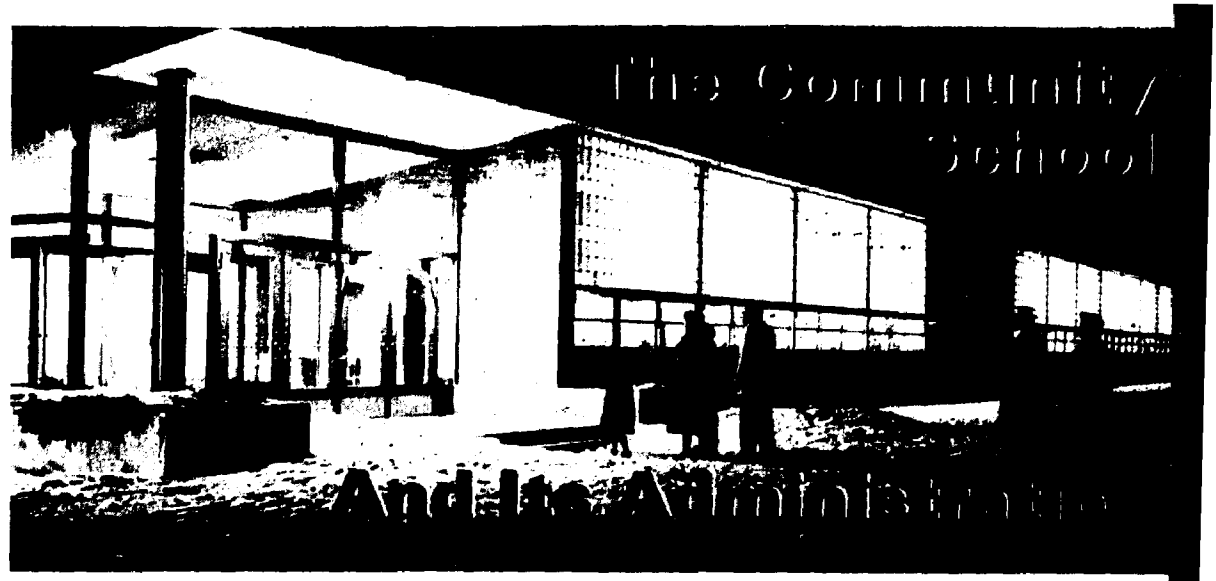
Olivet's enrollment has more than doubled in the past five years, and significant additions to the campus facilities have been realized through the first phase of a long-range development program.

In October 1964, President Riethmiller announced an additional grant from the C.S. Mott Foundation for the construction and equipping of a new academic building which will accommodate classrooms, lecture halls, and laboratories.

APPENDIX I

Section B

THE COMMUNITY SCHOOL AND ITS ADMINISTRATION
VOLUME II, NUMBER 5



VOLUME II JANUARY, 1964 NUMBER 5

A Community School Director In Action

Mr. Charles Stewart Mott and Robert N. Rue discussing the Olivet College Community Education Program at the time of Mr. Mott's visit to the Olivet Campus in September, 1963.

I should like to describe in more detail the work of a community school director, specifically Robert Rue of Olivet College. Apparently the community school director approach to school community relations has generated considerable interest not only in Michigan but in other sections of the nation as well if correspondence and telephone calls to my office show the current trend in administrative thinking.

Why this sudden interest? I shall not try to offer reasons. Perhaps the need always has been present and is just now being discovered, or perchance automation, unemployment, migrations into the cities and migrations out of the cities to the suburbs have added dramatic intensity to educational programs that calls for new techniques and procedures. There seems to be no one definite pattern into which all the facts fit. We merely know that an increasing number of community school directors are being added in scattered areas of the country.

Let me illustrate with some examples. The following schools have planned to increase the number of their community school directors – Alpena, Michigan; Dade County, Florida; Winnepeg, Canada, and Flint, Michigan, the patron school itself. Institutions that recently have employed directors include Olivet College, Northern Michigan University, and the University of Iowa. Schools that have made application to Flint for possible personnel include Albion, Michigan; Charleston, West Virginia; Chicago, Illinois; Springfield School, a suburb of Battle Creek, Michigan; Marshall, Michigan; Flat Rock, Michigan; and Waterford Township School, a district with the mailing address of Pontiac, Michigan. Many of the internes at Flint this year plan to return to their local settings to get programs into action.

After attending the Community School Directors Workshop at Flint – during the Christmas holidays – I decided to write another issue about the community school director's service. The thoughts expressed by these young dedicated leaders were not only provocative but practical as well. On the ride home I came to the conclusion that there might be additional information that could be of value to readers such as superintendents of schools, high school and elementary principals, adult education workers and other administrative officials. The descriptive material that follows I hope will do two things: (1) help those attracted to the process to gain clearer insight into the work of the community school director; and (2) give valuable tips to administrators and directors that now have programs in operation.

Since attending the Christmas meeting I have been pondering and pondering often with restless energy – how do these young men like Lou Tasse at Dade County, Florida; Bruce Jacobs at Alpena, Michigan; Bennie Martin at Winnepeg, Canada; and Bob Rue of Olivet College get programs moving so rapidly when some school systems take months and years to get comparable ven-

(Continued on page 3)

tures started. Even a detached lay person can observe that Bob Rue has made fantastic progress in his first year of operation at Olivet.

The Hidden Key

I came to this conclusion, right or wrong as the case may be, that these people, in the main at least, have enjoyed such phenomenal success because

1. Frank Manley has prepared them to face community issues with courage and confidence.
2. These young men could succeed eminently well in many fields of work because they are highly competent.
3. The programs that they introduce strike a chord of response with participants.

Now let me indicate the reasoning underlying the three hypotheses. In the November issue of this publication, the point was made that Charles S. Mott showed gifted imagination when he hit upon the plan of employing community school directors in the Flint school system. We shall leave this statement as expressed without further embellishment and move to the next step concerned with the preparation program. Frank Manley's in-service training was imaginative as well. His many directors have to be observed in action for one to truly see the successful methods that he has used. The approach was not an intricate kind of social inventiveness, not deep, not complicated, not difficult to understand — rather it leaves one, let us say, with a sense of pleasing but sturdy simplicity.

Natural Affection

Frank Manley's stirring and recurring message to the boys was to see people, talk with people, help people momentarily to achieve their own desires, and then later relate their interests to education and schools. Quickly these were the kinds of thoughts that panel members expressed at their conference:

1. "You first have to gain their confidence before you can influence their behavior."
2. "You effectively relate citizens to schools when they believe in you as a person."

Frank Manley tried to prepare these young men for hard jolts almost to the point of masochism. They expected to receive rejections — curious as to what they might be — in a measure disappointed if things went too smoothly. One gains the impression that deep down inside they wanted a few hardships so that they could tell their colleagues how tough the going had been. One of Frank's admonitions was that if you find yourself with a lemon, make lemonade. To a degree his approach reminded me of the boxing coach that I once listened to as he prepared fighters for forthcoming matches. This coach described how to feint, how to roll with the punches, how to strengthen various parts of the body so that blows would be less punishing and the most dramatic remembrance of all, how to conserve energy when you have been knocked to the mat.

A Shade of Difference

Contrasted with the preparation program for administrators and teachers, Mr. Manley's approach for preparing community school directors stands out as stark as a plucked chicken. Basically, his philosophy was to see people first and then make out the program. Often administrators and teachers go to the people only when circumstances require it. I believe it is safe to say that many administrators are reluctant to meet the public except to give speeches, attend social functions, participate in service club activities and the like. Sharing thinking with citizens about instruction, soliciting their close cooperation, listening to their constructive suggestions, accepting criticism graciously is not a standard operation. In fact, evolving educational programs with citizens seems to be somewhat out of character except for millage campaigns that would fail without lay support. Teachers live in their own little ivory towers even more than administrators. It has been reported many times that a small percentage of teachers refuse to meet with parents in the relaxed atmosphere of their classroom — at a tea or coffee hour — to discuss the work in their grade even when they teach lower elementary school children.

Now I am mindful of the fact that reasoning from analogies is dangerous. Perhaps the responsibility of the community school director is so sharply different from that of the administrator and teachers that profitable comparisons are impossible. Perchance the community school director performs work that is unique and in a different kind of setting. There may be those who would defend the thesis that schools should not be closely related to parents and other citizens.

They Refuse to be Rebuffed

Whether the two should function alike is an issue we shall pass by at this time. The fact, in any case, indicates that the community school director does face the public with a different social outlook. He strikes out boldly but with great confidence. His attitude is how can I lose — all I want to do is to help people. As associate superintendent, Wesley Matthews of Dade County, Florida, said to Lou Tasse, "you amaze me. You are just like an apple in a bucket of water. You get pushed down on a proposal, but shortly thereafter you bob up again with another — without a sign of discouragement or the urge to redress your grievances if they are present."

They Check The Little Things

One reason that these young men are highly competent is that they are carefully selected. Many of them could succeed in the commercial and industrial world because of their outgoing personalities, great sense of dedication, industrious habits and their settled dispositions to watch over details. Of course, there always are a few whose personalities fail to fit the pattern needed. When this occurs, they usually change to some other position in education willingly and without ill-feeling.

The Roots of Life

Now let us turn to the third reason proposed for the community school director's success — that people are responsive to such programs because it fits their basic interest and drives. The belief that people are more alike than different is not new. Shakespeare and writers before his time capitalized on the sameness in behavior to make their stories appealing. Ralph Waldo Emerson in his essays describes common traits held by all. Samuel Clemens once said that man is a moon and he has a dark side that he never shows to anyone. A number of years ago a W. I. Thomas stated that there are four basic drives for human behavior: (1) the desire for new experience; (2) the desire for security; (3) the desire

for response and affection; and (4) the desire for recognition. Many writers have quoted Thomas to strengthen an illustration; others have stated his same ideas in different language. Some have submitted a much longer list of common traits. Never to my knowledge have his basic points been repudiated.

Since Thomas' ideas appear to be of timeless validity, let us see how his four basic urges have influenced participants in the Olivet program.

1. *Desire for New Experience*

Many writers in the field of creativity stress the fact that people deplore monotony, routine and coercion that forces them to canalize their energies down narrow, carefully guarded paths. Human beings want to be different — to break their shackles, to do things on their own, to test out their dormant talents, and above all to grow intellectually. One clearly can observe that the Olivet program provides many new experiences for the participants.

2. *Desire for Security*

Someone has said that there is nothing quite so punishing as to be ostracized by one's esteemed club. We all want to belong — to be important, to feel worthwhile, to believe that our ideas are good ideas, and that they are desired by others.

It appears beyond question that the programs sponsored by Bob Rue give substance to men's longings for belongingness and security.

3. *Desire for Response and Affection*

Art, drama, music, adult education lend themselves beautifully to the human cry for response and affection. I gained the impression that these people were reaching for a kind of social affection, yearning for a closer unity with neighbors and friends — the motivation stemming in large part from some subliminal part of their minds. With the more timid there was rejoicing that they had been released from their own emotionalities and inhibitions. The organizer from the outside had provided the vehicle to set free the urges that had been latent for a long period of time.

4. *Desire for Recognition*

The urge for new experience — affection, security and recognition — are inseparable. To strive for one usually includes drives for the others simultaneously. People participating in Bob Rue's activities have the opportunity not only to build up the self but to receive encouragement in the process. Men have that inward force of character to want to develop the self up to its maximum potentiality. When citizens participate in these community functions — succeed with their efforts, register a contribution, receive just recognition from their peers — it is a most satisfying human experience.

When Bob Rue started the community school program at Olivet College, the assignment looked overwhelming — little chance for success, a grim prospect of failure. Olivet is a small liberal arts college with the typical liberal arts faculty. Institutions of this type are expected to be centers for academic study and learning, not institutions to render community service. Community colleges with their terminal education are tied closely to the business and professional life of a community — they have much in common with community aspirations. State universities have broad extension programs whose purposes are in harmony with community development. It appears to us that Bob Rue chose the most difficult of the three possible institutions for his initial start.

I could go on at great length about Bob Rue's contribution to the area surrounding Olivet College, but I shall not because it might be construed as emotional extravagance and that would be unfair to him. Let me merely list his accomplishments in one year's time and permit the record to speak for itself.

Clyde M. Campbell

OLIVET COLLEGE

Specific Programming, Past, Present, and Future

Programs Completed

Olivet Community Theatre
College Creative Writing Workshop
Bellevue Art Classes
Adult Education Conference
School Community Relations Workshop
Speech Workshop for Ministers
Church Music Workshop
Economics Education Workshop
College Art Workshop
College Drama Workshop
Poetry Society Conference
V.F.W. National Home Housemothers' Workshop
Olivet Summer Recreation
High School Fine Arts Workshop
Olivet Area Art Classes
Charlotte Summer Enrichment
Springfield Summer Guidance
V.F.W. National Home Bell Choir Workshop
Elementary French, Spanish, Science, Piano & Reading for Olivet Area
Springport Reading for Fun

Programs Soon to be Implemented

Government Teachers Seminars
Economic Education Survey
Olivet Community Chorus
Olivet Community Orchestra
Battle Creek United Arts Council
Adult Education Courses in cooperation with Marshall Industry
Adult Education Courses in cooperation with Marshall Chamber of Commerce
V.F.W. National Home Consultant's Services
Government Seminars for Agriculturists

Programs in Progress

Humanities Films Series
College Convocation Series
Olivet Community Survey
Marshall Adult Painting Classes
Charlotte Community Theatre
Marshall Senior Citizens Survey
Olivet Area Art Classes
High School Chemistry Enrichment
High School Physics Enrichment
Springport Science Enrichment
Four County Survey of the Educational Needs of Work-Bound Youth
Marshall Elementary Community Chorus
Harper Creek Pre-School Program

1964 Summer Phase of the Olivet College Community Education Program

High School Creative Arts Workshop
Alumni Enrichment Seminar
Major Issues in Education Conference
High School Workshop in Economics, Science, Journalism, and Political Science
Speech Workshop for Ministers
Sacred Music Workshop
Community School Relations Workshop
Economic Education Workshop
Community Theatre Workshop

ROBERT N. RUE, Director
Community Education Program
Olivet College
Olivet, Michigan

APPENDIX I

Section C

OLIVET REPRESENTS FESTIVAL TREND

by

Robert N. Rue

Several state and private institutions in Michigan now hold annual summer arts workshops or festivals. Above, high school students attended an Olivet festival.

Olivet Represents Festival Trend

By Robert N. Rue

THE TREND to holding arts festivals and workshops on college campuses has been referred to as part of a burgeoning nationwide attention to the arts. Olivet College is among the private institutions in Michigan which are providing such programs so that students may benefit from direct contact with leaders in the various arts.

As a liberal arts institution, Olivet College shares a close relationship with the fine arts. It accepts as its prime function the introduction of young minds to the liberal arts as partial preparation for living full lives. In compromising a major segment of the general liberal arts program, the fine arts thus become the subject matter of much that is done. Traditionally, this activity has been reserved for those regularly enrolled as students, but last summer an experiment of broader scope began.

During a three-week period—June 30 through July 20—the first Fine Arts Workshop for High School Students was held at Olivet, sponsored by the Mott Foundation of Flint. Origin of the idea for the workshop and source of much of its vigorous drive was Prof. B. L. Beard of the Olivet drama department.

When 150 students reported on registration day, they represented a broad geographical area including much of Michigan, and extending into Indiana, New York, Illinois and Ontario. In addition to the five participating members of the regular Olivet faculty, four specialists in the fine arts were on campus as instructors, critics and consultants. In drama, Sara Hawkinson, artist in theater direction and an expert in Shakespearean direction and religious drama, collaborated with Professor Beard in the production of "Midsummer Night's Dream" and two one-act plays.

A Pulitzer Prize-winner from Wayne State University, poet W. Dewitt Snodgrass, joined Dr. L. T. Hendrick, chairman of the Olivet English department, in the instruction of creative writing. Dr. Rudolph Saltzer, chairman of choral music, Los Angeles City College and assistant choral music chairman at the University of Southern California, was guest choral director, working with Prof. Robert Barnes, chairman of vocal music at Olivet, Prof. George Basiotopoulos, conductor of the Olivet College Orchestra and Francois D'Albert, president of the Chicago Conservatory College, in instructing workshop orchestra students.

Painting, graphic arts and drawing instruction was given by Prof. Richard Callner, winner of the Guggenheim Fellowship in Creative Painting, 1959-1960, and chairman of the division of fine arts at Olivet. Here was unparalleled opportunity for high school students to share creative experiences with seasoned creators.

The establishment of this opportunity for high school students was the principal purpose of the workshop. All were enthusiastic, and the enthusiasm of the students quite naturally spread to their instructors. To professors accustomed to a calmer sophistication of college students, the exposure to young talent was most refreshing.

The workshop was one of many activities sponsored and/or initiated by the Community Education Program at Olivet College. As such, it formed part of a searching experiment seeking new ways in which the college can serve the Olivet community. ✦

APPENDIX II

PRELIMINARY QUESTIONNAIRE

QUESTIONNAIRE - COMMUNITY SERVICE PROGRAMS

MICHIGAN COMMUNITY COLLEGES

(Please feel free to use the backs of these sheets.)

Definition of Community Service Programs for the purpose of this study: Those services provided through an extension of the regular program in terms of the traditional school day, the traditional locations of the instructional activities, and the traditional concept of students. These services often transcend the traditional definition of education in the sense of teacher-student relationships.

Community College statistics:

A. Name of community college: _____

_____

B. Fulltime equated enrollment: _____

C. Population of the community college district: _____

Profile of the person responsible for the Community Service programming phase of the community college:

A. Title: _____

B. Length of time in position: _____

C. Age: _____

D. Educational background and professional experience:

E. Other responsibilities beside Community Service, approximate percentage of time for each area:

F. Position of job on the institutional administrative organizational chart:

G. Membership and participation in professional and civic organizations and activities:

1. Has the board of control established a specific policy pertaining to Community Service programs?

Yes_____No_____

If so, please attach copy or quote on reverse side.

2. Have you an established advisory council or a committee relative to the Community Service Program?

Yes_____No_____

If so, describe how it was established, its make up and function:

3. How are Community Service programs suggested? (By whom)

4. Please list community organizations or institutions that are cooperating with the college in sponsoring or initiating Community Service programs:

5. What is the total amount of funds allocated by the college for Community Service programs?

   What percent does this represent of the total college budget?

6. Who teaches the classes, directs the activities? Give the approximate percentage of the total Community Service program staff:

   Community college faculty_____% High school faculty_____%

   Faculty from other inst. of higher education_____% Lay people_____%

7. What media are used for promotion of Community Service programs and activities?

8. Do you appraise or evaluate Community Service programs?

   Yes_____No_____

   If so, describe techniques that you use:

9. Are there any factors which limit the effectiveness of the Community Service Program?

   Yes_____No_____

   If so, please list:

10. Do you have any Community Service programs in the planning stage?

Yes_____No_____

If so, what are they and how were these programs arrived at?

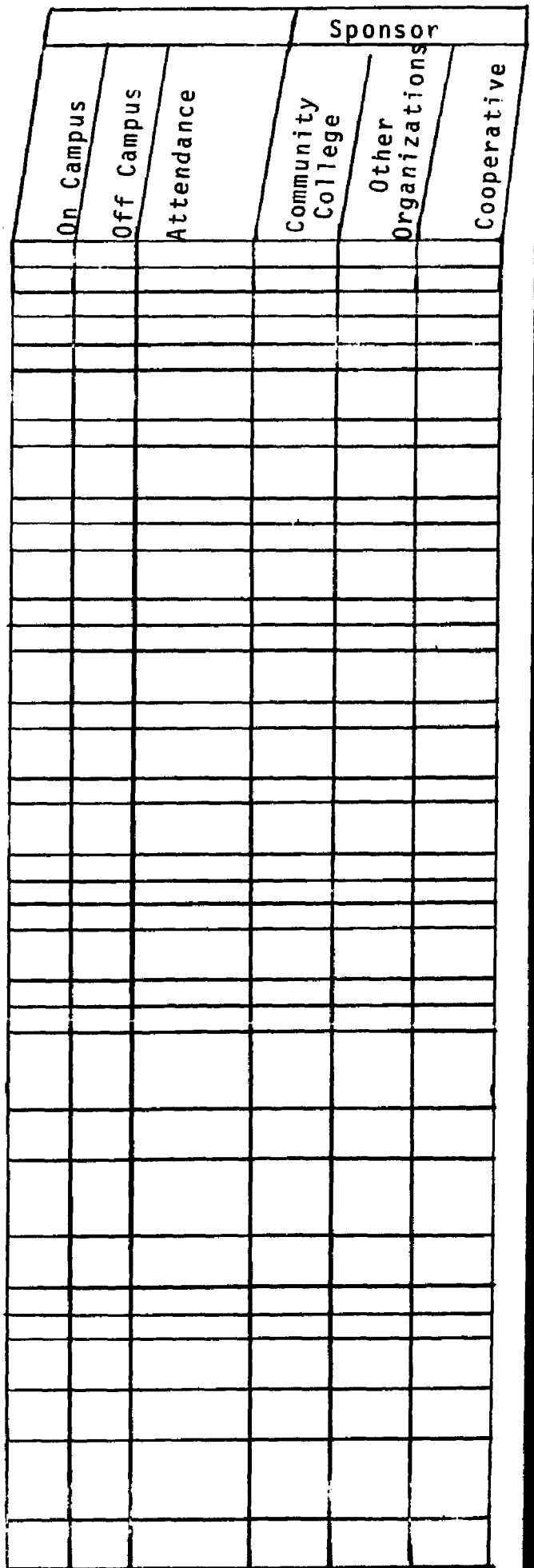
11. Name two Michigan Community Colleges which, in your opinion, have the most comprehensive Community Service programs:

Why have you selected these particular institutions?

12. Check all Community Service programs and activities in which your Community College was involved during the calendar year of 1966.

			Sponsor		
	On Campus	Off Campus	Attendance	Community College	Other Organizations	Cooperative
1. Book reviews						
2. Choir concerts						
3. Provision of band for parades and concerts						
4. Community use of school plant						
5. Provide gym or athletic field for city parks' teams						
6. City-college recreation program						
7. Cooking school						
8. Art exhibit						
9. Participation in Red Feather, Red Cross, other campaigns						
10. Participation in Civil Air Patrol						
11. Science exhibit						

12. Juvenile symphony group
13. Community surveys
14. Student Placement service
15. Speaker's Bureau
16. Various short courses
17. Community vocational guidance service
18. Practical Nurses' program
19. Holiday and/or religious programs for various groups
20. Conservation programs
21. Forums
22. Radio programs by college students
23. Various workshops
24. Cooperative film library
25. Audio-visual aids for the community
26. Public use of college library
27. Public testing and placement center
28. Public health clinic
29. Workshops for public school teachers
30. Institutes
31. Instructional clinics
32. Lecture series
33. Volunteer file for social agencies
34. Children's theater productions
35. Television programs
36. Services of the college president on community committees
37. Community leadership workshops
38. Community materials file of visual and discussion materials
39. Citizen education classes for aliens
40. Training programs for aliens
41. English language classes
42. Campus productions for rebroadcast
43. Radio program to inform the community of college activities
44. Distribution of the college yearbook to professional offices
45. Distribution of college newspaper to the community



			Sponsor		
On Campus	Off Campus	Attendance	Community College	Other Organizations	Cooperative

			Sponsor		
On Campus	Off Campus	Attendance	Community College	Other Organizations	Cooperative

73. Senior college courses conducted by junior college faculty through the extension service of the state university
74. Courses for parents of preschool children
75. Remedial reading classes for elementary students taught by junior college students
76. College students aid in recreational programs for younger children
77. High school completion courses for adults
78. High school evaluation programs projecting county school needs
79. Demonstrations and talks by science students for elementary schools
80. Committees for planning school locations and facilities
81. Participation in area survey on needs of industrial education
82. Incorporation need survey for community
83. Cost-of-living survey for communities of comparable size
84. Analysis of student spending in community
85. Analysis of selling techniques in the community
86. Studies of community population trends; economic and racial status distribution
87. Survey of the needs of the aged of the community
88. Political science examinations for teaching credential requirements
89. Cooperation with local physicians teaching courses for laboratory technicians
90. Child development classes for adults
91. A land-use survey
92. Medical forum by community physicians
93. Area health unit on campus

	On Campus	Off Campus	Attendance	Sponsor: Community College	Sponsor: Other Organizations	Sponsor: Cooperative
94. Maintenance of mental health clinic for hospitals						
95. Faculty service on community health committee						
96. Courses for hotel and restaurant workers						
97. Survey of problems of small businesses						
98. Film discussion groups						
99. Public affairs forums						
100. Cooperation with local bar association in various series on law						
101. Student forum in elementary and secondary schools to inform pupils of further education possibilities						
102. Educational programs with local Civil Defense organization						
103. Community job bureau						
104. Management clinics						
105. Investment seminars						
106. Job relations training for department heads						
107. Course in community resourses						
108. Short course on income tax filing						
109. Participation in labor-management committees						
110. Promotion of historical society and museum						
111. Establishment of community center						
112. Operation of local weather station						
113. Upgrading program for police and fire departments						
114. Printing a directory of welfare organizations						
115. Cooperation with safety council						
116. Participation in Parent-Teachers Association						
117. Local symphony orchestra						
118. Interfaith council						
119. Story telling at children's hospital						
120. Services by college students in summer camps						
121. Counselors for various club conferences						

			Sponsor		
On Campus	Off Campus	Attendance	Community College	Other Organizations	Cooperative

122. Assist in university extension classes
123. Supply square dance instructors for various groups
124. Provision of tutors for elementary pupils
125. Others:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

13. Additional comments: (Please use reverse side)

1. Name of community college_____

2. Fulltime equated enrollment_____

3. Population of community college district_____

Profile of the person responsible for the Community Service programming phase of the community college:

1. Title_____

2. Length of time in position_____

3. Age_____

4. Educational background and professional experience:

   Degrees held_____

   Majors_____

   Previous professional positions_____

   _____

   _____

   _____

5. Do you have other responsibilities besides Community Service? ___Yes ___

   ___Publicity

   ___Public Relations

   ___Formulate Federal Proposals

   ___Student Counseling

   ___Directing Federally funded programs

   Other_____

   _____

APPENDIX III

Section A

FINAL SURVEY INSTRUMENT

1. Name of community college_____

2. Fulltime equated enrollment_____

3. Population of community college district_____

Profile of the person responsible for the Community Service programming phase of the community college:

1. Title_____

2. Length of time in position_____

3. Age_____

4. Educational background and professional experience:

   Degrees held_____

   Majors_____

   Previous professional positions_____

   _____

   _____

   _____

5. Do you have other responsibilities besides Community Service? ___Yes ___No

   ___Publicity

   ___Public Relations

   ___Formulate Federal Proposals

   ___Student Counseling

   ___Directing Federally funded programs

   Other_____

   _____

6. Position of job on the institutional administrative organizational chart.

Report to:

___Chief Administrative Officer ___Dean of Institution

___Vice President ___Dean of Students

Other_____

7. Membership and participation in professional and civic organizations and activities:

_____

_____

_____

_____

8. Has the board of control developed written policies pertaining to the area of Community Service?

Yes___ No___ If so, may I have a copy?

9. Do you have an established advisory council or committee relative to Community Service programming?

Yes___ No___

If so, its make up is:

___Faculty ___Civic Organizations

___High School Staff ___Unions

___Business and Industry Other_____

___Retirees _____

10. How often does it meet?

___Monthly ___Annually ___Quarterly ___Biannually ___On call

11. By whom are Community Service programs suggested?

___Citizens at large ___Elementary Schools ___In response to surveys

___Faculty ___Community organizations Other_____

___Administration ___Secondary Schools _____

___Labor ___Business _____

12. What community organizations or institutions are cooperating with the college in SPONSORING Community Service programs?

___Governmental ___Civic ___Business ___Union

___Religious ___Educational Other_____

13. What community organizations or institutions are cooperating with the college in INITIATING Community Service programs?

___Governmental ___Civic ___Business ___Union

___Religious ___Educational Other_____

14. What is the amount of the total college operating budget?_____

15. What is the total amount of funds allocated by the college for Community Services?

_____

16. What percent of the Community Service personnel comes from each of the following sources?

___% Community College faculty ___% High School faculty

___% Faculty from other institutions of higher education ___% Lay people

Other_____

17. What media are used for promotion of Community Service programs and activities?

___Newspapers ___Flyers ___Telephone Committee

___Radio ___Direct mail ___Television

Other_____

18. Do you evaluate Community Service programs Yes___ No___

If so, what techniques are used?

___achievement tests ___questionnaires ___observation

___feedback ___holding power ___demand for repeat

Other_____

19. Are there factors which limit the effectiveness of the Community Service Programs?

Yes___ No___

If so, what are they?

___Budget ___Lack of trained personnel ___Apathy

___Lack of facilities ___Newness of institution Other_____

20. What of the following programs have been offered, are being or will be offered, by your institution during the 1967-68 school year?

		SPONSOR		LOCATION	
		COMMUNITY COLLEGE	OTHER ORGANIZATIONS	ON CAMPUS	OFF CAMPUS (where)
1. Book reviews	1				1
2. Choir concerts	2				2
3. Provision of band for parades and concerts	3				3
4. Community use of school plant	4				4
5. Provide gym or athletic field for city parks' teams	5				5
6. City-college recreation program	6				6
7. Cooking school	7				7
8. Art exhibit	8				
9. Participation in Red Feather, Red Cross, other campaigns	9				9
10. Participation in Civil Air Patrol	10				10
11. Science exhibits	11				11
12. Juvenile symphony group	12				12
13. Community surveys	13				13
14. Student Placement service	14				14
15. Speaker's Bureau	15				15
16. Community vocational guidance service	16				16
17. Practical Nurses' program	17				17
18. Holiday and/or religious programs for various groups	18				18
19. Conservation programs	19				19
20. Forums on current issues	20				20
21. Radio programs by college students	21				21
22. Cooperative film library	22				22
23. Audio-visual aids for the community	23				23
24. Public use of college library	24				24
25. Public testing and placement center	25				25
26. Public health clinic	26				26
27. Workshops for public school teachers	27				27
28. Lecture series	28				28
29. Volunteer file for social agencies	29				29
30. Children's theater productions	30				30
31. Television programs	31				31
32. Community leadership workshops	32				32
33. Community materials file of visual and discussion materials	33				33
34. Citizen education classes for aliens	34				34
35. Training programs for aliens	35				35
36. English language classes	36				36
37. Campus productions for rebroadcast	37				37
38. Radio program to inform the community of college activities	38				38
39. Distribution of the college yearbook to professional offices	39				39
40. Distribution of the college newspaper to the community	40				40
41. Co-operative film library for independent school districts	41				41
42. Periodic visitors' day at the college	42				42
43. College press service available to the public	43				43
44. Parents' night program	44				44
45. Alumnae association	45				45

		SPONSOR		LOCATION	
		COMMUNITY COLLEGE	OTHER ORGANIZATIONS	ON CAMPUS	OFF CAMPUS (where)
46. College public relations programs to local service clubs	46				
47. Academic counseling for public schools	47				
48. College faculty & students participation in local school, religious and community programs	48				
49. Business-industry day	49				
50. Water carnival	50				
51. Great books, films for adults	51				
52. Entertainment bureau for local civic clubs	52				
53. College choir, community concerts	53				
54. Special interest classes	54				
55. Concerts broadcast locally	55				
56. College faculty as conductor of local symphony orchestra	56				
57. Chamber music series	57				
58. Children's annual book festival	58				
59. Sacred music workshop	59				
60. College faculty as directors of local choral groups	60				
61. Soils testing laboratory	61				
62. Faculty service in Audubon Society and Wild Life Federation	62				
63. Campus used in conservation program	63				
64. Recruitment drive for elementary and secondary teachers	64				
65. Community theater sponsor	65				
66. Vocational-guidance service for high school students	66				
67. Senior college courses conducted by junior college faculty through the extension service of the state university	67				
68. Courses for parents of pre-school children	68				
69. Remedial reading classes for elementary students by junior college students	69				
70. College students aid in recreation programs for younger children	70				
71. High school completion courses for adults	71				
72. High school evaluation programs projecting county school needs	72				
73. Demonstrations & talks by science students for elementary schools	73				
74. Committees for planning school locations and facilities	74				
75. Participation in area survey on needs of industrial education	75				
76. Incorporation need survey for community	76				
77. Cost-of-living survey for communities of comparable size	77				
78. Analysis of student spending in community	78				
79. Analysis of selling techniques in the community	79				
80. Survey of the needs of the aged of the community	80				
81. Political science examinations for teaching credential requirements	81				
82. Cooperation with local physicians teaching courses for laboratory technicians	82				
83. Child development classes for adults	83				
84. A land-use survey	84				
85. Medical forum by community physicians	85				
86. Area health unit on campus	86				
87. Maintenance of mental health clinic for hospitals	87				
88. Faculty service on community health committee	88				
89. Courses for hotel and restaurant workers	89				
90. Survey of problems of small businesses	90				

		SPONSOR		LOCATION	
		COMMUNITY COLLEGE	OTHER ORGANIZATIONS	ON CAMPUS	OFF CAMPUS (where)
91. Film discussion groups	91				
92. Public affairs forums	92				
93. Cooperation with local bar association in various series on law	93				
94. Student forum in elementary & secondary schools to inform pupils of further education possibilities	94				
95. Educational programs with local Civil Defense organization	95				
96. Community job bureau	96				
97. Management clinics	97				
98. Investment seminars	98				
99. Job relations training for department heads	99				
100. Course in community resources	100				
101. Short course on income tax filing	101				
102. Participation in labormanagement committees	102				
103. Promotion of historical society and museum	103				
104. Establishment of community center	104				
105. Operation of local weather station	105				
106. Upgrading program for police and fire departments	106				
107. Printing a directory of welfare organizations	107				
108. Cooperation with safety council	108				
109. Participation in Parent-Teachers Association	109				
110. Local symphony orchestra	110				
111. Interfaith council	111				
112. Story telling at children's hospital	112				
113. Services by college students in summer camps	113				
114. Counselors for various club conferences	114				
115. Assist in university extension classes	115				
116. Supply square dance instructors for various groups	116				
117. Provision of tutors for elementary pupils	117				
118. Others					

21. What is your opinion of the Vocational-Technical program as related to the Community Service program. Are they essentially the same function?

22. Additional comments - please use reverse side.

APPENDIX III

Section B

SUMMARY OF RESPONSES

SCH.	Year Founded	Enrollment	Community Population	Total Col. Budget (Mil.)	Com. Serv. Budget
1	1957	3245	350,000	2.5	$ 75,000
2	1956	2159	85,000	1.5	100,000
3	1951	738	24,000	0.7	0
4	1926	3000	140,000	2.0	0
5	1958	452	15,904	x	0
6	1923	4600	190,000	4.5	154,000
7	1928	1917	131,994	1.9	64,963
8	1964	5000	900,000	4.5	100,000
9	1951	1237	40,000	0.9	Not sep.
10	1914	3886	201,000	2.5	246,100
11	1961	3200	250,000	x	Not sep.
12	1932	500	25,000	.450	5,000
13	1938	3700	112,000	4.8	0
14	1964	705	35,000	.854	31,000
15	1963	530	50,000	.576	11,000
16	1953	8145	560,000	6.0	90,000
17	1918	x	38,000	x	Not sep.
18	1923	2356	170,000	2.3	25,000
19	1964	1250	125,000	1.1	20,000
20	1946	1500	185,000	1.3	Not sep.
21	1957	4050	400,000	3.8	202,000

Person Responsible for Community Service	Tenure in Position	Age	To Whom He Reports	Other Resp.
Academic Dean	3 yrs.	42	Chief Adm.	2
President	4	43	Board	Many
Com. Sch. Coordinador	5	36	Supt.	5
Dir. of Cont. Ed.	7	50	Chief Adm.	None
Dean of Instruction	9 mos.	42	Chief Adm.	Many
Dean of Comm. Service	4	50	Chief Adm.	1
Dir. of Cont. Ed.	20 mos.	41	x	4
Exec. Dir. of Comm. Service	3	37	Chief Adm.	3
Part time Assistant	x	x	Chief Adm.	x
Dean of Cont. Ed.	12	49	Chief Adm.	0
President	7	61	x	Many
Dir. of Pub.Rel. & Comm.Serv.	1	41	Chief Adm.	3
Dean of Students/Pers. Serv.	3	x	Chief Adm.	4
Dir. of Cont. Ed.	6 mos.	32	Chief Adm.	3
Assistant to President	2	45	Chief Adm.	5
Dean of Cont. Ed.	3½	46	x	3
Dir. of Cont. Ed.	12	55	Chief Adm.	5
Dir. of Cont. Ed.	10	63	Vice Pres.	1
Dir. of Cont. Ed.	2½	53	Dean of Inst.	1
(Decentralized)	x	x	x	x
Dean of Comm. Affairs	3	35	Chief Adm.	None

SCH	Person Resp. for Comm. Serv.		Previous Experience	Organ. Memberships
	Degree	Majors		
1	AB/MA	Anthro., Soc.	Col. Dean/Dir. Int'l Prog.	1
2	BA/MA/PhD	Math, Admin.	Teach/Prin./Supt./Prof.	x
3	BS/MS/Spec.	Ind. Arts	Teach/Comm.Sch.Dir.	2
4	AB/MA	Pre-Law Pol. Sci.	VA Trng.Of./Ad.Asst to Cong./Ad.Ed.Dir.	8+
5	BA/MA/hrs.	Pol. Sci.	Registrar/Dean Adm.	3
6	BA/MA/PhD	Bus.,Adult Ed.	Teach/Coordinator Adult Ed.	5
7	BS/MA	x	Apprentshp. Journeym Coord.	7
8	BS/MA	Ed., Psy.	Teach/Staff Psy./Dir. Cont.& Ad.Ed./Adm.	22
9	x	x	x	x
10	AB/MA	Pol. Sci.	Teacher	3
11	PhD	History	Teach/Dean/Dean of St.	x
12	BS/MA	Eng., Cur. Inst.	Teacher	5
13	MA	x	Teach/Couns.	x
14	BS/MB	Bus., Auto Tr.	Ind. Mgmt.	4
15	MA	Ind. Ed.	Retired Col.	3
16	BA/MA	Ind. Arts Adm.Guid.	Teach/Couns. Voc. Dir.	4
17	AB/AM/Ed.D	Lang.,Ed.Adm.	Teach/Dept. Hd.	4
18	MA	Ind. Arts	Teach	1
19	BS/MA	Adult Ed. Bus.Ed.Adm.	Teach/Prin. Dir.Adult Ed.	4
20	x	x	x	x
21	MA	Bus. Adm. Sch. Adm.	El. & Sec. Adm.	8

Written Policy by Board?	Advisory Council or Committee?	Make-up of Advisory Committee	Freq. of Meetings
No	Yes	Fac/Bus.& Ind./Civic Org.	4/yr.
No	Yes	Fac/Bus.& Ind./Retirees Civ. Org./Unions	12/yr.
No	No		
No	Yes	Bus. & Ind./Civic Org. Unions	12/yr.
No	No		
Yes	Yes	Faculty	On call
Yes	No		
Yes	Yes	Fac/HS Fac/Bus. & Ind. Civic Org./Unions	4/yr.
No	No		
No	No		
No	No		
No	No		
No	No		
No	No		
No	No		
No	Yes	Fac./HS Fac./Bus.& Ind./St. Retirees/Civ.Org./Unions	4/yr.
No	No		
In Process	Yes	Fac./Bus.& Ind./Civ.Org. Unions	On call
No	Proj. Rel't		On call
No	No		
No	Yes	Fac./Bus.& Ind./Civ.Org. Unions	On call

SCHOOL	Program Suggestions							
	Cit.	Fac.	Adm.	Labor	Elem.Sch.	Sec.Sch.	Comm.Org.	Bus.
1	x	x	x				x	x
2	x	x	x	x	x		x	x
3	x	x	x	x	x	x	x	x
4				x			x	x
5	x					x		x
6	x	x	x	x		x	x	x
7		x	x				x	
8	x	x	x	x		x	x	x
9	x	x	x					
10	x	x	x	x			x	x
11	x	x	x	x	x	x	x	x
12	x	x	x					
13								
14	x							x
15	x	x	x	x				x
16 (Student)	x	x	x	x	x	x	x	x
17	x	x	x	x			x	x
18	x	x	x	x		x	x	x
19	x	x	x	x			x	x
20	x	x	x	x		x	x	x
21	x	x	x	x	x		x	x

Programs Initiated by						Programs Sponsored by					
Gov.	Rel.	Civic	Educ.	Bus.	Union	Gov.	Rel.	Civic	Educ.	Bus.	Union
x	x	x	x	x	x	x	x	x	x	x	x
x		x	x	x		x		x	x	x	
						x	x	x	x	x	x
		x		x	x			x		x	x
x	x		x	x		x	x		x	x	
x	x	x	x	x	x	x	x	x	x	x	x
x		x	x	x	x	x		x	x	x	x
x	x	x	x	x	x	x	x	x	x	x	x
		x	x	x					x	x	
		x	x	x		x			x	x	x
								x	x	x	
x	x	x	x	x		x	x	x	x	x	
	x	x	x	x		x	x	x	x	x	
	x			x			x		x		
				x	x			x	x		x
		x			x	x	x	x	and students		x
		x	x	x	x			x	x	x	x
x	x	x	x	x	x	x	x	x	x	x	x
x	x	x		x		x	x	x		x	
x		x	x	x	x	x		x	x	x	x
x	x	x	x	x	x	x	x	x	x	x	x

SCHOOL	Community Service Personnel (percent)			
	Faculty	Faculty from other Higher Ed.	H.S.Fac.	Lay People
1	80	15	0	5
2	20	0	10	70
3	20	0	40	40
4	5	5	50	40
5	50	5	20	25
6	20	5	0	75
7	20	10	10	60
8	35	10	25	30
9	65	5	0	30
10	75	8	15	2
11	x	x	x	x
12	75	0	20	5
13	100	0	0	0
14	50	5	5	40
15	20	0	0	80
16	88	2	5	5
17	60	20	10	10
18	20	5	25	50
19	34	0	0	66
20	x	x	x	x
21	50	10	20	20

Promotion					
Newspapers	Radio	Flyers	Direct Mail	Phone Comm.	Television
x	x	x	x	x	x
x	x	x	x	x	
x	x	x	x	x	x
x		x	x		
x	x		x		x
x	x	x	x		x
x	x	x	x		x
x	x	x	x		x
x	x	x	x		
x	x	x	x		
x		x	x	x	x
x	x	x	x		x
x		x	x		
x	x	x	x		x
x	x		x		x
x	x	x	x	x	x
x	x	x	x		
x	x		x		
x	x	x	x		
x	x	x	x		
x	x	x	x		

SCHOOL	Evaluation					
	Ach. Tests	Feedback	Quest.	Holding	Observ.	Demand
1		x	x		x	x
2		x		x	x	x
3		x			x	x
4		x		x	x	x
5		x			x	x
6	x	x	x	x	x	x
7			x (& surveys)			
8	x	x	x	x	x	x
9	None					
10		x	x		x	
11	None					
12		x	x	x	x	x
13		x		x	x	x
14		x	x		x	
15			x			x
16	x	x	x	x	x	x
17		x	x	x	x	x
18		x		x	x	x
19		x	x	x	x	x
20	None					
21		x	x	x	x	x

	Factors Limiting Effectiveness			
Budget	Lack of Facilities	Lack of Trained Personnel	Newness of Inst.	Apathy
x		x		
x		x		
None				
	x	x		x
				x
x	x	x		
	x			
x	x			
x			(Newness of Prog.)	
x	x			
	x	x		
x	x		x (as sep. entity)	
x	x			
			x	
x				x
x	x	x	x	
x	x	x		
x	x			
x		x	x	x
				-x
Yes				

PROGRAMS

SCHOOL	Total Categories	Sponsor				Place			
		C.C.	%	Other	%	On-Camp.	%	Off-Camp	%
1		x	x	x	x	x	x	x	x
2	69	56	81	42	61	69	100	50	73
3	44	40	91	5	11	39	89	5	11
4	21	21	100	11	52	19	91	7	33
5	38	31	82	22	58	28	74	26	68
6	45	44	98	30	67	37	82	24	53
7	48	43	9	9	19	33	69	20	42
8	25	25	100	1	4	9	36	19	76
9	19	19	100	4	21	17	90	0	0
10	29	22	76	8	28	19	66	10	35
11	45	45	100	1	2	45	100	1	2
12	20	19	95	1	5	12	60	8	40
13	30	29	97	8	27	27	90	7	23
14	18	18	100	0	0	10	56	3	17
15	30	25	83	12	40	20	67	16	53
16	48	46	96	5	10	36	75	25	52
17	40	37	93	10	25	37	93	0	0
18	42	39	93	3	7	33	79	29	69
19	21	19	91	6	29	18	86	5	24
20	39	37	95	17	44	29	74	22	56
21	57	50	88	49	86	47	82	30	53

APPENDIX IV

A TAXONOMY OF COMMUNITY SERVICE FUNCTIONS

by

Max R. Raines

Department of Administration
and Higher Education
College of Education
Michigan State University
East Lansing, Michigan

A TAXONOMY OF COMMUNITY SERVICE FUNCTIONS

Max R. Raines

Career Development Function--Providing opportunities for individual self-discovery and fulfillment with particular emphasis upon vocationally related activities; e.g., career counseling, job placement, group guidance sessions, etc.

1. Project EVE at Cuyahoga Community College (Ohio) provides counseling and referral services for women in the area of education, volunteer work, and employment.

2. Project COPE at Oakland Community College (Michigan) is a program of counseling for ghetto residents.

3. Rockland Community College (New York) employs a community relations specialist to perform counseling and recruiting services in the black community.

Social Outreach Function--Organizing programs to increase the earning power, educational level, and political influence of disadvantaged; e.g., ADC mothers, unemployed males, educationally deprived youth, welfare recipients, etc.

1. New York City Community College developed a training program for welfare recipients to assist them in achieving a high school equivalency rating.

2. The College of San Mateo (California) operates a reading development institute for those with educational deficiencies.

3. Oakland Community College (Michigan) has a cultural enrichment program providing fine arts and performing arts experiences for ghetto children.

Community Analysis Function--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 manpower data, conducting problem oriented studies, etc.

1. Cerritos College (California) involved over 100 citizens, as well as administrators and faculty, in a community services survey which formed the basis for their program.

2. Foothill Community College (California) is conducting a study of economic deprivation in its service area.

Cultural Development Function--Expanding and enriching opportunities for community members to participate in a variety of cultural activities; e.g., fine art series, art festivals, artists in residence, community theatre, etc.

Public Forum Function--Developing activities designed to stimulate interest and understanding of local, national, and world problems; e.g., public affairs pamphlets, "town" meetings, TV symposiums, etc.

1. Cerritos Community College (California) developed a narcotics education project which included public forums and a curriculum for fifth and sixth graders in the district.

2. Essex Community College (Maryland) operates a public forum service providing lectures on world, national, and local issues.

Civic Improvement Function--Participating in cooperative efforts with local government, business, industry, professions, religious 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 drives, neighborhood clean-up drives, etc.

1. Cerritos College (California), through its community research and development committee, participates in a city beautification project, one aspect of which is clean-up, paint-up activities.

Recreational Development Function--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.

1. Miami-Dade Junior College (Florida) operates a community recreation program which includes extension programs in ghetto areas.

2. Several California community colleges operate extensive community recreation programs.

Educational Expansion Function--Programming a variety of educational, up-grading and new career opportunities which reach beyond the traditional limitations of college credit restrictions; e.g., institutes, tours, retreats, contractual in-plant training, etc.

1. Milwaukee Technical College (Wisconsin) provides clinics on income tax, social security, insurance, investments, and so on.

2. The College of San Mateo (California) operates field study trips to Mexico, Death Valley, England, etc.

3. Cuyahoga Community College (Ohio) provides on-site and on-campus job training with a variety of industry and business firms.

4. ElCentro College (Texas) operates a retail institute providing short courses and seminars on various phases of retailing.

5. Rockland Community College (New York) is developing a human services curriculum to prepare subprofessionals in the health, educational, and public services fields.

Cooperative Planning Function--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.

1. Abraham Baldwin College (Georgia) serves a catalytic function in Project SURGE, which involves 14 committees made up of leaders from business, industry, education and public services. The college provides its facilities and the expertise of its staff. The project was actually started by the president of the college.

2. Rockland Community College (New York) is developing a centralized library and learning resources center in cooperation with schools and libraries in its service area.

Educational Extension Function--Increasing the accessibility of the regular courses and curricula of college by extending their availability to the community-at-large; e.g., evening classes, TV courses, "week-end college", etc.

1. Cuyahoga Community College (Ohio) operates a program for municipal employees in government buildings.

2. Oakland Community College (Michigan) operates a number of extension centers in area high schools.

Public Information Function--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.

Faculty Consultation Function--Identifying, developing, and making available the consulting skills of the faculty in community development activities; e.g., consulting with small businesses, advising on instructional materials, designing community studies, instructing in group leadership, laboratory testing, etc.

1. Essex Community College (Maryland) conducted an air polution study for the State Department of Health.

Conference Planning Function--Providing professional assistance to community groups in the planning of conferences, institutes and workshops; e.g., registration procedures, program development, conference evaluation, etc.

Advisory Liaison Function--Identifying and involving (in an advisory capacity) key members of the various sub-groups with whom cooperative programs are being planned; e.g., community services advisory council, ad hoc advisory committee, etc.

1. Cerritos College (California) employs a staff member who is a liaison secretary to all of the advisory committees related to community services.

Facility Utilization Function--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 design, etc.

Organizational-Administrative Function--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.

Staff Development Function--Providing opportunities and encouragement for staff members to up-grade their skills in program development and evaluation; e.g., professional affiliations, exchange visitations, professional conferences, advanced graduate studies, etc.

Program Evaluation Function--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 ratings, attendance patterns, behavioral changes, program requests, etc.