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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

THE HISTORICAL DEVELOPMENT OF THE DALLAS COUNTY COMMUNITY COLLEGE DISTRICT: A Study of A Multi-College District

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

BY

H. EUGENE GIBBONS

THE HISTORICAL DEVELOPMENT OF THE

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT:

A Study of a Multi-College District

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H.E.G.

University of Oklahoma
Norman, Oklahoma

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THE HISTORICAL DEVELOPMENT OF THE DALLAS COUNTY COMMUNITY COLLEGE DISTRICT:

A Study of A Multi-College District

CHAPTER I

INTRODUCTION

The history of the development of the Dallas County Community College District* is significant for a number of reasons: namely, the magnitude of the project, the long-range planning, and the unusually wide-range community support. The magnitude of the project is unique in that the District came into existence with a forty-one million, five-hundred thousand dollar bond election and is estimating a student (full-time equivalent) enrollment of over forty-five thousand by the year 2000. The District's continuing commitment to comprehensive long-range planning

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*The name of the Dallas County Junior College District was changed to the Dallas County Community College District by the District Trustees on November 2, 1971, to be effective January 1, 1972. For purposes of this study, the District shall be referred to as the Dallas County Community College District.

is another reason for a careful scrutiny of the system. Two major studies were made prior to the junior college bond election to document the need, project the potential enrollment, and determine the financial requirement for the proposed district. "The Junior College -- A Community Effort" was published by the Dallas League of Women Voters in August, 1964. This report contains the procedures and standards for authorizing a junior college, Texas Research League recommendations, and projected enrollments and financial considerations for a community/junior college system in Dallas County. In preparation for the bond election, Dr. C. C. Colvert, Professor and Consultant in Junior College Education at The University of Texas, was retained by the Junior College Steering Committee to conduct a survey of Dallas County. The Colvert study included estimates of the full-time student enrollment in the colleges from 1966 through 1972. This study also contains the projected county assessed evaluation through 1975, and the operational and building costs through 1971-72. The District has, since its founding, maintained a planning office to continue research on enrollment and cost projections. From its research, the planning office has projected the number of colleges needed to serve the people of Dallas County. To aid in this research, Marvin Springer and Associates, urban planning consultants, were engaged by the District to assist the planning office in identifying the general area for the location of campus sites, and when specific sites were identified by the district administrative personnel, Springer and Associates evaluated them.

The system is also deserving of close examination because of the wide-spread community support it has received. The junior college proposal received backing from most of the organized groups in Dallas County as well as support from the citizens at large. The bond election creating the District was endorsed by both political parties, labor and management groups, area colleges and universities, The League of Women Voters, banks, insurance companies, and by manufacturers in the wholesale and retail industry. In addition, the Steering Committee for the junior college project had representation from each section of the county and from each chamber of commerce in the county. Moreover, the petitions to call the bond election were signed by over 50,000 citizens of Dallas County.

The current emphasis in the United States is on universal, easy-access, post-high school education. Educational institutions of post-high school and less than baccalaureate degree level have become an integral part of the public education systems of this country. Though it is difficult to predict the direction that the community college movement will take, it is likely that those institutions which represent the "best" will serve as a model for future development. In a period when fifty to seventy new junior/community colleges are opening each year, it is hoped that this study will serve as a reference for future planners.

Because of these three factors - the magnitude of the project, the long-range planning, and the wide-range community support - the Dallas

County Community College District is unusual. This study records, interprets, and analyzes the historical development of "what promises to be one of this century's most significant developments in this rapidly expanding segment of public higher education."[1]

Educational institutions and methods have undergone extensive change in the twentieth century, mandating a re-examination of the techniques used by educational historians in recording such history. John E. Talbott, in an article entitled, "The History of Education," described educational history as "one of the last refuges of the Whig interpretation,"[2] which is that the history of education has been treated as an extension of political science. Emphasizing that the justification of education as a separate branch of historical scholarship is dependent on the educational historians' being aware of the society of which education is a part, Talbott warns of the dangers of a historiography that may be too broadly interpreted. If the educational historian is undiscriminating in the dealing with the relationship between education and society, the resulting history may emphasize certain aspects of the role of education at the expense of others. Even though the educational historian must be aware of the inter-connections and relationships of education and society, problems

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[1]Howard Deon Holt, "An Interpretive Analysis of the Developmental Planning of Mountain View College, Dallas, Texas" (unpublished dissertation, University of Texas, Austin, Texas, 1970), p. 1.

[2]John E. Talbott, "The History of Education," DAEDALUS: Journal of the Academy of Arts and Sciences (Winter, 1971), p. 146.

internal to the educational process must not be slighted. These internal problems are not always explainable through external influences. From this point of view, the history of educational institutions remains an important area for study: ". . . but what is needed is institutional history in a new key. The new studies should indeed take into account the larger social context in which educational institutions are located, but their viewpoints should be from the inside looking out."[1]

Limitations and Scope of the Study

In scope, this study will seek to record and document the major events in the development of the Dallas County Community College District. The study will also include interpretive observations regarding the forces which have influenced the development of the District. The study is from the point of view of the educational historian and does not concern itself with the technical aspects of the architectural planning, except to the extent that such planning is significant to the development of the District.

The study is a chronological analysis of events important to the development of the Dallas County Community College District. The policies, practices, procedures, and significant activities which molded the development of the colleges and their programs will be considered. The study begins with a historical statement on the development of the junior college movement in the United States as background for the development of the

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[1]Ibid., p. 143.

junior college in Dallas County and concludes with the bond election of 1972 which assured the funds for the District's original goal of a community college within commuting distance of every citizen of Dallas County. The study necessarily has chronological limitations. The announcement has been made for the opening of three new colleges, the timetable has been established, and the planning has begun. However, this study will conclude prior to the opening of these colleges. Thus, the study will be limited to the period from the appointment of the original steering committee to the bond election of 1972.

Sources of Data

Primary data materials were obtained in the District Planning and other executive offices. These archieval documents include agendas and minutes of meetings (Board of Trustees, Administration, and Planning Staff). Information was also available from newspaper accounts, official records, and early planning studies. Two of the planning studies are those previously mentioned, the Colvert Study and the study conducted by the Dallas League of Women Voters. In 1966, B. N. Peterson, President Emeritus, Orange Coast College, California, coordinated a study for the District entitled "Guide Posts for the Planning and Development of Dallas County Junior College District." This study has been updated twice since the original survey and provided valuable background material.

Interviews were held with many of the people directly involved in the original planning of the district, including Mr. R. L. Thornton, Chairman

of the Steering Committee and Chairman of the Board of Trustees of the Dallas County Community College District. These interviews also included other members of the Board of Trustees, all but two of whom have served since the founding of the District, and the Chancellor, who is and has been chief administrative officer for the District since its founding. These people have provided an important source of data based on their personal involvement in the process.

The problem of this dissertation is to investigate and record the historical development of the Dallas County Community College District. The chronological history of the District will be traced from the planning stages of the original steering committee to the bond election of 1972. The dissertation will also explain why this system developed as a multi-college district rather than a multi-campus college. Further attention will be given to the political and economic forces and problems underpinning the formation of this system.

CHAPTER II

THE TWO YEAR COLLEGE:

A Historical Basis

The Dallas County Community College project is a part of an outgrowth of the community college movement. Thus, the history of that movement is reviewed here. This review of the history of the two-year college is included to place the Dallas County Community College District in perspective as a part of a national movement to provide low-cost, easy-access, comprehensive, open-entry, post-secondary education for the public.

The American two-year college has been described as the most dynamic of all institutions of higher education to emerge in the twentieth century. It has also been described as uniquely American, and while this is not entirely true, the comprehensive community college is an innovation of higher education in the United States. The multi-college urban community college district is unquestionably American in its development. Even so, the European heritage of the junior college cannot be denied.

The two-year college concept was brought to the United States by American scholars who had studied in Europe. Opportunities for post-graduate study were not available in this country prior to 1870. Those Americans who wished to continue their education beyond the bachelor's degree looked to the European university. The superior reputation of the German education system attracted the majority of the United States' scholars studying abroad. A distinguishing characteristic of the German system was that the students entered the university at the academic level comparable to the junior year in the American university. It is hardly surprising that the educational leaders returning from study in Germany began proposing "a university in which work of the freshman and sophomore years would be turned over to the secondary schools, and the university would thus begin its work with the junior year."[1]

As early as 1850, Henry Tappan, President of the University of Michigan, advocated the development of the German model through organization and uniformity in the secondary school as the key to the elevation of the American university. Tappan was unsuccessful in his efforts at Michigan and "it wasn't until 1892 that the idea of a two-year college (to replace the freshman and sophomore year at a university) became a reality."[2]

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[1]Leland L. Medsker, The Junior College: Progress and Prospect. (New York: McGraw-Hill, 1960), p. 11.

[2]Edmund J. Gleazer, Jr., "The Rise of the Junior College," In Perspectives on the Community-Junior College, edited by William K. Ogilvie and Max R. Raines. (New York: Appleton-Century-Crofts, 1970), p. 80.

William Rainey Harper, first President of the University of Chicago, organized the undergraduate work of the university into two divisions -- an academic division for freshman and sophomores, and a university division for juniors and seniors. The names of the separate divisions were changed to junior college and senior college in 1896. Most educational historians credit Harper's designation of the lower division as junior college as the first use of the term in the United States. Also, such historians credit David Starr Jordan, President of Stanford University, with giving general use to the name junior college in California.[1]

The influence of Harper is stressed in Edward Gallagher's doctoral dissertation "From Tappan to Lange: Evolution of the Public Junior College Idea" (University of Michigan, 1968). Gallagher points to Harper as the moving force behind the attention given to the junior college at the National Education Association Conferences of 1901-1904 and the establishment of the first American public junior college at Joliet, Illinois, in 1902. Harper also began the practice of awarding the associate degree to students who completed the freshman and sophomore requirements. Harper intended the associate degree to encourage the better students to continue and to provide recognition for the poorer students.

Harper has been applauded by writers of educational history for his influence on the junior college movement. He has received almost as

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[1] Ibid.

many adverse reactions from contemporary critics because of his deeming the junior college a by-product of raising the level of the university. It is true that Harper's junior college contained only one segment of the curriculum of the comprehensive junior college that evolved. Harper's junior college was devoted entirely to general or transfer education. Harper was not alone in his emphasis on the transfer functions of the junior college or in his neglect of occupational education. As Gallagher points out, "There were few conflicts on the question of college preparatory subjects versus occupational studies until the 1890's."[1]

John Dewey, an early advocate of curriculum revision, indicated at the National Education Association Conference in 1902 that the schools should be assuming those functions that were no longer performed by family, neighborhood, and shop. He thereby gave encouragement to the junior college movement.[2]

David Starr Jordan expressed a similar concern in California. Jordan questioned what he described as the "hierarchy of studies," calling for an improvement in the quality of instruction provided in colleges. Even so, in 1907, the California legislature authorized the establishment of

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[1]Edward Gallagher, "From Tappan to Lange: Evolution of the Public Junior College Idea," (Unpublished doctoral dissertation, University of Michigan, 1968), p. 47.

[2]Ibid., p. 136.

post-graduate courses of study in the high school; the courses offered were to be similar to those courses required in the first two years of university work.[1]

It is difficult to establish an exact date for the beginning of the trend toward a more comprehensive curriculum. However, there are certain events that indicate this trend. In 1910, the Fresno, California, public school system established a junior college with goals and curriculum that included courses of practical study for training students for technical, manual, and agricultural work, and in the domestic sciences. The Fresno Junior College also provided the regular academic courses.[2]

Alexis Lange, as Dean of the College of Education at the University of California and as a leader in the California Teachers Association, publicized the junior college idea. Lange is generally recognized for his influence in gaining state-wide support for the junior college movement in California, and for the leadership role that the California system has played in the development of individual junior colleges, and in implementing comprehensive curriculum patterns.[3]

Lange reflects John Dewey's philosophy in advocating the extension of the junior college curriculum beyond the college preparatory programs:

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[1] Ibid., pp. 106-110.

[2] C. L. McLane, "The Junior College, Or Upward Extension The High School." In Perspectives on the Community Junior College, edited by William K. Ogilvie and Max R. Raines. (New York: Appleton-Century-Crofts, 1970), p. 91.

[3] Gallagher, "From Tappan to Lange:" p. 50.

> It is coming to be generally understood that the junior college cannot serve its complex purpose if it makes preparation for the university its primary object. For the great majority of junior-college students, courses of instruction and training are to be of a piece with what has preceded; they are to be culminal rather than basal; they are not to result in a 'deferred education.' The junior college will function adequately only if its first concern is with those who will go no farther, if it meets local needs efficiently, if it turns many away from the university into vocations for which training has not hitherto been afforded by our school system. Hence it will of necessity be as nearly autonomous as its place in the public-school system of the state permits; and its structure will normally exhibit two types of departments: (1) departments designed to promote general social efficiency; (2) departments designed to furnish complete training for specific -- or vocational -- efficiency.[1]

Leonard V. Koos, a contemporary of Lange, also supported the case for a more comprehensive curriculum. In 1925, Koos published his book, The Junior College Movement, which is considered a classic in junior college literature. The book describes the junior college as a unique educational institution that connects secondary education with professional and university training. Koos conducted a study of United States junior colleges and found that the trend was toward an extension of the services and curriculum offered. Koos' work provided a description of the

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[1]Alexis F. Lange, "The Junior College, with Special Reference to California." In Perspectives on the Community-Junior College, edited by William K. Ogilvie and Max R. Raines. (New York: Appleton-Century-Crofts, 1970), p. 97.

potentialities and the roles expected for a junior college. However, Koos also found that the roles and purposes described in the literature were more theory than practice.[1]

The first half of the twentieth century was an active period in the development of the community college movement. It was during this period that the junior college began to be recognized as a separate unit of post-secondary education, with purposes and roles unique to itself. It was during this period that the American Association of Junior Colleges was organized (1920). The School Review, 1939, included an article pointing to the junior college as the logical place for conducting vocational education to train people for employment in new positions created by technological advancement.[2] The work of Koos and Lange, and the influence of John Dewey and David Starr Jordan made an impact in pointing out the need for including vocational education, adult education, community services, and guidance services in the junior college curriculum. Although the academic transfer program remained predominant, the mid-twentieth century shows increased attention given to these other aspects of the curriculum.

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[1]Leonard Koos, "Current Concepts of the Special Purposes of the Junior College." In Perspectives on the Community-Junior College, edited by William K. Ogilvie and Max R. Raines. (New York: Appleton-Century-Crofts, 1970).

[2]Editors of The School Review. Editorial comment on the junior college, 1915-1947. In Perspectives on the Community-Junior College, edited by William K. Ogilvie and Max R. Raines. (New York: Appleton-Century-Crofts, 1970), p. 125.

Since 1950, the junior college has emerged as a major force on the higher education scene in the United States. Record numbers of community-junior colleges have opened and more are planned. Predictions indicate that by 1975, approximately 6.5 million students will be enrolled in more than one thousand public junior colleges in the fifty states.[1] The junior college has also received the attention of some of the most influential educators of the period. James B. Conant, President Emeritus of Harvard University, builds a strong case for the two-year community college in an article entitled "The Community College." Burton R. Clark, in "The Open Door College: A Case Study" describes the nature and role of the junior college. Conant and Burton are but two of the outstanding "thinkers" of the caliber of Alvin C. Eurich, Edmund J. Gleazer, Jr., and Leland L. Medsker, who are concerned with the junior college movement.

Three men who have strongly influenced the junior college movement since 1950 are Joseph Cosand, C. C. Colvert, and James Wattenbarger. Although none of these men have published extensively, they have, through their efforts, shaped the community college in many ways.

Cosand is recognized as an expert in the development of multi-campus districts. He is best known for his work in the St. Louis Junior

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[1]Frederick C. Kintzer, Arthur M. Jensen, and John S. Hansen, The Multi-Institution Junior College District, Monograph Series, (ERIC Clearinghouse for Junior College Information, 1969), pp. 1-2.

College System. From there he went to the University of Michigan; he was then appointed Deputy Commissioner for Higher Education with the Department of Health, Education and Welfare. Mr. Cosand has recently returned to Michigan to work in developing programs for community colleges.

For the past twenty-seven years, C. C. Colvert has been in charge of the junior college program at the University of Texas at Austin. He probably is the man most responsible for the master plan for Texas' junior colleges. A former junior college president and dean in Louisiana, he retired two years ago, but still serves as a consultant to community colleges on a national basis. The major thrust of Dr. Colvert's work has been in developing state plans, organizing new institutions, and organizing administrative structures for community colleges. Medsker has said, "A study of the overall junior college movement in Texas gives the impression that it is efficiently planned and well recognized throughout the state," a compliment to the work of C. C. Colvert.[1]

It has been said that Colvert did for Texas what James Wattenbarger did for Florida. Mr. Wattenbarger is currently the Director of the Institute of Higher Education at the University of Florida, and came to that position after serving for many years as State Director of Junior Colleges in Florida. The master plan for Florida junior colleges and most of the new institutions in Florida can be attributed to the results of his work.

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[1]Leland L. Medsker, The Junior College: Progress and Prospect. (New York: McGraw-Hill, 1960), p. 282.

The first half of the twentieth century was marked by the development of independent junior college districts; the second half of the century seems to be a period of expansion of multi-institution junior college districts. Multi-institution districts are being created, as in Dallas County, and single-college districts are being reorganized. This trend to smaller units within a district provides access to educational opportunities for a broader segment of the population and allows the institution to better meet the needs of the community it serves.

Initially, the multi-unit districts were associated with large urban centers, the first being Chicago, Los Angeles, New York, and, more recently, Miami, Fort Worth, Seattle, and others. This pattern is now developing in suburban regions near such urban centers as Detroit and the San Francisco Bay area.[1]

It was within this historical framework that the Dallas County Community College District was created by a vote of the electorate on May 25, 1965, when the citizens of Dallas County approved a $41.5 million bond issue and selected the seven-member board of trustees.

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[1]Kintzer, et. al., The Multi-Institution Junior College District, p. 6.

CHAPTER III

THE FOUNDING OF THE DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Introduction

Dallas needed a community college. The Dallas Morning News pointed out this need as early as 1929, but the movement did not gain real force until the early 1960's. A study by the Texas Employment Commission and the Dallas Chamber of Commerce, conducted in 1960, indicated that, while Dallas had an ample work force to meet the needs of the labor market, many of these people lacked the training or experience necessary for employment. Opportunities for college-level academic study were limited in Dallas County because there were only two public institutions of higher education located in the county -- The University of Texas' Southwest Medical School and Texas Woman's University School of Nursing. The studies conducted by Dr. C. C. Colvert, Professor and Consultant in Junior College Education at the University of Texas at Austin, made it clear that Dallas County not only had the need for a junior college,

but also met the state requirements for potential students, offered available employment for the students trained, and could provide an adequate tax base to support the project. A report entitled "The Junior College -- A Community Effort," published by the Dallas League of Women Voters in August, 1964, further emphasized the need for a junior college to meet the urgent need for occupational training. The League's report supported Dr. Colvert's recommendation that a county-wide junior college system be established rather than separate colleges coterminous with public school districts; however, three efforts to establish junior colleges were made by suburban school districts in Dallas County: the Richardson Independent School District, the Dallas Independent School District, and the Grand Prairie Independent School District. Although none of the three efforts by the independent school districts ever reached completion and the Richardson project was the only one to reach the election stage, they did point out the need for a junior college in Dallas County. In 1963, the Dallas County Chamber of Commerce responded to the county's need for an institution to provide post-secondary academic and occupational education. It was this effort that resulted in the election victory of May 25, 1965, and approved the entire junior college proposal, thereby creating the Dallas County Community College District. This support for a junior college, these studies indicating the need for one, and the attempts to establish junior colleges that preceded and paralleled the successful effort of the Steering Committee for the creation of a county-wide

junior college system warrant individual attention.

Early Interest

In a series of four articles published in the Dallas Morning News, April, 1929, Peter Irving, Jr. built a case for a junior college in Dallas. Mr. Irving's articles appeared shortly after the legislation was passed that provided legal status to junior colleges. The junior college that Irving proposed was modest, indeed, with a budget of $18,000 per year, and a staff of six (6) employees including a supervisor. However, the institution he described and the rationale for the development of such an institution are not unlike the junior college proposed by Dennis Hoover in his series of articles written for the Dallas Morning News in 1963. The similarity of the articles written in 1929 and 1963 is evident; however, close scrutiny reveals one important difference. Irving's writings in 1929 characterize the junior college as student-centered, committed to student achievement, and dedicated to enabling the student to accomplish academic success. While Hoover does not deny the role of the junior college as a service to students, he makes a much stronger case for the junior college as an institution to meet the needs of society:

> Here, says a rising chorus of people gaining insight into the space age's related problems, is where the junior college must come in.
>
> Texas' combined educational facilities are turning out only a third to a half of the professionally, technically and vocationally trained people the state must have to man its industries in the next 10 years, noted the Johnson report.[1]

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[1]Dennis Hoover, "Need Seen For School In Dallas." Dallas Morning News, March 30, 1963.

The Johnson report referred to in this article is from a preliminary report made by Gifford K. Johnson, president of Ling-Temco-Vought, Inc. to the Governor's Committee on Education Beyond the High School. Governor John Connally named this twenty-five member committee in 1963 to devise guidelines for the improvement of education beyond the high school. Gifford Johnson, who also chaired a committee of the Dallas Chamber of Commerce to study Dallas-area education as a whole; Dr. Willis Tate, President of Southern Methodist University; and Mr. Erik Jonsson, mayor of Dallas and Chairman of the Board of Texas Instruments, were the Dallas representatives on that committee. The need for a public junior college was an important part of the report from this committee. It was Gifford Johnson's committee of the Dallas Chamber that asked Mr. Robert Thornton to head the Steering Committee for the junior college project for Dallas County.

Dallas' Workforce

The Dallas Chamber of Commerce authorized the Texas Employment Commission to make a survey of the community's workforce in 1960 because many jobs were unfilled and at the same time many workers were unemployed. "Dallas Manpower Outlook to 1965," the Commission's report, specified that jobs were available for accountants, auditors, teachers, physicians, trained nurses, engineers of all types, draftsmen, laboratory technicians, managers and officials, bookkeepers, office machine operators, stenographers, secretaries, general clerks, salesmen,

printing technicians, electronics technicians, construction workers, mechanics, aircraft and missiles technicians, metal workers, pattern-makers, and machinists.[1] Thus, it became apparent that many workers were unemployed because they were inadequately trained. "The Junior College -- A Community Effort," the 1964 report published by the Dallas League of Women Voters, cites the Texas Employment Commission's report and states that unemployment in Dallas was 3.8 percent; in Texas, 4.5 percent; and in the United States, 6.1 percent. In Texas, 28.3 percent of the unemployed were unskilled workers. It is obvious that the overall economy benefits when unskilled workers are trained to fill job vacancies that require education beyond the high school level.[2]

Early Efforts

The Richardson Board of Education, supported by the Richardson Chamber of Commerce, made one of the early attempts to establish a public junior college in Dallas County. According to the League of Women Voters' study, the steps prescribed by the State Board of Education were followed, including the completion of a feasibility study in the Richardson district by a state board representative. This study indicated that the proposed district met all legal requirements for the formation of a junior

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[1]Texas Employment Commission, "Dallas Manpower Outlook to 1965," (Austin, Texas, 1960).

[2]League of Women Voters, "The Junior College -- A Community Effort," (Dallas, Texas, August, 1964).

college district; the economy would provide sufficient financial support; and the population and scholastics would provide ample patronage for a local institution. In a unanimous opinion, Board members judged Richardson completely capable, from a legal standpoint and from its own policies and regulations, to proceed with the establishment of a junior college.[1]

Next, workers in the Richardson area secured petitions signed by five percent of the qualified voters in the proposed district. The Richardson Junior College District and the Richardson Independent School District would have been coterminous, with the RISD Trustees serving both districts, at least at the beginning; however, plans called for the public schools and the junior college to be separate entities eventually. The proposal was put to a vote of the people on May 2, 1962. Although numerous newspaper articles were devoted to the subject and several public meetings were held to inform the voters, the proposal failed by a vote of 3,486 against and 732 for, out of 14,000 qualified voters. There are several reasons given for the failure of the measure, but these are the most important:

1. Lack of understanding, or acceptance, of the four-fold function of a junior college.
2. Belief that Richardson, a community of many highly trained professionals, had no need for a vocationally trained workforce.
3. Reluctance on the part of taxpayers of the Richardson Independent School District to support a junior college that would serve residents from throughout the county.

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[1]Ibid., pp. 24-25.

4. Preference to spend tax money for improvement of the existing public school system. (10¢ per hundred increase currently proposed by the Richardson Independent School District.)

5. Refusal to accept as realistic the statistics and computations made by the State Board.[1]

The Dallas Independent School District also showed interest in establishing a junior college district as early as 1958; however, the subject had to be tabled then due to integration suits facing the district that would have affected their admissions policies. Yet, the Dallas Independent School District reviewed and actively pursued the matter for several months in 1964, seeking to establish a junior college district coterminous with the Dallas Independent School District boundaries. These efforts by the District eventually rivaled the county-wide proposal which ultimately succeeded.

W. T. White, Dallas School Superintendent, conducted a feasibility study in accordance with the instructions given him by the Board of Education. The study consisted of two parts: a survey of parental interest conducted among the parents of high school graduates and a survey of the proposed junior college system made by Dr. C. C. Colvert. In a questionnaire dated February 20, 1964, the parents responded to these questions:

1. Is your graduate going to college this coming September?

2. Would you like for your graduate to attend a junior college operated by the Dallas Independent School District if one were available?

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[1] Ibid., p. 25.

3. Would you approve the operation of a junior college even if your graduate has other plans?

4. State law requires that a junior college charge a minimum of 100 dollars tuition per year. If a junior college is established, the District would find it necessary to charge tuition, which might be above the minimum. Will you check below the rate which you think would be reasonable?

a. $100
b. $150
c. $200
d. $250[1]

The five thousand copies of the questionnaire that were returned showed overwhelming support for the junior college plan. Sixty-two percent of the respondents answered "yes" to question number two, indicating that they would like for their graduates to attend a junior college operated by the Dallas Independent School District if one were available, while eighty-eight percent answered "yes" to question number three, indicating that they would approve the operation of a junior college, even if their graduates had other plans.

Next, Dr. Colvert filed his report providing data on financial implications of a junior college operated by the independent school district. (Dr. Colvert had already completed a survey of Dallas County's junior college needs for the Dallas Chamber of Commerce in July, 1963, and he filed a supplement to that report in February, 1964.) His report for the Dallas Independent School District came in March, 1964, and concluded with the following recommendation:

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[1]Ibid., p. 26.

> It is better, therefore, to organize a countywide junior college district for Dallas County rather than a junior college district coterminous with the Dallas Independent School District.
> There are reasons for this:
>
> 1. All of the property of the entire county should support the junior college education of all the people of all the county.
> 2. The countywide district would permit all of the people enrolled in the junior college to come at a uniform tuition rate.
> 3. As a city junior college the city each year would bear an increasing burden and percentage of the total cost of operating the college.
> 4. As a county junior college district the board of trustees could locate the four or more junior colleges for the entire county during the next five to ten years, where they can best serve all of the people.[1]

Commenting on his survey, Colvert made this statement:

> No matter which one operates the college, you will have the same enrollment to serve. If it is done on a county-wide basis, it will mean a broader tax base. If the local district does it, it will have a narrower tax base and create a heavier tax burden on the district taxpayers.[2]

Those who opposed Colvert's study and favored the establishment of the junior college district by the Dallas Independent School District used these points to support their argument:

> 1. With the existing knowledge, staff and facilities a junior college could be established more quickly and efficiently.
> 2. The petition to call an election would require only five percent of the eligible voters (taxing powers, requiring ten percent, already rest with the Dallas Independent School District.)[3]

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[1] C. C. Colvert, "A Supplementary Report to the July, 1963, Study of a Junior College Program for Dallas County," Austin, Texas, 1964, p. 11.

[2] "County College Endorsed," Dallas Morning News, May 1, 1964.

[3] League of Women Voters, "A Community Effort," p. 27.

During the height of the controversy between the Dallas Independent School District plan and the county-wide proposal, the following comments appeared in the Dallas Morning News:

> Everyone agrees that one or more junior colleges are needed in Dallas County. But unless agreement is reached on how to establish the first, Dallas may get none. A compromise that will serve the best interests of students and supporters of the proposed junior college is the first essential. . . .
>
> No one wants a head-butting showdown fight on junior colleges for Dallas. There cannot be a marked division among the men of good will who are working diligently to further education in this metropolitan region and the entire state. A meeting of minds must be reached without controversy or a conflict of personalities.[1]

The Dallas Independent School District continued with its junior college plan despite unfavorable editorial comment from the newspapers and Dr. Colvert's negative report. Finally, on June 24, 1964, the school board voted to discontinue their plans in favor of a county-wide junior college district. In part, their resolution states: "A great deal of interest has been evidenced in a junior college to be established on a county-wide basis."[2] Robert Folsom, President of the Dallas Independent School District Board, said, "We had a feeling we should have withdrawn. It was the most logical step since the feeling of the city seems to be in favor of a county-wide school."[3]

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[1]"Junior Colleges," Dallas Morning News, May 1, 1964.

[2]"College Plan Dropped by School Panel," Dallas Morning News, May 1, 1964.

[3]Ibid.

The State Board of Education was also against the establishment of a junior college district coterminous with public school districts. In his article in the August 4, 1964, edition of the Dallas Times Herald, A. C. Greene reported:

> The State Board of Education feels so strongly against this limited form of operation that it has declared as a general policy in Texas, that it will encourage new junior colleges only for those districts which include at least one full county. The Texas Research League, a privately supported group not connected with the state or any particular point of view, in a February, 1964, report, calls this "A sound provision and one that has been adopted by other states."[1]

The Grand Prairie Independent School District was also interested in establishing a junior college system coterminous with the Grand Prairie district. In late 1964, the Grand Prairie board commissioned Dr. Colvert to do a feasibility study of their area and that study was published on December 31, 1964. In this report, Dr. Colvert strongly recommended that Grand Prairie support the county-wide system. The report and Dr. Colvert's recommendation seem to have led to the abandonment of Grand Prairie's plan for a junior college district.

The Colvert Studies

At the request of the Dallas Chamber of Commerce, Dr. C. C. Colvert completed a study of the junior college needs of Dallas County, Texas, in July, 1963. He conducted his survey with the idea that public junior colleges have a four-fold function to perform:

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[1]A. C. Greene, "Widening Concept of Junior Colleges," Dallas Times Herald, August 1, 1964.

1. To offer technical curriculums to high school graduates.
2. To offer vocational curriculums to high school graduates as well as to non-high school graduates who are at least eighteen years of age.
3. To offer pre-professional and liberal arts courses.
4. To offer adult education courses and other community services.[1]

Dr. Colvert estimated the number of full-time students that would be enrolled in the Dallas junior college system yearly from 1966 through 1972, and projected the county-assessed valuation through 1973, and the buildings and operational costs for 1971-72. To further support that Dallas County needed and could support a junior college system, he also included population projections, growth in retail sales, and effective buying power, and past years' summaries and future projections of high school graduates. Dr. Colvert closed his report with the following recommended plan of procedure:

1. A tax rate of 32.0 cents limit should be voted and to include the bond issue.
2. A junior college district composed of Dallas County should be voted upon by the people.
3. A board of trustees composed of seven members should be elected.
4. The board of trustees will then decide whether one, two, or more junior colleges will be needed and where they will be located.
5. The board of trustees will then proceed to construct the buildings needed.[2]

In February, 1964, Dr. Colvert filed "A Supplementary Report to

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[1]C. C. Colvert, "A Study of the Junior College Needs of Dallas County, Texas," Austin, Texas, July, 1963, pp. 1-2.

[2]Ibid., pp. 17-18.

the July, 1963(sic) Study of a Junior College Program for Dallas County." In this report he projected the "additional cost to the taxpayers of the Dallas Independent School District as a junior college district coterminous with that district, as against a Dallas County Junior College District."[1] Based on these projections, he recommended that a "county-wide junior college for Dallas County, rather than a junior college district coterminous with the Dallas Independent School District"[2] be organized. His reasons for this were:

> 1. All of the property of the entire county should support the junior college education of all the people of the county.
> 2. The county-wide district would permit all of the people enrolled in the junior college to come at a uniform tuition rate.
> 3. As a city junior college the city, each succeeding year, would bear an increasing burden and percentage of the total cost of operating the college.
> 4. As a county junior college district, the board of trustees would locate the four or more junior colleges for the entire county during the next five to ten years, where they can best serve all of the people.[3]

In December, 1964, Dr. Colvert filed a revision of his original report of July, 1963. In this revised study, all of his previous recommendations remained as they were originally, except for one. At first, he had

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[1]C. C. Colvert, "A Supplementary Report to the July, 1963(sic) Study of a Junior College Program for Dallas County," Austin, Texas, February, 1964, p. 10.

[2]Ibid., p. 11.

[3]Ibid.

suggested that "a tax rate of 32.0 cents limit should be voted and to include the bond issue."[1] In this revised report, Dr. Colvert advocated that "a tax rate of 30.0 cents limit should be voted and to include the bond issue."[2]

In July, 1965, Dr. Colvert filed "A Supplementary Report to the Dallas County Junior College Board of Trustees on Operational and Building Costs." He calculated the operational and building costs for 18,000 students to be about 9.0 percent more than the cost for 12,000 students. He estimated that "the Dallas County Junior College District /would/ be eligible for 40.0 percent of the cost of certain of the educational buildings from Federal Aid, and 50.0 to 75.0 percent of the cost of the vocational buildings. Also, 50.0 percent of the cost of the science equipment and the vocational equipment /could/ be paid by the Federal Government."[3] He concluded that the 1965 tax rates for operation and buildings would provide the funds necessary for 18,000 students.

The League of Women Voters

There were still other studies made to examine Dallas County's need for a junior college system. In August, 1964, the Dallas League of

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[1]C. C. Colvert, "A Study of the Junior College Needs of Dallas, County, Texas," Austin, Texas, July, 1963, p. 17.

[2]Ibid., December, 1964, Revised, p. 17.

[3]C. C. Colvert, "A Supplementary Report to the Dallas County Junior College Board of Trustees on Operational and Building Costs," Austin, Texas, July, 1965, p. 8.

Women Voters published "The Junior College -- A Community Effort."[1] This report contains three major sections and appendices. It is first concerned with the junior college in the United States, its history, its purpose, the socio-economic forces influencing the movement, and its advantages and limitations with specific references to junior colleges in California and Florida. The next section is devoted to junior colleges in Texas, their history, administrative responsibilities, number, dormant districts, types, enrollment, finances, teachers, dormitories, transportation, distance factor, curriculum, tuition, procedures and standards for authorizing a junior college, recommendations of the Texas Research League, and a report on the Governor's Committee for Education Beyond the High School. The final section is concerned with Dallas County, and summarizes the studies made by the Richardson Independent School District, the Dallas Independent School District, the Dallas Chamber of Commerce study, Dr. Colvert's studies for the Dallas Independent School District and for the Dallas Chamber of Commerce. Other factors related to the establishment of a public junior college, including the Texas Employment Commission's Manpower Report, constitute the last portion of this final section.

The Steering Committee

Both the authority and the responsibility for the formation of

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[1]League of Women Voters, "The Junior College -- A Community Effort," Dallas, Texas, August, 1964.

a Texas public junior college were the function of the Board of Education; on May 6, 1963, the State Board approved the procedures and standards to be followed for authorization of the creation of a public junior college district. The first step calls for the naming of a steering committee by citizens in the area where interest in exploring the possibility of creating a junior college district has been demonstrated. The Local Steering Committee, selected in any manner deemed feasible by community leaders, should consist of at least seven members representative of a cross-section of the area. According to the State Board, the purpose of this body is "to establish some central point in the community through which the State Board of Education representatives can discharge the Board's responsibility to the community."[1] Its duties include:

> 1. Responsibility for a survey of the needs and potential of the area for a junior college district.
> 2. Responsibility for an information program as to the nature and purpose of a public junior college.
> 3. Summarization and evaluation of the results of the survey, formulation of conclusions, and submission of them to the Commissioner of Education.
> 4. Responsibility for the preparation and circulation of the petition when such action has been deemed feasible by the committee.
> 5. Presentation of petition to the County Board, or Boards, of Education for action.[2]

The Dallas Chamber of Commerce, encouraged by the abandonment of Dallas Independent School District's junior college plan, forged ahead

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[1] Texas Board of Education, "Procedures and Standards for Authorizing the Creation of a Public College District," Austin, Texas, 1964.

[2] Ibid.

with their plans and selected Robert L. Thornton, Jr. as chairman of the local Steering Committee. Mr. Thornton, a prominent civic leader and bank executive, was named early in the summer of 1964; the other committee members were not named until after September 1, 1964. Potential leaders were identified to promote the proposal in each community in Dallas County. (At that time Mr. Thornton was vice-president of the Mercantile National Bank; later he was named president and chairman of the board.)

On October 8, 1964, Chairman Thornton announced the names of the members of the Steering Committee. At a meeting of the Dallas Citizens Council twenty-two civic leaders who represented every major segment of the county were named to the committee. Eventually the committee was increased to twenty-five members, including Chairman Thornton, with the appointment of five additional members, two of whom were replacements. The Steering Committee included E. G. (Bud) Gatlin, Richardson; C. W. (Buddy) Grantham, Jr., Grand Prairie; Dr. David E. Kerbs, Lancaster; Bernard B. Park, Duncanville; Dr. Joe Pritchett, Mesquite; Jack Smith, Garland; James Wilcox, Irving; and the following Dallas residents: Dr. Frank J. Altick, Tom L. Beauchamp, Jr., Mrs. Ralph Bubois, Dr. Emmett J. Conrad, Dr. William B. Dean, J. H. Glenn, Max B. Goldblatt, Mrs. Ralph Henderson, the Rev. Luther Holcomb, Edmund J. Kahn, Allen Maley, Mrs. Russell Pollard, Ross Ramsay, J. Milton Ramsour, Judge Lewis Russell, and W. W. Smith. Chairman Thornton described the committee's

first objective as being "to enlighten county residents on the necessity and importance of a junior college in Dallas County."[1]

At the December 22, 1964, meeting of the Steering Committee, Chairman Thornton named a subcommittee who nominated trustees for the proposed junior college district, suggested May or June as a tentative date for the proposed junior college district election, and announced that on January 11, 1965, the circulation of petitions would begin. Juvenile Court Judge Lewis Russell headed the committee selected to nominate seven people out of a field of seventy to serve as trustees for the district. Chairman Thornton predicted that the junior college election would take precedence over any other bond issues in Dallas County. He also added that "petitions to order the election will be circulated by Ross Ramsay beginning January 11, 1965."[2] Chairman Thornton announced that the next meeting of the Steering Committee would be held on January 15, 1965, and, at that time, the members would vote on the seven trustees and approve the tax rate for the bonds and the amount of the bonds that would be needed to build the college.

At about the same time, the actions of the Governor's Committee on Education Beyond the High School wielded a positive stroke for the

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[1]Carlos Conde, "22 Named to Group for Junior College," Dallas Morning News, October 9, 1964.

[2]_____, "Junior College Vote Expected Next Year," Dallas Morning News, December 23, 1964.

junior college proposal. Governor John Connally's new proposals for increased state support for junior colleges encouraged belief that the tax rate for the Dallas County Junior College system could be reduced. Briefly, these are the committee's recommendations that would apply to the Dallas County proposal:

> 1. Shift control of public junior colleges from the Texas Education Agency to a central coordinating board.
> 2. Provide state funds for technical and vocational programs in public junior colleges.
> 3. Increase state spending for operation of public junior colleges from $16.5 million in the two-year period ending June 30, 1965, to $22 million in 1965-67, and to $28.4 million in 1967-69.
> 4. Discourage the legislature from elevating junior colleges to senior college status.
> 5. Provide the central coordinating board with the authority to determine the "role and scope" of all public institutions of higher education in Texas.
> 6. Provide the board with the authority to approve a basic core of general academic courses to be offered at all junior colleges.[1]

If the Governor's proposals were adopted, the operational cost of the Dallas County junior college could be reduced by as much as $100,000 per year. Chairman Thornton said, "We are going to have to go on a basis of present funds available until the proposals are concrete, however."[2]

At the January 15, 1965, meeting of the Junior College Steering Committee, the members asked the voters of Dallas County "to call for an

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[1]"Education Panel's Suggestions Listed," Dallas Times Herald, July 26, 1964.

[2]Ruth Eyre, "Junior College Plan May Help County," Dallas Times Herald, January 29, 1965.

election to approve $41,500,000 in bonds for construction of a four-campus junior college, to elect seven trustees for the college, and to authorize the trustees to set a tax rate."[1] Judge Lewis Russell's subcommittee nominated these individuals to serve as the first trustees of the Dallas County junior college system: R. L. Thornton, Jr., Frank J. Altick, M.D., Mrs. Eugene M. McDermott, Franklin E. Spafford, all of Dallas; Loncy Leake of Mesquite, and Durwood A. Sutton of Grand Prairie.

At that same meeting, Thornton stated that a "tax rate of approximately twenty-three cents per one hundred dollars valuation would be set for the first year if trustees decided to build all four campuses at once. . . . The tax rate would be lower if only one campus was built first and others added as enrollment increases."[2] Chairman Thornton also said that the Dallas Junior Chamber of Commerce was coordinating the signature-gathering for the junior college Steering Committee, and that circulation of the petitions would begin Monday, January 18, 1965. He included this comment in his remarks: "It is important for voters to note that signing the petition does not mean that they are approving any of the proposals. Their signatures mean only that they are giving us permission to let them decide whether they want a junior college in Dallas County."[3]

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[1]Carlos Conde, "Bond Vote Proposed for College," Dallas Morning News, January 16, 1965.

[2]Ibid.

[3]Ibid.

The Petition Drive

Although the Jaycees began circulating the petitions on January 18, the petition drive was not officially launched until Wednesday, February 10, 1965, with a luncheon held by the Junior Chamber of Commerce in the Adolphus Hotel. At that meeting, Mayor pro-tem Carie Welch delivered a speech entitled "A Junior College for Dallas County," and told those present:

> We call ours the scientific age, and we see on every side the need for higher education. We see crowded colleges . . . and yet, right here in Dallas County only 35 of each 100 of our boys and girls who get their high school diplomas enroll in any college. They will face a job market that is crying for highly trained people but with little or no need for the untrained.
>
> A junior college program would offer two years of training in a diversified list of skills, and credits that would be transferred to any institution of still higher learning. It would enhance opportunity for our youth and adults alike.
>
> There is no waste so great as wasted opportunity. Studies that have been made show clearly the junior college program would be the most economical way to meet a problem that exists now and must be solved.[1]

The petition drive was an overwhelming success. Prospective signees found the petitions available at many public places such as banks, city halls, supermarkets, post offices, clinics, and offices. Members of many civic groups such as the League of Women Voters, Parent-Teacher Associations, Key Clubs, and Junior Chambers of Commerce, and others

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[1]"Junior College Drive Launched," Dallas Times Herald, February 10, 1965.

as well, canvassed neighborhoods and reached numerous signees. People in supervisory roles such as employers, executives, labor leaders, and hospital administrators encouraged those under them to add their names to these lists. On February 12, 1965, just two days after the drive had officially begun, 12,000 of the desired 25,000 signatures were counted on petitions. By March 9, the goal of 25,000 signatures had been exceeded;[1] Governor Connally signed his education bill into law on March 4, and this undoubtedly gave added force to the drive.[2] It was at this time that the Steering Committee presented the first petitions to the Dallas County Clerk so that the necessary certification could begin. With the great enthusiasm that the qualified voters were exhibiting for this project, Chairman Thornton predicted that more than 50,000 signatures would be collected before the drive ended. By March 14, 31,000 names had been turned in for certification.[3]

May 25, 1965, was tentatively set as the election date for the Dallas County junior college proposal. First, the signatures had to be certified in time for their presentation to the Dallas County School Board at its March 23 meeting, and then to the State Board of Education at its

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[1]"Thousands Favor Junior College," Dallas Times Herald, February 24, 1965.

[2]"25,000 Request Junior College," Dallas Times Herald, March 9, 1965.

[3]"College Petition Grows Larger," Dallas Morning News, March 14, 1965.

April 3 meeting. The number of signatures swelled to over 45,000 by March 15, and County Tax-Assessor-Collector Ben Gentle commented, "I know of no other petition drive in Dallas County that even approaches this figure."[1]

The State Board of Education

The next major task before the Steering Committee was to gain the approval of the Texas State Board of Education. With many more signatures than the required ten percent, Chairman Thornton and his group made plans to present their case to the State Board at its April 3, 1965, meeting. On March 23, Thornton announced that he had all the necessary documents ready and that he would fly to Austin the next day to present them personally to J. W. Edgar, Commissioner of Education for the Texas Education Agency, for consideration and study prior to its April meeting.[2]

Thornton carried to Austin with him 26,900 signatures of qualified voters who supported the junior college election. Although over 50,000 individuals had signed the petitions, Tax Assessor-Collector Gentle "quit at 26,900 since we only needed 17,000 signers anyway."[3] Thornton also had records from Gentle certifying the assessed valuation of Dallas County

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[1]"Over 45,000 Signatures Seen on Junior College Vote Petitions," Dallas Times Herald, March 14, 1965.

[2]"State Board Gets Petitions," Dallas Times Herald, March 24, 1965.

[3]Earl Quebedeaux, "Junior College Papers Ready," Dallas Morning News, March 24, 1965.

property at $1,600,000,000; he had records from L. A. Roberts, the County Superintendent of Schools for Dallas County, showing that there were 260,000 students in all grades and all schools with 63,000 in the upper four grades; he had a resolution from the Dallas County School Board declaring the need for a junior college in the county.[1]

The twenty-one member State Board of Education would appoint a committee to review the certifications of the Dallas County plan and report its findings to the Board at its May meeting. Thornton said, "If it is approved, then the next step would be for the Commissioners Court to call the election, preferably May 25."[2]

The April 3, 1965, meeting of the State Board of Education found forty-four Dallas County Junior College Steering Committee members and county civic leaders in attendance. These interested citizens had chartered a Braniff airliner and driven private automobiles so they could be there. This was a very unusual group because it represented every governmental body, every chamber of commerce, and many commercial interests in the county.[3]

The State Board made an unusual move and voted to suspend its rule for a one-month review of proposals such as the one for the Dallas County junior college system. The motion for this action was made by

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[1] Ibid.

[2] Ibid.

[3] "State Approves Junior College," Dallas Times Herald, April 4, 1965.

W. C. Graves of Dallas, and the Board voted almost unanimously to bypass the investigating committee and granted immediate approval to the Dallas County plan. Carl E. Morgan of Jasper cast the only vote opposing this action.[1]

Chairman Thornton made the presentation and introduced the Dallas County delegation of forty-four members. He told the Board:

> The citizens of Dallas County have asked me to present their petition for an election regarding the Dallas County Junior College proposal to the State Board of Education members, and the Dallas County voters request you to approve their petition with all possible speed.
>
> More than 50,000 county property owners and voters signed this petition, but we only needed 19,000 to call the election.
>
> Throughout the County, as we canvassed the County speaking for the Junior College, citizens have asked us not "why a junior college," but "how soon can we get one?"
>
> Within this representative group are city mayors, civic leaders and professional businessmen who have come today from every area of our county to ask you members of the State Board of Education to approve this petition for an election of the Junior College establishment.
>
> We need this college to train the thousands of high school students and other citizens who need education beyond the high school level.
>
> Out of 500 Texas 18-year-olds, only 30 will graduate from college. Two hundred of them will never even graduate from high school and will drop out. We must educate and train the other 465 who need some higher education and who will not have, or need a college degree.
>
> We of Dallas County are planning this college along the lines of a community college concept -- including technical job training, vocational education, the first two years of a four-year college education, and adult evening education.

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[1] Ibid.

> The proposed college would admit students on an "open door" policy, which entitles any Dallas County citizen over 18 years old to enroll in the college. Tuition would be approximately $100 per year.[1]

State Board Chairman W. W. Jackson of San Antonio was highly complimentary of the Dallas County proposal. He responded by saying, "Your long-range planning indicates that you are not doing this piecemeal. The multiple campus plan which you propose for Dallas has unlimited possibilities."[2]

Only one question arose at that meeting and it was in regard to the rule suspension. Jack Binion, State Board member from Houston, wondered if the rule suspension would affect the validity of bond issues for the junior college; however, after consultation with bond experts, he was convinced that the bond issues would be valid. (He was involved in getting a junior college established in Houston in the Spring Branch area at this same time, and that group was in a similar position with their bonds.)[3]

The Commissioners' Court

After the Austin meeting, Chairman Thornton returned to Dallas and asked the Dallas County Commissioners' Court to place the junior

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[1]"State Board of Education Favors Dallas County Junior College Proposal," The Post Tribune, no date given.

[2]Carolyn Patrick, "County Junior College Plan OK'd," Dallas Morning News, April 4, 1965.

[3]Ibid.

college election proposal on the agenda for their April 29 meeting, and requested a bond election date of May 25. (The election would include approval of the junior college and election of the seven-member slate of college trustees.)

Some seventy Dallas County civic, business, and professional leaders attended the Thursday, April 29, 1965, meeting of the Commissioners' Court. Attorney Hobby McCall explained the propositions to be considered. Concerning the bonds, he explained that the Board of Trustees would decide the amount of tax levy after the election. A maintenance tax and a tax to retire the bonds would both be required by the junior college system. State law allows a maximum sixteen cent maintenance tax, and a fifty-cent tax for bond retirement.

At that meeting, R. L. Thornton said to the members of the Court:

> The creation of a junior college system will make it possible for every boy and girl in Dallas County to receive two years of college education if they so desire. This will be the first time in Dallas County that any student who has the desire and ability can stay at home and get an education.[1]

The Court unanimously accepted the requests for the junior college election and the petitions to put an unopposed slate of seven trustees on the ballot filed by the Junior College Steering Committee, and set May 25 as the election date for the college proposals.

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[1]"County Junior College Bond Vote Scheduled," Dallas Morning News, May 20, 1965.

The Court approved four propositions for the ballot:

1. The establishment of a junior college district.

2. Setting of a property tax ceiling of sixteen cents for operation of the system.

3. Creation of a $41.5 million bond issue to finance building and maintenance of the college's four campuses.

4. Election of a seven-member board of trustees.

The Election Campaign

The actual bond election was next and the campaign for victory got underway. County Clerk Tom Ellis predicted that 50,000 would vote in that election, and gave instructions as to the qualifications for voting on each particular proposal and for absentee voting.

All areas of the media were utilized by the Steering Committee and the supporters of the proposals. The newspapers, radio, and television carried messages informing the citizenry of the nature of the propositions and the need for a Dallas County Junior college. The following statement appeared in the Dallas Morning News on May 2, 1965:

> With the setting of Tuesday, May 25, as the date for election of a Dallas County Junior College, the educational hopes and dreams of thousands of local families move a step nearer to realization. The Commissioners' Court has authorized the vote as the last of a series of preliminary moves, all of which have been made so far with unprecedented popular enthusiasm. . . .
>
> Since the proposed Dallas Junior College has already been approved by state educational agencies, it will automatically derive 33 per cent of its cost from state school funds. The yearly tuition of $100 paid by county

> students will cover another 11 per cent of the cost. The remaining 56 per cent of the cost will be borne by county taxpayers, with a tax not expected to exceed 30 cents on each $100 of assessed valuation.
>
> In view of the thorough and convincing studies of the great need for the public-supported junior college, its vital importance in the development of the Dallas area and the sound financing and operation proposed for it, the News is convinced that a public, tax-supported junior college system in Dallas County is vitally needed in a day when so much depends on academic, professional and technical instruction.
>
> More young people need advanced education for their development and that of this metropolitan community -- and too high a percentage is not getting it. The case for a junior college is that simple and urgent.[1]

On May 23, 1965, the Dallas Times Herald carried this statement:

> The title "junior" college is misleading, for it implies a subordinate position. Today the junior college has its own useful role in the advanced education picture. It is not an extension of high school and is not a preliminary to college. The junior college has its own place. It fills a gap in the education spectrum which particularly suits metropolitan area needs. . . .
>
> There are many incentives about a junior college -- its low cost, the chance for students to live at home, be married or hold a job while going to school -- which are a great weapon against dropouts, and it is a higher but tangible goal for the student who is tempted to give up on education before finishing high school.
>
> It is for these reasons the Times Herald urges Dallas County voters to vote FOR the proposed $41.5 million Dallas County Junior College bond issue Tuesday.[2]

Chairman Thornton, in a speech at a meeting of the Dallas City Council of Parent-Teacher Associations, told them that Dallas was five to ten years behind the times, as evidenced by the tremendous difference

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[1] "Junior College," Dallas Morning News, May 2, 1965.

[2] "Junior in Name Only," Dallas Times Herald, May 23, 1965.

in the number of people having a high school education and the number having a college education. Only 30 to 35 out of 500 graduating high school seniors ever finish college. Thornton said, "We must do something for the 465 who never get a degree." He also made the point that it takes 325 skilled workers to put the work and research done by a Ph.D. into practice; therefore, a large number of Ph.D.'s is useless unless there is a work force of skilled workers to carry out the findings of the highly trained. If the Dallas County Junior College proposal is successful, the skilled workers would be available because they would be trained at home at a reasonable cost.[1]

Support for the Proposal

There was much spontaneous support for the junior college project which came from not only the two main city newspapers, the aforementioned Dallas Morning News and the Dallas Times Herald, but also from the editorial endorsements and news coverage of the smaller newspapers in the county.

In the May 13, 1965, issue of the Texas Mesquiter, the following statement appeared:

> Mesquite will have more at stake than mere higher education. The process of elimination shows that the city stands an excellent chance of landing one of the four campus sites. . . . Mesquite has already shown its wholehearted support through Chamber of Commerce efforts. Moreover, Mesquiter's 5,500 poll tax holders

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[1]"Juco in Dallas," Oklahoma City Times, May 8, 1965.

could swing considerable weight in a light voter turnout that traditionally greets any bond program.

Local booster work must take a back seat, however, to the splendid campaign conducted in Pleasant Grove which produced more petition signatures in support of the proposal than any other area of Dallas County. As a result, perhaps, both Mesquite and Pleasant Grove are represented on the Steering Committee, and Mesquite has a nominee for the Board of Trustees.[1]

The May 17, 1965, issue of the Grand Prairie News Texan stated:

> The needed petitions have been signed and submitted to the proper authorities. The election date has been set for Tuesday, May 25. The public has expressed its desire for this college. All that remains is formal voter approval, which will come if those who have expressed belief in this proposal visibly show it by voting for the Dallas County Junior College. Those who need this college the most are too young to vote for it. The task is left to the interested citizens of voting age to improve the county, to offer opportunity to all and to work for the college's success by voting for it on Tuesday, May 25.

The Pleasant Grove Shopping News made this report on May 19, 1965.

> We, the people, have been informed about this issue and now the choice is ours. One single vote can decide -- are we to provide adequate educational opportunity for all or will we be content to know that only the most talented, the most affluent, and the most fortunate will be able to improve their education? Vote yes for youth, and we vote for prosperity; vote no, and we wipe out this wonderful opportunity; stay away from the polls and fail to vote, and you forfeit your inalienable right of representation.
>
> Billions for the trip to the moon? How about pennies for education! Vote for youth Tuesday, May 25. Vote for all four propositions, you cannot afford to have one without the other.[3]

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[1] "Best Bid for Junior College Site: Voter Support," The Texas Mesquiter, May 13, 1965.

[2] "Junior College Needs Studied," Grand Prairie News Texan, May 17, 1965.

[3] "We Make a Choice," Pleasant Grove News, May 19, 1965.

The May 30, 1965, issue of the Oak Cliff Tribune contained this statement:

> R. L. Thornton, Jr., . . . assured the Tribune that no preconceived ideas about where and when the four branches will be built have been formulated.
>
> Thornton responded to an item in the Tribune . . . about the only opposition to the college in South Dallas County came from a rumor that the first two branches would be built in the north portion of the county.
>
> "There has never been any discussion at any of our meetings about construction," Thornton reiterated. "We will leave that to the experts. But I do promise this, that branches will be built where they are needed and we shall do our utmost to avoid any undue pressure or raw politics. . . ."
>
> "Everything now is informal and unofficial . . . but after the vote on May 25 we hope to have a mandate to move ahead full blast.
>
> I said at the time that a cross should be drawn through the heart of downtown Dallas and that a branch of the college should be built somewhere near the end of each line. . . .
>
> That was based on what the experts found in surveying our junior college needs. I am willing to support their findings. And as far as I am concerned there will be absolutely no hanky-panky or politics in site selections, land purchases or construction schedules."[1]

Election Day and Victory

All of the mayors from every community in Dallas County met and proclaimed Tuesday, May 25, 1965, election day, as Dallas Junior College Day. The proclamation stated that the mayors, "realizing the importance of the Dallas County Junior College election and the need for the school -- which has been expressed by educators, civic leaders, and citizens

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[1]"Thornton Promises South Fair Shake on Junior College, " Oak Cliff Tribune, May 20, 1965.

throughout the county -- therefore have proclaimed Tuesday, May 25, as Dallas Junior College Day."

The weather that day was not the best, but 35,000 voters turned out and all four proposals were overwhelmingly approved. After all the returns were in Chairman Thornton released the following statement:

> No civic drive, no political campaign in Dallas County has ever witnessed so many dedicated organizations and individual citizens devoting such great efforts to bring about a successful election.
>
> With the establishment of the county junior colleges, our entire county community is the real victor.
>
> Our children and their children for generations to come will be indebted to those who worked with such dedicated purpose to make this dream come true.[1]

Of the 214 voting precincts, only four voted against the proposal, with the heaviest opposition coming from Irving, where there was a two-to-one vote for the opposition. The margin of victory was slender in Garland, Rowlett, Seagoville, Coppell, and Oak Cliff. Those areas exhibiting really strong support included Negro precincts and precincts in northwest Dallas, the Park Cities, Richardson, and Grand Prairie. In some precincts, there were no votes cast opposing the proposal.

The Trustees

Great care had been taken in the choice of each of the candidates for the Board of Trustees. It was important that the candidates be acceptable to the entire county. They had to be elected on the same ballot with

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[1]Personal Notes, R. L. Thornton, May 25, 1965.

a proposal to create a taxing authority and one of the largest bond elections in the history of the community college movement. The members of the Steering Committee, who had also been chosen with great care, were asked to nominate potential candidates for the Board.

An examination of the membership of the original Board of Trustees bears out the fact that care was taken in selecting well-known civic leaders representing all parts of the county. Mr. Durwood Sutton, from the Irving/Grand Prairie area, was a past president of the Grand Prairie Chamber of Commerce, member of the school board and president of one of the banks in that area. Carie Welch, from the Oak Cliff area, was at the time of his election mayor pro-tem of the City of Dallas. His term was up before the Trustee election. Mr. Welch, a well-known businessman in the Oak Cliff area, was also active in the civic and religious life of the community. To represent the Pleasant Mound, Pleasant Grove, Mesquite area, Mr. Loncy Leake was chosen. Mr. Leake, also a well-known and respected civic leader, was at that time head of the North Texas Water District. Dr. Frank Altick, a Dallas physician who had been influential in the establishment of hospitals in the Richardson and Farmers Branch/ Carrollton areas, was selected to represent the North Dallas communities. He was serving as president of the Education Committee of the North Dallas Chamber of Commerce. Mrs. Eugene McDermott, a well-known patron of the arts in Dallas County was also elected to the Board. The McDermott family provided the necessary tie with big business, as Mr. McDermott was

one of the founders of Texas Instruments. Mr. Franklin Spafford, a former president of the Board of the Dallas Independent School District and the attorney for that group, provided the needed link with the DISD. Mr. R. L. Thornton, Jr., one of Dallas' best known civic and business leaders, had played a major role in establishing the foundation necessary to bring the community college issue to a vote of the people.

The candidates for the Board of Trustees were chosen to provide geographic representation for the county and to provide the necessary leadership by giving their time and energy to direct this monumental undertaking.

On May 27, 1965, County Judge W. L. Sterrett certified the vote count of the bond election and swore in the new trustees for the Dallas District. The Trustees moved to a nearby room and drew for length of terms of office. Mr. Robert L. Thornton, Jr., Mrs. Eugene McDermott, and Mr. Carie E. Welch drew six-year terms; Dr. Frank J. Altick and Mr. Durwood A. Sutton drew four-year terms; Mr. Loncy L. Leake and Franklin E. Spafford drew two-year terms. They then elected officers: Mr. Thornton was elected president, Mrs. McDermott was selected as vice president, and Mr. Spafford was chosen secretary.

The entire junior college proposal received overwhelming support from Dallas county; the election victory was tangible evidence of the voter approval. The backers of the proposal sold the idea on the basis that it was good for business and industry, for students, and for the general

citizenry. The Steering Committee wanted not just a junior college for Dallas but also the necessary authority and financing to create and support the kind of community college system necessary to serve a growing, progressive county. The voters were assured that this was a wise investment of their money. The hard work and farsightedness of the Steering Committee and chairman Thornton paid off and the District came into being under the best possible conditions.

The District was not entangled in the evolutionary process; it was created new, so it did not have to overcome the past. The financing was adequate and the community support enthusiastic. The governing board was hand-picked from among Dallas' most capable and dedicated civic leaders.

As the Steering Committee had been insistent on bringing to the voters a proposal that would provide for a first-rate community college district for all of Dallas County, so were the Trustees determined to keep the promises made by the Steering Committee. The sense of purpose and commitment to excellence on the part of the Trustees is evident from the first called meeting. Mr. Thornton presented the following "Outline of Duties" to the Board on May 31, 1965:

> We have been elected by people from all walks of life, and from all parts of the county. When we took our oath, we assumed an obligation to represent all of them to the best of our ability. We must not be swayed by pressure from business associates, clients, and neighbors. Every act and thought in our capacity as trustees must be: "Is it in the best interest of the Junior College?"

We are Trustees and policy makers. We are not personnel experts, college administrators, nor educators. We must set the policy, see that the schools are operated within the framework of the policy but must not, as individual Trustees, interfere in the running of the schools.

We should adopt a set of by-laws and establish a policy file. This I do not feel we should attempt until we have hired the president and secured advice from recognized experts in the junior college field.

Until such time as we have adopted a formal set of by-laws and policies, I would like to recommend we operate under the following policy:

We operate through committees. No action should be taken by the Board except through committee reports. If we operate under this policy, we shall have time to investigate, analyze, and reflect on any problem. We shall not make spur-of-the moment decisions nor be stampeded into decisions we might later regret. The committee report will be in writing, signed by the committee chairman, and the president . . . and the administrator of the section involved. Reports involving the payment of funds will designate from which funds authorization for payment will be made.

Formal Board meetings should follow an agenda. Nothing should be placed on the agenda after it is mailed to the trustees. Only those things on the agenda will be acted upon. The agenda and all committee reports to be acted upon at the next meeting will be mailed to each trustee five days in advance of the meeting.

While probably the most important thing to the citizenry as a whole is the location of the four sites, the most important and immediate job of the trustees is the selection of the executive to be the head of the colleges. It is this person who will shape the image of the colleges for years to come. It is the deans, the faculty, and the administrators with which he surrounds himself, the policies he adopts, his ability to lead, and his acceptance by the students, faculty, trustees, and the public that can make these schools great.

In addition to picking the head of the school, the trustees have the responsibility of setting policy, selecting the locations, naming them, selecting an outside auditor, bond attorney, fiscal agent, treasurer, tax collector and assessor and determining the time and place of monthly meetings.

In these formative days we must have a place in which to operate, personnel to run it, and supplies and equipment with which to work.

> Since we need all the advice we can get, I suggest we have Dr. C. C. Colvert meet with us as soon as possible and give us his expert advice and guidance.[1]

The impact of the Thornton statement is obvious as one reads the minutes of the Board of Trustees meetings of the early years of the District. In this brief outline, Mr. Thornton establishes the relationship between Trustees and the college administrators. He also identifies the role of the Trustees and the role of the educator. The importance of such early determination of the role and relationship between the governing board and the college administration cannot be documented. However, when one looks at the examples of friction arising when such roles and responsibilities are not clearly defined, it seems reasonable to assume that the Thornton statement is one of the factors which played a major part in the shaping of the District. While avoiding the formalizing of policies and by-laws, it set forth the procedure for operation until a chief administrator could be hired. The precedent established by the Steering Committee in securing the counsel of the best available consultants and professionals is evident in Mr. Thornton's statement and was continued throughout the hiring of the chief administrator, selection of the sites, and master planning of the colleges. The following agenda format suggested in the statement is still in operation:

> (1) Invocation, (2) Minutes of Previous Meetings, (3) Reports from Building Committee, (4) Reports from Sites Committee,

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[1]Presented by R. L. Thornton, Jr., to members of the DCCCD Board of Trustees, May 31, 1965.

> (5) Reports from Finance Committee, (6) Reports from Supplies Committee, (7) Bills and Accounts, (8) Reports from Welfare Committee, (9) Reports from Curriculum Committee, (10) Reports from Committee of the Whole, (11) Reports from Special Committees, (12) Personnel Who Desire to Come Before the Board, (13) Delegations[1]

The operation of the District concerned the members of the Board. This is pointed out in the Thornton statement and is evident from the actions of the Board in those first few months of operation. At the May 31, 1965, meeting of the Trustees when the duties statement was presented, the Board was organized into the working committees listed on the following page. In addition, the public relations firm of Van Cronkhite and Malloy (the firm which directed the election campaign) was employed, Hobby McCall was employed as Bond Attorney for the District, and the time for regular meetings was established.

The next regularly scheduled meeting was set for June 15, 1965. This meeting was held in the City Planning Room, Second Floor of the Police Building. At this meeting the Trustees voted to accept the offer from R. W. Baxter, Sr., to provide temporary office space on the ground floor of the Rio Grande Building at the corner of Pacific and Field Streets. Even though a president had not been hired, certain matters of business had to be carried on by the Trustees; for this reason it was decided to staff the office on a temporary basis. Mrs. Harold Hoffman was hired as office

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[1]Dallas County Community College District, Minutes of the Meeting of the Board of Trustees, meeting of May 31, 1965. (Typewritten.)

BOARD COMMITTEES

Following is an excerpt from the Minutes of the Meeting of the Board of Trustees of the Dallas County Community College District, May 31, 1965:

All Board meetings are to be public. However, problems cannot be solved with people sitting in while the Board is trying to determine who will be president, the curriculum, sites, etc. Therefore, the work must be referred to committees who will report their findings and recommendations back to the Board. These recommendations will then be read in public and voted on in public. Everything must come from committee recommendation and it will always be in the minutes that this was the action. The committee appointments were then made by President Thornton as follows:

Building Committee - charged with the responsibility of recommending to the Board anything pertaining to the construction and maintenance of the building, exclusive of equipping them which will come under the Supply Committee:

Franklin E. Spafford, Chairman
Mrs. Eugene McDermott, Member
Carie E. Welch, Member

Sites Committee - make recommendations to the Board as to location of the schools or offices:

Carie E. Welch, Chairman
Dr. Frank J. Altick, Member
Loncy L. Leake, Member

Finance Committee - make recommendations to having outside auditor preparing budgets, securing bond attorney, fiscal agent if needed, treasurer, tax collector and assessor, investing funds, selling bonds, setting tax, and procuring operating funds:

Durwood A. Sutton, Chairman
Carie E. Welch, Member
Franklin E. Spafford, Member

BOARD COMMITTEES (continued)

Curriculum Committee:

Loncy L. Leake, Chairman
Mrs. Eugene McDermott, Member
Durwood A. Sutton, Member

Supplies Committee - make recommendations to the Board on all purchase of supplies, equipment and materials.

Dr. Frank J. Altick, Chairman
Franklin E. Spafford, Member
Loncy L. Leake, Member

Welfare Committee - make recommendations pertaining to the welfare of the students, faculty, and employees; naming the school, determining mottos, crest, song, dedication ceremonies, and community relations:

Mrs. Eugene McDermott, Chairman
Dr. Frank Altick, Member
Mr. Durwood A. Sutton, Member

Committee of the Whole - examine budgets, hire president, and anything which needs study by all Board members:

R. L. Thornton, Jr., Chairman
Durwood A. Sutton, Member
Carie E. Welch, Member
Loncy L. Leake, Member
Dr. Frank J. Altick, Member
Franklin E. Spafford, Member
Mrs. Eugene McDermott, Member

The President will be ex-officio on all committees. All committee meetings are to be open to those members of the Board who are not on the Committee and each of those other members of the Board shall be notified of the time, date, and place of meetings. Mr. Franklin Spafford suggested that no minutes be kept of committee meetings. The action of the Committee would then be reflected only in a written report of the Committee, signed by the members of the Committee and referred to the Board. This was accepted by the Board.

manager and provision was made to employ a secretary. Mrs. Hoffman had been with the Van Cronkhite and Malloy firm and had been closely associated with the community college movement since the petition drive. At this same meeting, the Board approved the hiring of O. R. Thornton as auditor for the District. The point was made that O. R. Thornton was not related to R. L. Thornton. Further, an announcement was made at this meeting that the District would not levy taxes for 1965, but would wait until 1966 after the first bond sale.

The two most pressing matters before the Trustees at this time were the selection of a chief administrative officer for the District and the securing of a site for the first campus. The Board, at an earlier meeting, had decided to hold all actions regarding sites for the colleges or curriculum planning until the chief administrative officer was hired. However, after considerable deliberation, it was decided that the site selection committee would continue their work and the Board would then be in a position to make some recommendations when the new administrator was hired.

Appointment of the President and Staffing the District

The matter of the selection of the first president for the District was one of prime concern. At the first regularly constituted meeting of the Dallas County Community College District Board, President R. L. Thornton stated that until the president of the District was employed, the

Board could only set procedures and ground rules because it would not be prudent for the Board to hire the president and then ask him to use tools that the Board had selected. The Board discussed in general the qualifications and salary for the president of the District. Board member Franklin E. Spafford suggested that it might be wise to invite all junior college presidents in Texas and some from other states to a dinner and let them briefly outline their duties and responsibilities; this would give the Board an excellent opportunity to have a view of these men without actually having an interview with each of them.

The Board of Trustees felt that the selection of a president was a very pressing matter and placed concentrated efforts into that activity. It was a responsibility of the committee of the whole to hire the president, and by July the Board was holding almost daily meetings with presidents from junior colleges from across the nation. In early June, the Board met with Edmund J. Gleazer of Washington, D. C., the executive secretary of the American Association of Junior Colleges. They asked him to nominate the top men in the field, and seventeen of the nominees were invited to come to Dallas individually and hold six-hour meetings with the Board to tell all they knew about junior colleges. The meetings extended over a six-week period; they began in mid-June and continued until the end of July. These sessions, which were held at the Chaparrel Club at the top of the Southland Center and included cocktails, dinner, and informal conversations, began at six o'clock and rarely concluded before midnight.

The questions posed to the nominees ranged from a review of the president's greatest successes to a discussion of his worst mistakes. The nominees were also asked to name the top five junior college administrators in the nation. At the conclusion of these meetings, the Board members were asked to list the names of the top five men they had seen. Without any prior consultation, all seven of the Trustees listed the same five names and the same name was listed first on all the seven lists. Thus, the Board had set into motion the machinery that eventually brought Dr. Bill J. Priest to Dallas as the Chancellor* of the Dallas County Community College District. In a personal interview, Board Chairman* R. L. Thornton, Jr. gave his account of the hiring of the Chancellor of the Dallas County Community College District:

> So I called Ed Gleazer, who was the head of the National Community College Association in Washington, (that name is real close), and asked him, "How in the world do you go about hiring the president, or chancellor, or head of the school?" He said, "There is a guy by the name of Bill Priest who's head of one in California and will be our president next year and he has written a paper on how to select a president." I said, "You got a copy?" He said yes, so he sent it to me. So we [the committee of the whole] set down and read Bill's dissertation on how to hire someone. And one of the things it brought out was to contact a group of the present presidents or chancellors and ask them to come and visit with you and tell you what you ought to do. So I went back to Ed in Washington again and said, "Can you give me the names of some of the

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*On June 6, 1967, the Board voted to change the title of the chief administrative officer to Chancellor, and the title of Board President to Board Chairman. These titles are used throughout the remainder of this study in the interest of consistency.

outstanding ones?" So he gave me the names of about fifteen or twenty of the outstanding community college presidents or chancellors in the United States.

So I got on the phone and began to call them. And nearly everyone of them said, "If you're gettin' me there to offer me the job, the answer is 'no,' but if I can be of some assistance to you in helping you get the things that you oughta know, then I would be delighted to come." So we paid their expenses and gave them a stipend - I don't know what it was - $125, $150 or something like that - for the pleasure of coming. And they set down with us and they began to outline how you looked at the guy, the tone of his voice, the type questions that you should ask him and the type answers that you should be looking for -- what experiences he should have, what he needs, and so forth.

After the third or fourth of them, when we got the whole group put together, we knew pretty well what we wanted to ask, so then we began to talk about the same list and expand it and then began to call in and interview those that had shown an interest or ones that we wanted to interview. And after about the second or third one that you interview, you could begin to get the feel just /finger snap/ that quick whether they had the curve on the ball or whether they didn't, whether they were small town, whether they could run one after it was in existence, but who could build one.

When we got through there were three, and they stood #1 Bill Priest, #2_____, and #3_____ (I don't want to mention the names). So we went after Bill and we invited him to come back and he brought Marietta with him. They came back and we discussed with him - now he'd been one of them we had also interviewed on what to do - and one of the questions we asked was what did he feel we had to pay to get him. And it's a matter of record, he said, "I don't think you'll be able to get anyone under $35,000." And at that time there wasn't anyone in the State of Texas in a political office making that much money - including the Governor. But that's what it would take. So when we brought him in and offered him the job, we said, "what would you come for?" Now Franklin Spafford - before we asked him that - I said, "What should we offer?" - and he said, "I'll tell you what - hand him a piece of paper and a pencil and say, 'Bill, we want you and write down on here what you'll come for.' " I was also told that whatever he put on that piece of paper accept it. Because if he were the type man we wanted - and we knew he was - he was going to be in the ballpark.

> Bill wouldn't write on there; he said, "I told you when I was here before that I thought it would take $35,000 and I still think that would be the fair deal. I said, "Well, we'll offer you $35,000." He said, "Let me tell you something - I've had a Board out there that when we put the two community colleges together, one was urban and one was rural, and we've had a four/three vote, and it's been hell." And he said, "I've had three people vote against every dang thing that I do out there, even including approving the minutes of the previous meeting. They say, 'To hell with what's on there - this is what it should have been.' " He said, "My Chairman of the Board, my friends, know that I am here, and they know durn well that you are going to offer me the job. And they asked me one thing - not to accept without talking with them." And he said, "I feel I should go back and talk with them." And we said, "Well, let us know." And we got a telegram: "For the first time in history I got a unanimous vote." His friends were for him and his enemies didn't want him. So Bill came with us -- now, then we have a chancellor.[1]

As the District came into existence under the best possible conditions, Bill Priest began his employment as chief administrative officer for the Dallas County Community College District under the best possible conditions. He had the support of the Board of Trustees, the opportunity to open a totally new community college system with adequate financing, and the advantage of selecting his own staff. The appointment of Priest as Chancellor of the Dallas County Community College District was made by Mr. Thornton at the meeting of the Board of Trustees on August 4, 1965.* Dr. Priest assumed the full responsibility of his office in mid-October of 1965. He established early that it was his responsibility to administer

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[1]Personal interview with Mr. R. L. Thornton, Jr.

*At the August 4, 1965, meeting of the Board of Trustees, the bid of H. Kite to become Treasurer for the District was accepted. The position had been advertised for bid publicly in accordance with law.

and operate the District and the main function of the Trustees now was to formulate policy:

> Back when we first organized, we put outselves in committees - and one was chairman of procurement and one was chairman of this and chairman of that. And as soon as Bill got there he said, "That old dog won't work. If you got a Board of Trustees that are gonna try to run this thing by committee chairmen, and if you want me to run it, I'll run it. Ya'll set policies." So, fine, we solved all the problems - we got somebody to run the thing. Then, through Bill, we set down to formulate the policies and things that we needed. He, in turn, began to assemble his staff.[1]

Dr. Priest had sat as his number one priority the hiring of his staff. In doing this Priest had the support and cooperation of the Trustees, as is obvious in the following quote from a personal interview with Mr. Thornton:

> And we told him, "Money is not the objective. We cannot ask you to come here and to create a brand new something and then tie your hands as to the tools you can use - and the tools are gonna be your lieutenants. So, through your vice-chancellors and through your college presidents and through your deans - pay what it takes to get what you want. Now then from that point on we cannot have the full education system of the State jumping down our throats for trying to disrupt the salary schedules. So then, get quality, but try to stay within due bounds after you get past what it takes to get organized."[2]

Priest began interviewing candidates for the administrative posts he wanted to create immediately after reporting for duty in mid-October. He made his first personnel recommendations to the Board at the November

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[1] Ibid.

[2] Ibid.

2 meeting. The Trustees voted to hire the three individuals suggested by Priest in the positions stated and at the terms indicated below:

(a) Dr. Alfred M. Phillips, Vice-President in charge of Instruction for a three-year period commencing on or about January 15, 1966. Compensation shall be at $20,000 for the first year; $21,250 for the second year; $22,500 for the third year.
(b) Frank P. Schroeter, Special Assistant for Planning and Research, effective November 2, 1965, at a monthly salary of $1,250.
(c) Dr. Carole Zion, Associate Dean of Instruction, effective January 1, 1966, at a salary of $13,500 per year.[1]

During the ensuing months, recruitment efforts were expanded and personnel recommendations were made at virtually every Board meeting the following year. Appendix A provides faculty salary schedules of the Dallas County Community College District.

By November, 1966, a Report to the Governing Board which identified facts, information, basic policy and principles for possible use as guideposts in the planning of the district (specifically for the 20-year period 1966 through 1985, and in general to the year 2000) had been prepared. The survey staff for this report was headed by B. H. Peterson. The "Report to the Governing Board" recommended the following guidelines be used in organizing and recruiting staff for District positions:

1. The basic organization pattern should be in accordance with one of two organization charts (pages 66 and 67) in order to provide

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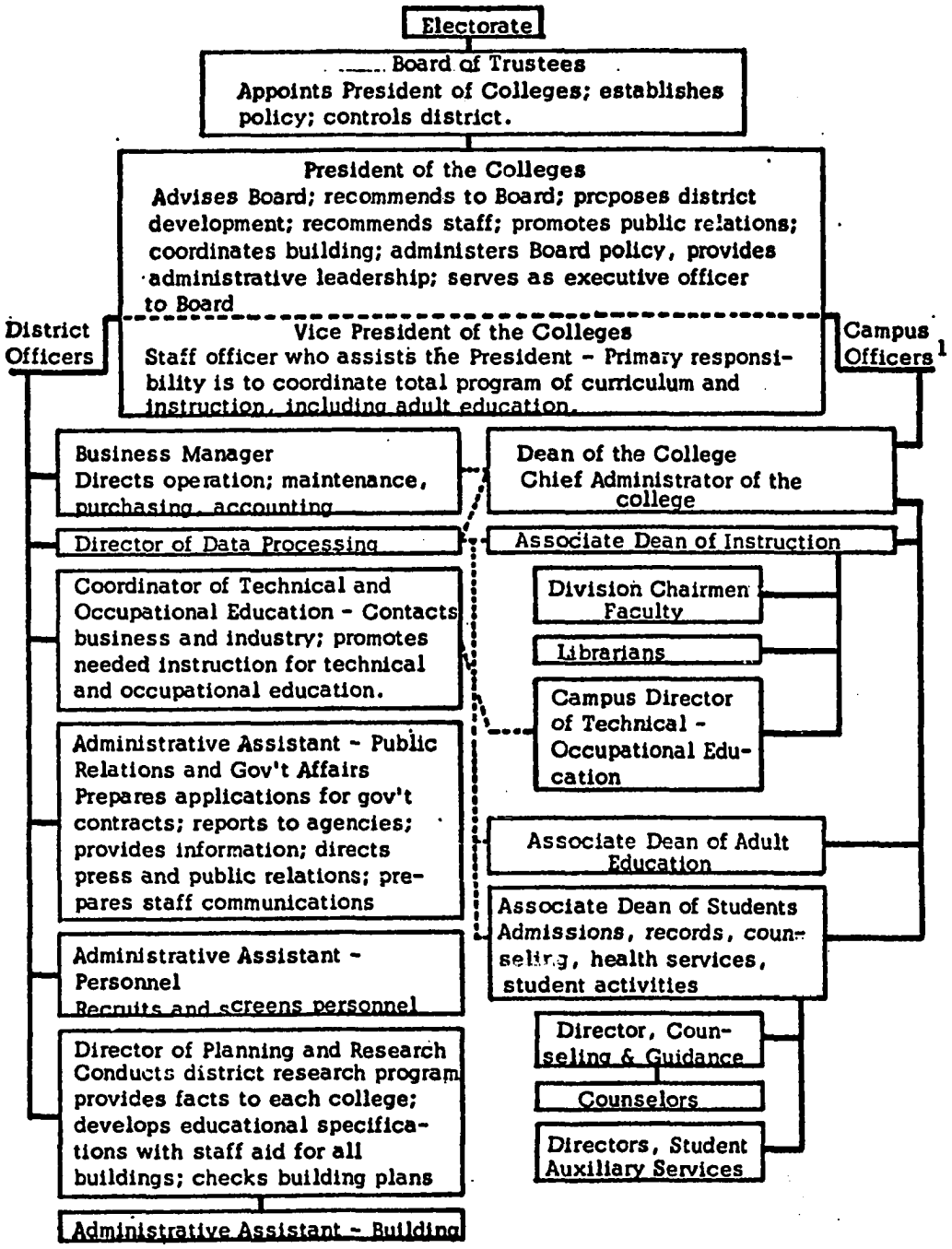
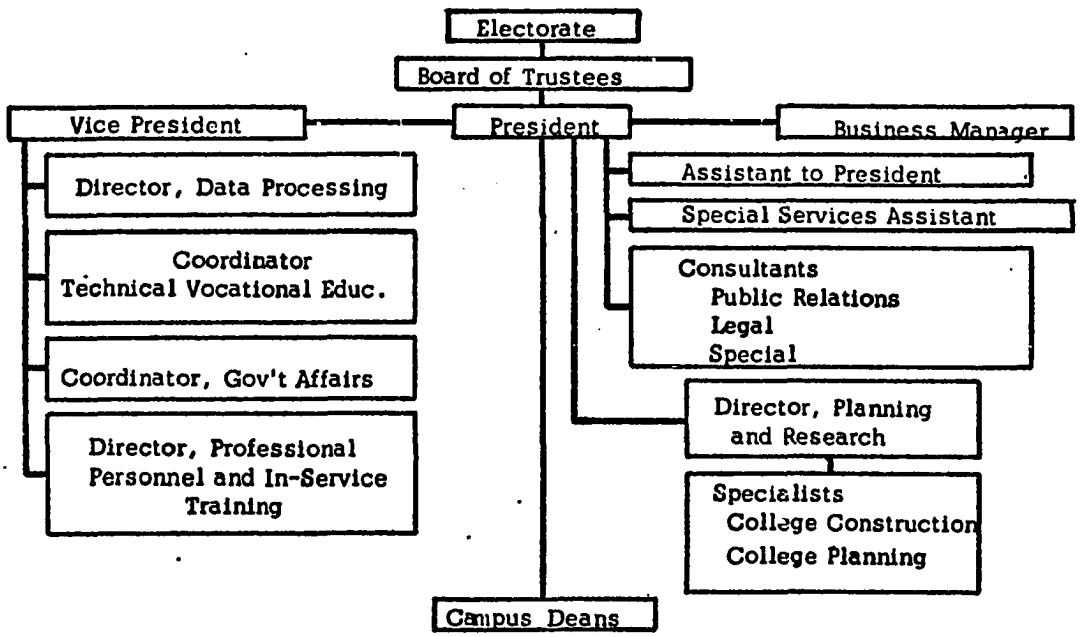
[1]Dallas County Community College District, Minutes of the Meeting of the Board of Trustees, meeting of November 2, 1965. (Typewritten.)

SUGGESTED ORGANIZATIONAL CHART
District and Campus Organization for Multi-College District
Option A

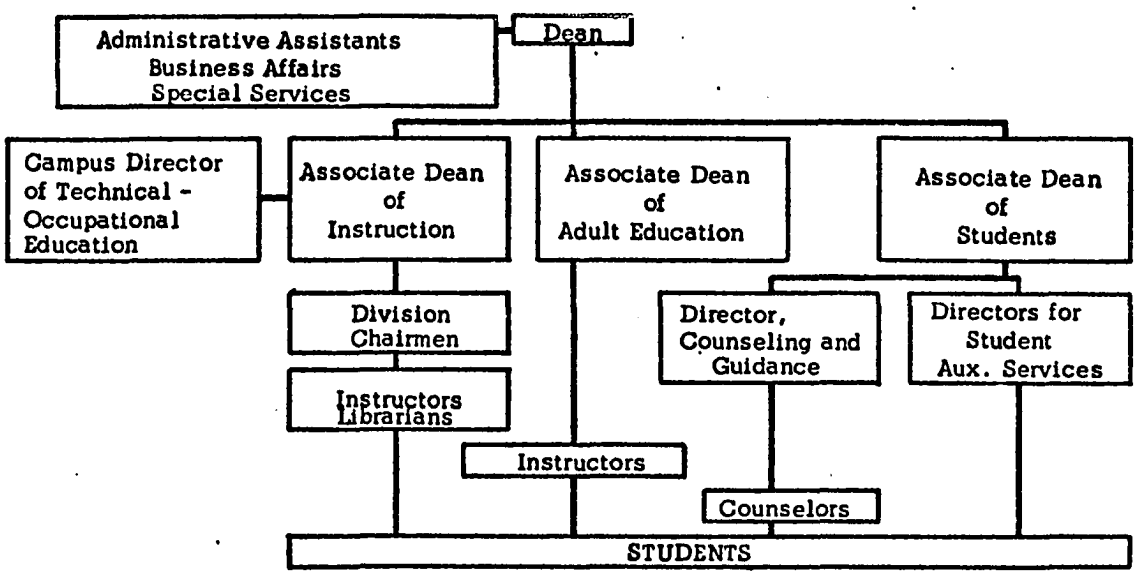


[1]Repeated for all campuses.

SUGGESTED ORGANIZATIONAL CHART
District and Campus Organization for Multi-College District
Option B



CAMPUS ORGANIZATION



a sound framework upon which to expand the staff as the district grows.

The staff organization should (1) conform to legal requirements; (2) provide avenues of communications between Board, administration, faculty, students and public; (3) provide efficiency of operation; (4) provide opportunity for faculty and student initiative; (5) provide a high level of leadership by the governing Board, administration and faculty.

2. The central office staff should be no larger than required to provide the services necessary for the chancellor, the vice-chancellor(s) and by each college. Because of the major building program, the planning staff must be large enough to handle the work and at least one building planner and one inspector will be required for each campus development.

3. The primary responsibilities of the District office should be to promote efficiency, avoid unwarranted costly duplication, coordinate the total program of the district, provide services necessary for the chancellor, the vice-chancellor(s) and each college, and make public contacts.[1]

Opening the First Campus

Responsibility for locating a site for the opening of the first campus of the District was primarily assumed by Frank P. Schroeter. The Board (during the pre-election campaign which led to the establishment

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[1] B. H. Peterson, et al. "Guide Posts for the Planning and Development of Dallas County Junior College District - A Report to the Governing Board," November, 1966, pp. 22, 23, 92.

of the District) had made a commitment to the community to open a campus for the 1966 fall semester. The limited amount of time available to prepare the campus left only a few options: 1) lease space, 2) acquire portable buildings, or 3) remodel an existing structure. Following numerous inspection trips all over the county to appraise sites for the interim campus, on March 15, 1966, the Trustees approved the purchase of two adjacent city blocks in downtown Dallas. The selection was made only after extensive examination and evaluation of some forty prospective sites, ranging from the Union Terminal Railroad Station to a former hospital.

The building which was to eventually house the first junior college in Dallas was the eight-story building complex which formerly housed the Sanger-Harris Department Store. The property consisted of two city blocks, bounded by Lamar, Main, Elm and Market Streets. It was purchased from O. L. Nelms and eleven minority owners for $2,150,000. Although selected as an "interim" campus, the property was to remain and become the permanent downtown campus of the District. At the May 3, 1966, meeting of the Board, the Trustees unanimously voted to name the first campus "El Centro College."

Prior to naming the college, at the April 5, 1966, meeting the Board had approved the employment of Enslie O. Oglesby, Jr. as architect for the remodeling project. The staff began immediately to communicate educational requirements for the college to the Oglesby firm, and on April 19, the architect received approval of his basic concept of preliminary

plans and was given authorization to proceed with working drawings. After only two weeks of around-the-clock work by the architectural staff, the Board approved the working drawings on May 3. Bids for the remodeling contract were opened on May 23 and on May 25 the Board awarded the remodeling project to the low bidder, T. C. Bateson Construction Company, for $3,017,400. The bid provided for the work to be substantially completed in one hundred calendar days, or by September 3, 1966.

No portion of the building was completed by the September 3 deadline, but the administrative offices and classrooms on floors two through seven were far enough along for occupancy by September 19, allowing the fall semester to begin on schedule in partial facilities.

> On Friday, September 17, 1966 (a miserable, rainy day) the staff moved into the building which was to house El Centro College. None of the entry ways was usable, and the entire staff had to be brought up in small groups via the freight elevator in the rear, after going through a muddy, tar-covered, unfinished, cracked walk-way. During the week before classes began, faculty members had to wear steel helmets to gain entry to the building.
>
> The furniture had not arrived for the campus administrative offices on the second floor. After helping move materials from temporary offices in the Rio Grande building, the Associate Dean of Instruction and her secretary were having an after-lunch rest on the carpet in her unfurnished office, when they heard a cough. Two fire chiefs were standing in the doorway. They had arrived on time for their one o'clock meeting to discuss the Fire Technology curriculum. They sat down on the carpet, and the first conference was held at El Centro College, with the secretary sitting cross-legged in old slacks and sneakers, taking shorthand notes, while everybody tried to maintain some dignity about the situation. Under such conditions El Centro College, the first operational campus of the Dallas County Junior College District, was born.[1]

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[1]"Report of the Chancellor," Dallas County Junior College District, for the period ending August 31, 1967, p. 31.

The college and contractor "co-habited" the building during the entire first year. Remaining areas of the building were placed in operation at several-week intervals, and the building was accepted as substantially complete on March 8, 1967.

Enrollment at El Centro College for the fall semester was 4,047. In order to facilitate the development of courses and programs, only freshmen-level courses were offered the first year.

The total expenditure for El Centro College was approximately $7,329,120, including original purchase and remodeling contract, furnishings and equipment, architect's fees, and a subsequent remodeling contract to correct deficiencies and increase the building capacity for sophomore level courses.[1]

Early Master Planning and Site Selection Surveys

Following the opening of El Centro College, the Board of Trustees immediately turned their attention to master planning for the District, campus site selection, and the development of building plans. With the assistance of professional staff members and a number of expert consultants, the Board mapped out in considerable detail the probable community college education requirements of Dallas County through the 1970's.

The primary consultant and survey coordinator for the planning and development study was Basil H. Peterson, President Emeritus, Orange

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[1]Deon Holt, "An Interpretive Analysis," p. 43.

Coast College, California. This study, presented to the Board in November of 1966, provided the necessary data for master planning, including the sequence of campus development, projection of educational needs for the District, translation of these needs into educational programs and a projection of needed financial resources. Acceptance of this long-term plan by the Board led to the purchase of sites upon which the seven Dallas County Community College campuses would be built. Several members of the professional staff (in particular the Office of Planning and Research) were involved in the study. When appropriate, studies previously cited conducted by Dr. C. C. Colvert and the Dallas League of Women Voters were also considered. In addition to the basic study, for which Dr. Peterson compiled the data and provided the necessary analyses and interpretations, the results of two substudies were incorporated.

G. H. Womble, a veteran junior college planner-administrator, was employed at the November 16, 1966, meeting of the Board as a temporary consultant to prepare a planning survey with specific information concerning potential student population and projections. Womble had been overseer of $100 million in college construction work as supervisor of junior college planning for the Los Angeles Unified School District since 1957. Generally, the Womble study directed specific attention to the following factors: 1) areas within the county, 2) geographic characteristics, 3) population, 4) junior college enrollments, 5) campuses necessary to accommodate enrollments, 6) site locations, 7) size of sites, and 8) good site characteristics.

Included in the Womble study was a summary of opinions of leading experts on the optimum size of a junior college. The summary draws heavily on experience and studies made in Womble's home state of California. Also included in the study was the following recommendation concerning the size of the campuses for the District:

> In master-planning the junior college system for Dallas County an effort should be made to provide colleges with maximum enrollments of 12,000 (9,600 FTE) students or less. Where good evening programs are offered the enrollments for this part of the day will equal, or exceed, the day enrollments, thus making an institution to serve 20,000 to 25,000 students. This adds up to pretty good mileage for the taxpayer's dollar, especially when it is also considered as the cultural center of the community. It becomes apparent . . . that the master plan for the county should contain six, or more, sites. This plans for colleges with capacities and day enrollments of 10,000 to 12,000. We believe this to be the maximum, or above, size where "excellence in education and human development" can be achieved.[1]

The recommendation that the master plan for the county should contain six, or more, sites was based on a junior college enrollment projection of 55,000 for Dallas county by the year 2000. Womble's report divided the county into six zones, based on geography, population, transportation and other factors. (See map on the following page.) An approximate location within each of the six zones was recommended for each campus, and Womble strongly recommended that 160 to 200 acres

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[1]G. H. Womble, Jr., "Site Selection Survey," December 3, 1965, pp. 2-3.

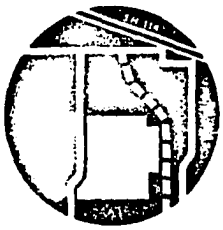
Dallas County Community College District



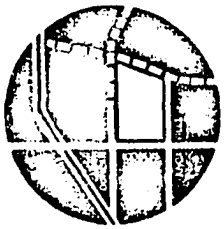
EL CENTRO COLLEGE



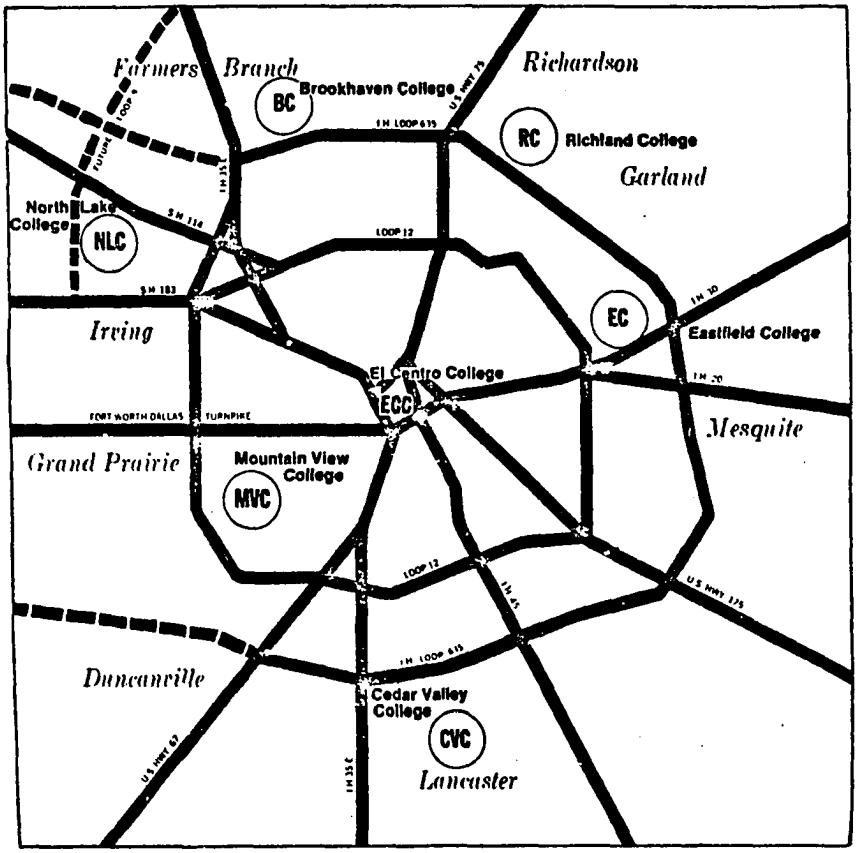
BROOKHAVEN COLLEGE



NORTH LAKE COLLEGE

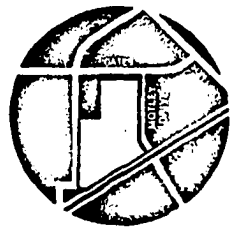


MOUNTAIN VIEW COLLEGE

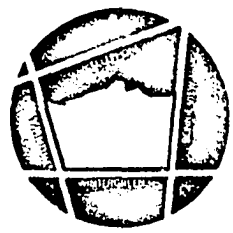




RICHLAND COLLEGE



EASTFIELD COLLEGE



CEDAR VALLEY COLLEGE

- Brookhaven College (1978) 204-acre site in Farmers Branch at the intersection of Valley View Lane and Marsh Lane.
- Cedar Valley College (1976) 353 acres in South Dallas County on a site bounded by Lancaster, Wintergreen and Bonnie View Roads.
- Eastfield College (1970) 244-acre site in Mesquite, on Interstate 30 at Motley Drive.
- El Centro College (1966) situated in Downtown Dallas on a two-square block area bounded by Main, Lamar, Elm and Market Streets.
- Mountain View College (1970) 203-acre site in Oak Cliff bounded by Illinois Ave., Knoxville Street and Duncanville Road.
- North Lake College (1977) 276 acres in Irving bounded by Story Road and the proposed extension of MacArthur Blvd.
- Richland College (1972) 259-acre site in North Dallas at the intersection of Walnut Street and Abrams Road.

be purchased in each location, indicating that "the past is full of examples of underestimating the size of a site."[1]

In selecting the site for a campus Womble's report stated, "A good site will serve the greatest number of people within the area and should be located where the greatest number of people will have the shortest distrance to travel, within practical and reasonable expenditure of funds."[2] Specific suggestions for site selection included avoiding odd, narrow shaped tracts of land or flat, swampy or poorly drained areas. Womble pointed out that the Trinity River, and its main tributaries in Dallas County could create come of these undesirable characteristics. He encouraged investigation of future freeways, highways, airways, and waterways in order that campuses might be located near but not adjacent to such traffic arteries in order to minimize noise and safety hazards.

The final section of the Womble report proposed developmental priorities for the six campuses, based on population and enrollment projections. Four sites were recommended for immediate purchase and construction planning:

1. Site A located to serve Farmers Branch, Carrollton, Richardson, University Park, Highland Park, North Dallas and areas in

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[1] Ibid., p. 5.

[2] Ibid., pp. 6-7.

the north part of the county. This site was subsequently purchased in Farmers Branch for the construction of Brookhaven College to be opened in 1978.

2. Site B located to serve Garland, the White Rock Lake area, East Dallas, and the extreme Northeast county area. This site was purchased in Richardson, and Richland College was opened in the fall of 1972.

3. Site C located to serve Mesquite, Balch Springs, South Dallas, Parkdale, Pleasant Grove, Kleberg, Seagoville, and the east county area. Eastfield College in Mesquite was opened in the fall of 1970 to serve this area.

4. Site D located to serve Grand Prairie, Cockrell Hill, Bay Cliff, Arcadia Park, Duncanville, Cedar Hill and the extreme southwest area of the county. Simultaneously with the opening of Eastfield College, Mountain View College was opened to serve this area.

Two additional sites were recommended to be purchased as needed:

5. Site E located to serve Irving, Walnut Hill area, part of Farmers Branch and the extreme northwest area of the county. North Lake College, scheduled for dedication in 1977, was selected to serve this area.

6. Site F located to serve Lancaster, DeSoto, Hutchins, Wilmer, South Oak Cliff and various other smaller communities in the southern part of the county will become the fifth operational campus

in the District in the fall of 1976, with the opening of Cedar Valley College.

Womble recommended immediate purchase of sites A, B, C and D. He indicated several reasons for waiting for later development of sites E and F:

> Both are in waterway development areas and have not actually blossomed out as they will within the next 5, 10, or 15 years. The actual need for junior colleges is not as great in these areas now as in the other four areas. Location E in particular may be considerably effected by the proposed airport just west and north of the proposed location. Until more details are known about the airport plans, the lowland development and sewage and other utilities are assessable, it would probably be prudent to delay the actual location and purchase of this site (sic).
>
> Delay in developing Site F is based on the Trinity River and industrial area developments and is also justified by location D's [Mountain View College] immediate development, which can accommodate the enrollment loads . . . predicted for this area for 10 or 12 years.[1]

Immediately following completion of the Womble study, the District retained the services of Marvin Springer and Associates, Urban Planning Consultants, to work with the staff in identifying and evaluating potential campus sites. The Board set as its objective the acquisition of six suburban campus sites, each with a minimum size of 200 acres. At the Board of Trustees meeting on December 21, 1965, Dr. Priest reported that 54 possible campus sites had been submitted for consideration and good progress was being made with the help of Springer on identification

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[1] Ibid., p. 3.

and evaluation of potential sites. At that meeting the Board voted to delay screening of architects pending selection of the final sites.

The active interest taken by the Board in the site selection process was evidenced by a 200-mile tour of the county made by the Trustees in late January 1966 to visit prospective sites.[1]

In March, 1966, the firm of Marvin Springer and Associates completed a comprehensive document recommending and evaluating ten potential sites in the four zones given the highest priority for development in the Womble study. The report included a location map and descriptive data on one to three alternative sites within each zone. The sites were ranked within each zone in order of desirability; information on vehicular access, present or potential transit service, available utilities, zoning problems, topographic features, flexibility, environmental factors, and special and unusual features was included.

On February 1, 1966, the Board of Trustees authorized Dr. Priest to retain an agent to arrange for appraisals of specific campus sites and to conduct negotiations with property owners.[2] The evaluations of the sites and negotiations with property owners were conducted during the spring, summer and into the fall of 1966. Early in this period the Trustees voted to acquire sites in all six zones identified by Womble, rather than

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[1]Howard Deon Holt, "An Interpretive Analysis," p. 47.

[2]Dallas County Community College District, Minutes of the Meeting of the Board of Trustees, meeting of February 1, 1966. (Typewritten.)

in just the top priority four. The search for sites in Zones E and F was primarily conducted by District staff members, with Frank Schroeter heading and coordinating the search.[1]

At the August 16, 1966, meeting of the Board, the Trustees announced the selection and approved the purchase of sites in Zones A, C and D, subsequently named Brookhaven, Eastfield and Mountain View Colleges.[2] The site which was to become Richland College (Zone B) was approved on August 30, 1966.[3] Prior to completion of negotiations for purchase of the final two sites, the Board adopted names for all six campuses on September 20, 1966.[4] Purchase of the sites in Zones E and F (North Lake and Cedar Valley Colleges respectively) was approved on December 20 and November 15, 1966.[5]

Negotiations for acquiring all suburban sites were consummated without the use of eminent domain legal proceedings, although such proceedings appeared likely and preliminary legal steps were taken in at least two instances. The District actually acquired only one of the parcels of property recommended and evaluated in the Springer report.

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[1]Howard Deon Holt, "An Interpretive Analysis," p. 48.

[2]Dallas County Community College District, Minutes of the Meeting of the Board of Trustees, meeting of August 16, 1966. (Typewritten.)

[3]_____, meeting of August 30, 1966. (Typewritten.)

[4]_____, meeting of September 30, 1966. (Typewritten.)

[5]_____, meeting of November 15, 1966 and December 20, 1966. (Typewritten.)

This land was located in Zone D and was the future site of Mountain View College. Other tracts were not acquired for various reasons, including excessive cost, non-availability or other developments which made another site in that zone more desirable.[1]

Following is a summary of the size, location and purchase price of the six suburban campus sites:[2]

	Acreage	Cost
Brookhaven College In the City of Farmers Branch at Marsh Lane and Valley View Avenue	204.8	$1,478,456
Cedar Valley College At the north edge of Lancaster at Lancaster Boulevard and Wintergreen Road	353.1	697,929
Eastfield College In the City of Mesquite at Interstate Highway 30, Gross Road and La Prada Avenue	244.3	973,569
Mountain View College In Oak Cliff at Illinois Avenue and Knoxville Avenue	203.4	769,786
North Lake College In the Irving area on Storey(sic) Road	276.1	962,181
Richland College In the City of Dallas between Richardson and Garland, at Abrams Boulevard and Lawler Road	259.6	1,173,426

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[1]Howard Deon Holt, "An Interpretive Analysis," p. 48.

[2]Dallas County Community College District, "Report of the Chancellor," August 31, 1967.

Following the acquisition of the land for the six suburban campuses, the Trustees focused attention on the sequence of campus development. On March 21, 1967, the Board accepted a report from the Committee of the Whole and authorized the Chancellor to enter into negotiations and prepare contracts for the employment of architectural firms for the construction of the first three suburban campuses in the District. The Board further established opening dates for these suburban campuses:[1]

1. Mountain View College - work to proceed so that instruction shall commence in September, 1970 - project to be assigned to Harrell & Hamilton and Chan/Rader & Associates.

2. Eastfield College - work to proceed so that instruction shall commence in September, 1970 - project to be assigned to Harwood K. Smith and Ernest J. Kump Associates.

3. Richland College - work to proceed so that instruction shall commence in September, 1971 - project to be assigned to Enslie Oglesby and The Perkins & Will Partnership.

In making this announcement the Board basically followed the recommendation in the Womble study for the development of the first four campuses with one major exception. Planning for Brookhaven College (Zone A), recommended by Womble as the top priority campus to be opened,

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[1]Dallas County Community College District, Minutes of the Meeting of the Board of Trustees, meeting of March 21, 1967. (Typewritten.)

was delayed until Eastfield, Mountain View, and Richland Colleges were operational. The basic rationale for this delay in construction of the North Dallas campus was the social obligation of the District to serve the educationally and economically deprived citizens of Dallas County. Brookhaven would be located in one of the more affluent parts of the county, and the general consensus was that constructing this campus ahead of the others would be ignoring that obligation and leaving the District open for criticism.

The passage of the $85 million bond issue by Dallas County voters in September, 1972, provided the necessary funds for a ten-year facility expansion program. In April of 1973, Chancellor Priest presented a "Synopses of Information Relating to Decision on Sequence of Colleges to be Built" for consideration by the Board. The report included data from two additional studies which had been conducted to update the original "Guide Posts" study. The first report, "Planning for the Future of the Dallas County Community College District," was presented to the Board in November, 1971. This study was also directed by Basil H. Peterson. At the suggestion of the Trustees, some elements were re-examined and a supplement report was presented in May of 1972. The supplemental report recommended the following construction calendar for the suburban campuses:[1]

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[1]Basil H. Peterson, et al., "Supplement to Planning for the Future of the Dallas County Community College District" - a report to the Governing Board, May, 1972, p. 18.

Project Priority*	Planning Period	Date Start Instruction
Cedar Valley College	September 1972 to July 1974	September 1976
North Lake College	September 1973 to July 1975	September 1977
Brookhaven College	September 1974 to July 1976	September 1978

In the "Synopses," Dr. Priest offered pros and cons for consideration by the Trustees in developing the construction calendar for the final three campuses. Dr. Priest further made the following statement concerning the important decision facing the Trustees:

> The decision on sequence of campuses should be made no later than June in order to open the way for planning to proceed at the proper pace. Two points which should be kept in mind as the data on this matter are evaluated are:
>
> (1) Since campuses are expected to open in 1976, 1977 and 1978, there will be only <u>two years difference</u> between the first and the last of the three under consideration. If one assumes that these colleges are likely to operate for not less than fifty years, it is clear that any sequence chosen by the Board will result in neither irreparable damage nor fantastic gains when compared with alternate sequential patterns which might have been selected.
>
> (2) The decision on sequence is not one which can be made on purely objective, scientific considerations. It must ultimately be made on the importance which is assigned to

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*The Supplement Report further recommended remodeling El Centro College to include space for a comprehensive program of instruction, including facilities for physical education, the creative arts, and an expanded Learning Resources Center. The remodeling project and construction of some new facilities would then establish El Centro College as the permanent downtown campus of the Dallas County Community College District.

> the pros and cons which apply to each of the three projects. In short, the Board must decide what values shall be assigned to the points for and against the three projects and translate these into one-two-three sequence.[1]

At the May, 1973, meeting the Board of Trustees approved the construction of the final three campuses in the order recommended in the "Supplement to the Planning For the Future of the Dallas County Community College District" (i.e., Cedar Valley to open in 1976, North Lake in 1977, and Brookhaven in 1978).

Administrative Design of the Dallas County Community College District

> The Junior College is for the entire county, not for any one section or area. The Chamber of Commerce in each city of the county realize plans envision establishment of four separate campuses with the probability one of the four will be located in an area such as their own, thereby providing ready accessibility to the people of every area.[2]

The Dallas County Community College District became a multi-college district with the opening of the two suburban campuses. Mountain View College, located in the Oak Cliff section of southwest Dallas County, and Eastfield College, located in Mesquite in the eastern part of the county, were opened as full-fledged, comprehensive community colleges in the fall of 1970. Both campuses exhibited unique design, with architectural styles that were planned to take advantage of the natural sites.

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[1] Bill J. Priest, "Synopses of Information Relating to the Decision on Sequence of Colleges to be Built," April 18, 1973.

[2] R. L. Thornton, Chairman of the Steering Committee, as quoted in The Suburban Tribune, "Junior College Petition Drive Ends Friday," February 19, 1965.

These campuses, together with the four additional campuses that were projected, would form a network of colleges to serve the educational needs of the entire county, as promised by the original Board of Trustees.

The District's commitment to planning had been established: planning for site locations, planning for physical facilities, planning curriculum, planning to establish goals, objectives and philosophy. The organizational structure of the District was as well and thoroughly planned as all the other planning for the District.* Although the District did not actually become a multi-college organization until the first two of the suburban campuses were opened, the organizational system and the administrative tone had been well established by the Chancellor and the necessary policies and procedures approved by the Trustees from the opening of the first campus. Both the Chancellor and the Trustees were committed to providing a network of comprehensive community colleges to serve all of Dallas County. They were also committed to an independent community college district with the number of separate colleges (the projection has ranged from four colleges to the present projection of seven) necessary to serve the entire county. These colleges would come under the governance of one board with a county-wide financial base, but have the autonomy necessary to reflect the individuality of the various communities and to

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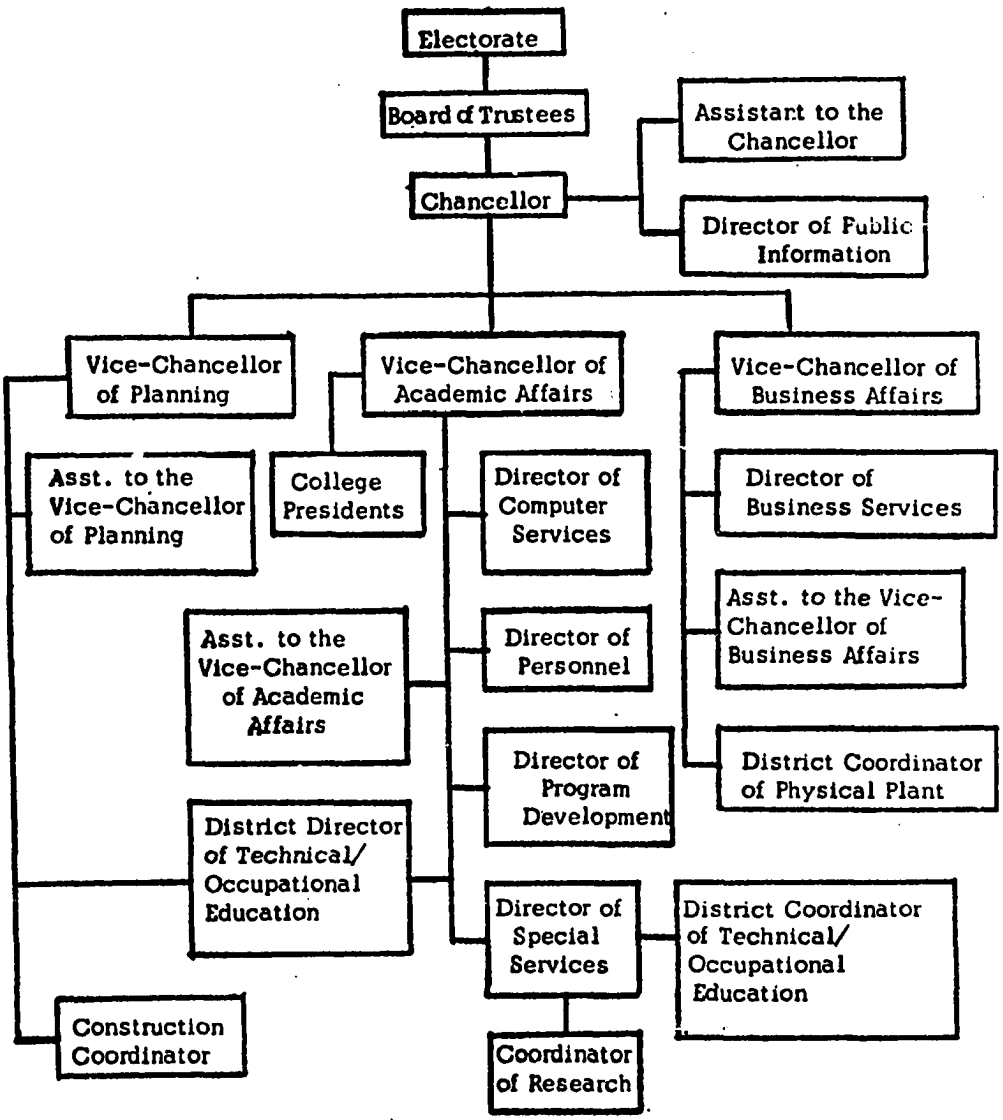
*The organizational chart for the District reflects the general administrative pattern (see following page). The diagrammed outline shows the relationships, authority, and appropriate lines of communication among the administration in the District Office and between the District Office and the college presidents.



ORGANIZATIONAL CHART OF THE DISTRICT OFFICE
1974-75

allow both students and staff to identify with a particular campus. Even though each college serves the entire county and a student may enroll in whichever college he wishes or may be concurrently enrolled in more than one of the District colleges, enrollments tend to reflect the community in which the campus is located. (See Appendix C for enrollment statistics.)

The Dallas County Community College District is committed philosophically to an organizational structure that provides for a central/district administration and a complete administrative staff for each campus; Board policy reaffirms this commitment.

> The Dallas County Community College District is a multi-college community college district. The Chancellor is the chief administrative officer of the District and is charged with the responsibility for implementing the policies and regulations established by the Board of Trustees. Administrative policies and procedures for District and college operations may be promulgated only from the office of the Chancellor or his delegate.[1]

The District is organized to allow for maximum flexibility in college administrative patterns. The president of each college is expected to develop and submit to the Chancellor for approval the appropriate job titles, job descriptions, and the organizational pattern for each college. Diversity in college organizational patterns is expected and considered to be more realistic than a uniform pattern mandated by the District. This allows each college president to make the best possible use of his personnel to produce the highest quality educational program possible. While

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[1]Dallas County Community College District Administrative Policies and Procedures Manual (revised September, 1973), p. 3.2.0.

diversity is allowed and encouraged, such proposals must be consistent with District policy and in keeping with District goals and objectives. Here, again, Board policy affirms this concept in written form:

> The District is committed to the concept of allowing maximum flexibility to college administrative patterns. Specifically this means that the chief administrative officer of a college is expected to develop and submit to the Chancellor for approval appropriate job titles, job specifications, and college organizational patterns. Such proposals shall be consistent with District policies and procedures and the goals and objectives of the DCCC District. Diversity in college developments is considered to be more desirable than fixed uniform patterns imposed by the District, since each college president is expected to deploy his manpower in a manner which produces the best possible educational program.
>
> Administrators are expected to operate in accordance with District policies and procedures in carrying out all of their responsibilities. However, such policies and procedures shall not be regarded as rigid, inflexible barriers to creative educational administration. When policies or procedures seem to impede desirable directions, it is the responsibility of the administrator to recommend appropriate changes. Administrative policies and procedures can never be a substitute for thoughtful, imaginative leadership.[1]

It is particularly important in a multi-college district that the administrators in the individual colleges and in the district office be mutually supportive. The colleges and the District Office are organized to better facilitate coordination and cooperation among the units of the District.

> The primary function of all administration is to provide effective, dynamic leadership which will insure that the objectives of the Dallas County Community College District

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[1] Ibid.

> are met. In a multi-college district it is particularly important that the administrators in the individual colleges and in the District office be mutually supportive. Although it is reasonable to assume that a wholesome competition may exist among the colleges, it is even more important that the colleges recognize the need for cooperation and collaboration in meeting the goals of the District.
>
> The District is fully committed to the concept that the colleges are the focal point of the educational operation. However, the ultimate authority for approving college operations and programs is vested in the Board of Trustees.
>
> The Chancellor, as the executive officer representing the board, is responsible for insuring that the college operations and programs are well-coordinated, have parallel funding and are designed to accomplish the purposes for which they were established.[1]

As a multi-college district, the colleges are the center of the educational operation. The District is one legal entity encompassing all the colleges, and the ultimate authority for approving college operations is vested in the Board of Trustees. In order to establish an identity, each college is separately accredited, and has its own budget, faculty and staff, library, catalog, name, color and insignia. The curriculum on the campuses are similar, with certain planned exceptions. Some of the high-cost technical and career programs are not duplicated on each campus. (See Appendix B for a listing of technical and career programs offered in the Dallas County Community College District.) For example, the health sciences curriculum is offered only at El Centro, the downtown campus. However, each college is a total comprehensive community college offering a total program: academic transfer courses, career/technical

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[1]Ibid., p. 3.3.0.

courses and non-credit community services courses. Each college has a student personnel services program including counseling, student activities, financial aids and placement, admissions and records, and health services.

The organizational structure and the administrative philosophy of the Dallas County Community College District is not entirely unique; several metropolitan independent community college districts are organized with similar administrative patterns. Frederick C. Kintzer, Arthur M. Jensen and John S. Hansen, in a study for the American Association of Junior Colleges entitled The Multi-Institution Junior College, state that

> If the 1950's and early 1960's were the years of independent junior college district expansion, the late 1960's and the 1970's are likely to be remembered as a period of multi-institution expansion -- a time when single-college districts, some plainly for economic survival and others for the more laudable reason of providing equal access to educational opportunities, reorganized into two or more smaller units.[1]

The research on the multi-institution community college district is limited; there does, however, seem to be some agreement among those researchers who have dealt with the topic. The reason for the development of the multi-campus districts is one area of agreement. In most instances, the multi-unit district has evolved, or,as in Dallas, has been planned, to allow an independent district to adequately serve a large geographical

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[1]Frederick C. Kintzer, Arthur M. Jensen, and John S. Hansen, The Multi-Institution Junior College District, (Washington, D. C.: ERIC Clearinghouse for Junior College Information, 1969), p. 6.

area by providing colleges that are accessible to all residents of the district. In established districts, it has been necessary to add additional campuses when the existing campus has become overcrowded or too large to be manageable. In some instances, campuses have been added to meet the educational needs for various communities within the district. Multi-institution districts seem to develop in areas where there is strong community support, a rapidly growing population, large and varied business and industrial concerns, and active Chambers of Commerce.

Arthur M. Jensen, in an unpublished doctoral dissertation entitled "An Investigation of the Administration of Junior College Districts with Multi-Campuses," describes two administrative patterns that have been established in community college districts having two or more institutions. The multi-campus, or multi-branch institution with a strong central office and each campus or branch operating as a division of the single college, is one type of administrative pattern. Tarrant County Junior College and the Miami-Dade system operate under this administrative design. In some instances, multi-branch institutions will develop as multi-program campuses, with campuses or branches offering different curriculums -- one technical, another liberal arts. The other administrative pattern identified by Jensen is the multi-college pattern. The multi-college organization gives maximum autonomy to the individual colleges within the district. The Dallas County Community College District is an example of this type of organization. However, Priest indicates certain limitations to campus autonomy in

defining the term:

> To me autonomy is a kind of dirty word because it suggests that there is some kind of God-given right that a campus has that you damn well better not violate. And they ain't got no God-given right at all. They are part of the Dallas County Community College District - an integral part - and they are responsible to me, and I am responsible to the Board. This need cause no conflict, and it doesn't cause conflict - if you have people who understand and who can handle the responsibility. . . . There is no such thing as autonomy. There is responsibility and authority, and that's what we are exercising here to get something done that the taxpayers are paying a hell of a lot for.[1]

Jensen found support for the multi-college organizational pattern from faculty, students, and administration. He makes a strong case for the multi-campus organization on the basis that it places the decision-making responsibility close to the people who have the facts on which to base decisions. Bill J. Priest is in total agreement with this philosophy:

> I am very pragmatic about decision making. Decision making should be done by the person best qualified to make the decision. Who and where are the best qualified people to make most of the operational decisions about our District? They are the people who are doing it on the campuses; they are the faculty, the deans, the presidents, whoever - because they have to make it fly. They are the practitioners right on the firing line.[2]

Jensen further recommends that community college districts should be independent districts, having their own board of control, budget and tax rate. He recommends that the district office be centrally located

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[1]Personel Interview with Bill J. Priest, Chancellor of the Dallas County Community College District, January, 1975.

[2]Ibid.

within the district and separate from any college. As previously indicated, the Dallas County Community College District came into existence with these characteristics, affirmed by Board policy.

> The administrative components of the District consist of a District office and separate, structured college operations. The colleges and the District office are organized in such a way to assure maximum coordination and cooperation among all units in the District.
>
> Each college has its own budget, library, faculty, and staff. Although there are planned exceptions, the curriculum on each campus is quite similar. In its relationship to the District office, each college functions as a cooperating unit which is coordinated into the overall District approach to multi-college operations.[1]

Administratively, Jensen recommends that the district office should include, in addition to the chief administrator, an office responsible for business affairs and an office responsible for instruction. He feels that no administrator at the district office, other than the chief administrator, should be at a level higher than the college presidents.[2] The Dallas County Community College organizational pattern provides for college presidents to report to the Vice-Chancellor for Academic Affairs. While Priest indicates he basically agrees with Jensen's position, he stated that his administrative pattern would not work for him because of Priest's responsibilities and commitments to the community and Board of Trustees:

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[1] Dallas County Community College District Administrative Policies and Procedures Manual (revised September, 1973), p. 3.1.0.

[2] Arthur M. Jensen, "An Investigation of the Administration of Junior College Districts with Multi-Campuses" (Unpublished doctoral dissertation, Los Angeles: University of California, 1965).

> I would say we are kind of a living paradox. I am a centralist and I am the chief administrative officer of the District. I am responsible for the whole kit and kaboodle, and as such I expect the organization below me to be responsible to me so I can do my job. I don't delegate, as a philosophical concept, a single thing. I am the honcho - I am in charge and the guys working for me are responsible to me. They need to do what needs to be done, and I am in the position of determining what needs to be done. I am talking about administration, now - under a policy framework.[1]

Thus, Priest expresses his faith and trust in the administrators whom he hires. It should also be noted that college presidents have a line relationship directly to the Chancellor should it become necessary to deal directly at that level rather than through the Vice-Chancellor.

Jensen, in offering the above guidelines, does recognize that there is no one best organizational pattern for every community college district with more than one campus. The districts will plan and organize to best administer their particular institutions. It is likely that the chief administrator for a community college district will have a strong influence as to the administrative philosophy that the district develops, as has happened in the case of the Dallas County Community College District.

The literature of the multi-institution community college does seem consistent in forecasting an increase in the number of community college districts operating more than one campus. There seems to be

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[1]Personal Interview with Bill J. Priest, Chancellor of the Dallas County Community College District, January, 1975.

uniformity on the part of writers on the multi-institution community college districts that the existence of the multi-college district is a reality; the question is how to develop the kind of administrative structure that allows the best possible use of the district's resources. The increased demand for education and training beyond high school by a larger number of young people and adults, the population shift from rural areas to urban centers, and the demands from business and industry for trained personnel have placed a heavier demand on the junior colleges. One way this demand has been met by junior colleges, especially in the large urban centers, is by opening additional colleges and/or campuses within the framework of the existing college structure. It is more efficient to operate two or more colleges within an independent junior college district than it is to leave several smaller districts serving the same area. This has been pointed out in numerous studies including the Colvert Reports done for Dallas County. The multi-institution community college district does present special problems as has been mentioned. Strong central control, common to the multi-college district, can result in increased efficiency, economy, and equality among the colleges. It can also result in lower morale, less creativity, weaker leadership, and less personal involvement or identity with the campuses. The multi-college district with maximum autonomy for the colleges can result in stronger college leadership, more creativity and innovation in instruction, a higher degree of curriculum relevancy, and higher morale and a greater sense of

identify with the college on the part of both the staff and the community. Regardless which organizational pattern is followed, a degree of balance in control must exist between the district office and the campuses. In the most highly centralized administrative system, the campus administrators must have the authority to deal with some decisions; in the most decentralized system providing the greatest autonomy for the college, the chief administrator is still responsible to the board of trustees for the operation of the district and the board is still responsible for establishing policy.[1]

It is likely that the multi-unit community college districts will become more common, particularly in large urban centers. It is also likely that many variations of the established organizational patterns will evolve.

Opening the Suburban Campuses

The long-range planning for the opening of the suburban campuses was an integral part of the original design for the District as envisioned by the Board of Trustees. The Board and staff members spent many hours following the site acquisitions dealing with the selection of architects, educational planners, and construction firms in order to bring about a comprehensive curriculum pattern to best serve the needs of the community in which each campus would be located and to best utilize the land sites

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[1]Kintzer, et al, The Multi-Institution Junior College District, pp. 11-21.

and campus designs. The goal was to provide student-centered campuses in which the architecture would actually encourage the learning process. Each campus was to be unique in itself, blended with the natural countryside, and exhibit a functionality which would result in the total integration of the vocational and academic programs.

> There is no sharp delineation of buildings separating business students from those in agriculture or some other field. Vocational laboratories are not hidden away. At one campus, for example, a student center is located adjacent to a lab where air conditioning and refrigeration are taught. Priest calls this "an attack on social stratification" by having people "working together, understanding each other -- not a bunch of little subcultures, each working on an island."[1]

During the year preceding the opening of Eastfield and Mountain View Colleges, the presidents were appointed and began the task of staff recruitment, program planning, and organizational development for their individual colleges. While these activities were accomplished within the framework of the Dallas County Community College District's Board policies and philosophy, each campus president was encouraged to hire staff and develop an administrative organization which would best meet the needs of the college and community and which would implement the objectives and mission of each college.

According to the Chancellor's Annual Report of August 31, 1970, the staff members selected for each campus were fully committed to the

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[1]Carolyn Barta, "High Priest of Junior Colleges," Southwest Scene, The Dallas Morning News Sunday Magazine, December 5, 1971, p. 7.

comprehensive community college concept. In order to assure that all programs and services would be available for the opening of the colleges, priorities were developed and short and long-term goals were established by college administrators.

Staff allocations were based on projected student enrollment, and the most strategic task for the campus administration was the recruitment of a qualified instructional staff to offer a full complement of academic transfer courses. In addition, each campus hired staff members to offer the basic technical/occupational programs (i.e., secretarial science, mid-management, drafting) as well as selected specialty programs which would not be duplicated on each campus due to the high cost of instructional equipment, supplies, etc. (i.e., auto mechanics, aviation technology).

Other activities were undertaken concurrently with staff recruitment in order to assure that the college opened on schedule. Major efforts were made to inform prospective students of the opportunities available to them in a comprehensive community college. In addition to this, special recruiting tactics were used to overcome the effects of the strikes and delayed construction timetable. Staff members recruited students at high schools, shopping centers and malls, and through distribution of brochures and pamphlets to local organizations and groups.

Careful attention was given to the development of a sound organizational structure for each campus. As administrators were employed, job

specifications were modified and roles were defined. Staff meetings were utilized to discuss job functions. Out of such sessions organization charts were developed to clarify administrative relationships and identify the specific titles of administrators. Additional time was spent defining procedures to be used in administering specific programs such as the evening school and the community services courses.

Another priority which required considerable time of the new administrative and instructional staff was the planning of the comprehensive curriculum for the first year of operation. It was the goal of the staff of each campus to have detailed course outlines and syllabi available before the opening of the campus. This was accomplished by having the Division Chairmen report for duty early (on August 1) and plan the instructional program. In this way, materials were organized for incoming instructors and procedures were established for the initiation and revision of the curriculum.

In fulfilling their role as a comprehensive junior college, Eastfield and Mountain View (and later Richland College) planned for the following diversified instructional program:

1. Transfer programs - courses paralleling lower division requirements in four-year colleges and universities.

2. Technical-occupational programs - courses preparing students for immediate job entry and requiring two years or less of training.

3. Adult education and community service programs - a wide range of credit and non-credit courses based on community needs of special interest areas.

4. Evening program - credit and non-credit courses paralleling the day program.[1]

In planning the first year of instruction, the credit offerings were limited to the freshman level.

As the 1970 fall semester began, many of the plans and hopes for the Dallas County Community College District were realized with the simultaneous opening of the first two suburban campuses. Even though the District maintained an expert staff of planning specialists and had drawn on the expertise of some of the most respected community college planners in the nation, the opening of Eastfield College and Mountain View College was not without serious complications due to crippling strikes and work stoppages. "Despite picket lines, the schools opened on schedule, utilizing temporary buildings and tents."[2] The new campuses were dedicated on April 18, 1971, and during that same week the first visitation committee from the Southern Association of Colleges and Schools arrived on each campus to review the development of the colleges. This visit was one requirement in the process of seeking official candidacy for accreditation, and the entire staff of each college participated in preparing for the team visit.

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[1]Dallas County Community College District, "Report of the Chancellor for the Fiscal Year Ending August 31, 1970," p. 70.

[2]Carolyn Barta, "High Priest of Junior Colleges," p. 7.

Eastfield College opened with an enrollment of 3,522 students in its credit program. Eighty-three full-time instructors and twenty-two administrators staffed the Eastfield campus during the first year of operation. The enrollment rose to 4,193 students for the spring semester.

The delay in occupying the permanent facility had more of an impact on Mountain View College, which opened the fall semester of 1970 with 2,060 students. The "Chancellor's Annual Report for the Fiscal Year Ended August 31, 1971," gives the following account of the opening of the campus:

> The strike resulted in a complete work stoppage for five work days on the Eastfield project and for two work days on the Mountain View project before a settlement was reached. However, the cumulative effect of the strike was much more serious than the actual number of days the jobs were picketed. This was especially true at Mountain View where the contractor was unable to return his work force promptly to pre-strike levels.
>
> In spite of the strikes, classwork began on schedule at both colleges. The Eastfield contractor was able to deliver a majority of Phase I spaces in time to start classwork, with some dislocation experienced for several days thereafter. . . .
>
> The situation at Mountain View was considerably more serious, with less than one-fourth of Phase I space completed and habitable by the start of classwork. A decision was made on September 9 to augment available space with tents and portable classrooms in order to permit school to open on schedule. This decision launched a "V-day" crash program which continued through the Sunday evening before the start of classwork. The emergency situation required that the District get the temporary facilities in place, wire the units for lights,

> install air conditioning and completely furnish all of the facilities. Despite many obstacles, Mountain View College did open on schedule, mostly in temporary facilities.[1]

Because of the lower-than-anticipated enrollment, four of the ninety-seven professional staff members of Mountain View College were transferred to other campuses in the District. In the spring semester of the first year of operation Mountain View also experienced an increase in enrollment with 2,453 students attending the Oak Cliff campus.

Instruction at the fourth campus of the Dallas County Community College District was scheduled to have begun in the fall of 1971. However, since construction costs for Eastfield and Mountain View Colleges ran approximately $3 million over estimates, the Board faced the alternatives of rejecting bids for Eastfield and Mountain View, with the hope that prices would drop; building Eastfield and Mountain View and postponing Richland until the next bond election; or severely cutting back costs and building all three campuses.[2]

On July 1, 1969, the Board took action by approving the delay of construction of the Richland campus for one year and cutting back the scope of the project by eliminating physical education facilities temporarily and making learning resources center and horticulture

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[1]Dallas County Community College District, "Report of the Chancellor for the Fiscal Year Ending August 31, 1970," p. 11.

[2]Patsi Aucoin, "Campus Delay Posed," Garland Daily News, May 7, 1969.

facilities optional until the actual amount of funds available were known.[1] Some two months later this decision was remanded and architects were authorized to proceed with the original plans for Richland College, including physical education, learning resources center, and horticulture facilities. This decision was made possible and construction for Richland College was authorized by the sale of $6 million tuition revenue bonds to the First National Bank of Dallas on June 23, 1970.[2]

Thus, Richland College opened in the fall of 1972, without the construction complications experienced in the opening of the previous suburban campuses. This prompted the President of Richland College, H. Deon Holt, to comment, "We'll never again attempt to open two colleges at the same time."[3] Holt had been District Director of Planning and Research when Mountain View and Eastfield Colleges were opened. He served as President of Richland College for two years then returned to the District Office as Vice-Chancellor of Planning to oversee construction of the final three campuses. Unlike the previous campuses, Richland College occupied the permanent facility on June 1, 1972, well in advance of the start of classes. The admissions office had opened in a temporary

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[1]Dallas County Community College District, Minutes of the Meeting of the Board of Trustees, meeting of July 1, 1969. (Typewritten.)

[2]_____, Minutes of the Meeting of the Board of Trustees, meeting of June 20, 1970. (Typewritten.)

[3]Personal Interview with H. Deon Holt, Vice-Chancellor of Planning for the Dallas County Community College District.

location in downtown Dallas on February 1, 1972. More than 3,500 students enrolled for the first semester of operation. The college was dedicated October 15, 1972, and, like the previous two campuses, received a visit from the Candidate Committee for the Southern Association of Colleges and Schools during the spring semester.

CHAPTER IV

FINANCIAL BASIS OF THE DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

The Dallas County Community College District was created with a solid financial basis when Dallas County voters approved the $41.5 million bond issue. At the September 29, 1965, meeting of the newly elected Trustees, they approved several actions necessary prior to the sale of a portion of the bonds authorized by the voters the preceding May 25. These actions included approval of the treasurer's contract, authorization for advertising for bids, and authorization and direction to the Assessor and Collector of Taxes of Dallas County to act in the same capacity for the District. Further, the Board approved the sale of $15 million general obligation school improvement bonds out of the $41.5 million authorized by the voters.[1]

Due to the economic stability of Dallas County, which created the solid tax base for the District, the bonds received "A" and "AA"

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[1]Dallas County Community College District, Minutes of the Meeting of the Board of Trustees, meeting of September 29, 1965. (Typewritten.)

ratings from Moody and Standard and Poors New York rating services.[1] At the November 2, 1965, meeting the Board set a tax rate of 30 cents per $100 assessed valuation (14 cents for bond interest and sinking funds and 16 cents for maintenance and operation as authorized by the voters).[2] Upon recommendation of the Finance Committee, the Board of Trustees agreed not to levy taxes for the 1965-66 academic year.[3] The first taxes were levied the following year. At that time the assessed valuation was in excess of $1.8 billion, which represented 19 percent of the fair market value of the county. The District experienced a constant growth through fiscal year 1972-73 with the assessed valuation rising to $3 billion, representing 25 percent of the fair market value of the county. The percentage of market value was increased from 19 to 25 percent during the 1970-71 fiscal year as a result of the opening of Mountain View College and Eastfield College. During this period the tax rate to citizens remained constant.[4]

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[1]H. Deon Holt, "An Interpretive Analysis,"p. 50.

[2]Dallas County Community College District, Minutes of the Meeting of the Board of Trustees, meeting of November 2, 1965. (Typewritten.)

[3]_____, Minutes of the Board of Trustees, Meeting of June 15, 1965. (Typewritten.)

[4]"General Obligation Bonds," personal legal file maintained in the office of the Vice-Chancellor of Business Affairs, 1968.

In 1968, the remaining $26.5 million general obligation bonds were sold at an effective interest rate of 4.3087 percent, with an average maturity of 14.11 years. This compares with an effective interest rate of 3.38714 percent and an average maturity of 10.94 years for the 1965 series $15 million bond sale. Both bond sales were ammortized over a twenty-year schedule.[1]

The pie chart on the following page represents the sources of funding for the Dallas County Community College District for the fiscal year ended August 31, 1972, as reported in the Chancellor's Annual Report for that period. These percentages have remained relatively constant since the opening of the suburban campuses. (Refer to the graph on page 110 for corresponding figures from other years of operation.)

As indicated on the pie chart, the District receives a small amount of Federal funding. These dollars are in the form of "categorical" aid rather than general funding. They are supplied only for certain types of programs and/or equipment. The District is normally required to provide matching funds for these dollars.

The State Statutes authorize the District to invest local dollars to provide additional funding. Contracts with depositories include investment of interest on deposits for all local funds put on time deposits.

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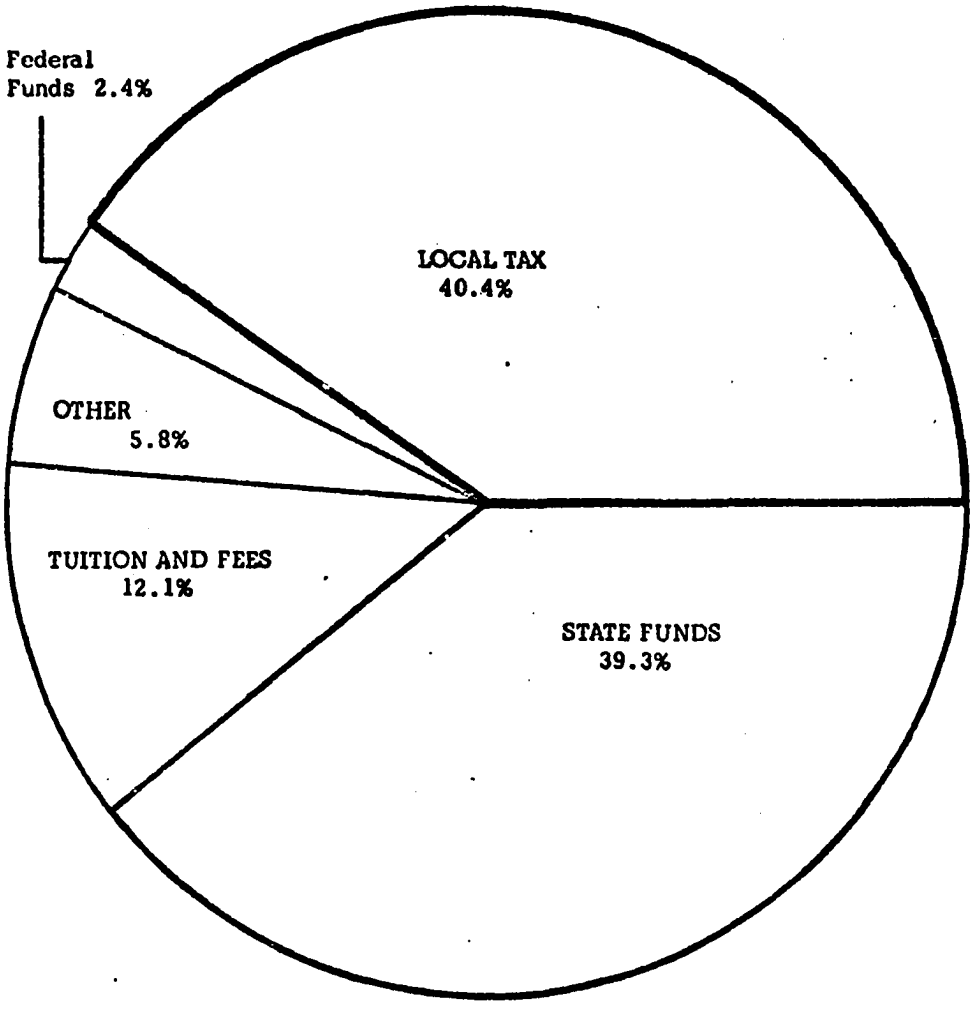
[1]Dallas County Community College District, "General Obligation Bonds," personal legal file maintained in the office of the Vice-Chancellor of Business Affairs, 1968.

SOURCES OF REVENUE



The above chart reflects an average of revenues from 1965 - 1972, based on information from "The Chancellor's Annual Report for the Fiscal Year Ending August 31, 1972."

Current rates of interest are paid on such deposits. State Statutes further allow investment in treasury notes and bills. These investments provide approximately 5 to 6 percent of the funding for the District.

Tuition and fees account for approximately 12 percent of the District's funding. In keeping with the open door policy, the Board has maintained low tuition rates for the benefit of Dallas County Citizens. The cost per credit hour is six dollars. There is a minimum tuition of $25.[1] This low tuition rate has been possible because of the financial support of the county and state for the Dallas County Community College District.

The state provided approximately 30 percent of the funding for operation of the District during the period when only one campus was operational. This amount increased to approximately 52 percent in 1972-73, following the opening of the two suburban campuses. Transfer courses are funded by the Texas Coordinating Board System, and the technical/occupational courses are funded by the Texas Education Agency. These courses are funded at rates per program and/or course designated by these agencies. The increase in state funding has been caused by 1) the legislature's commitment to community college education in the state of Texas as evidenced by increased funding from that level of government,

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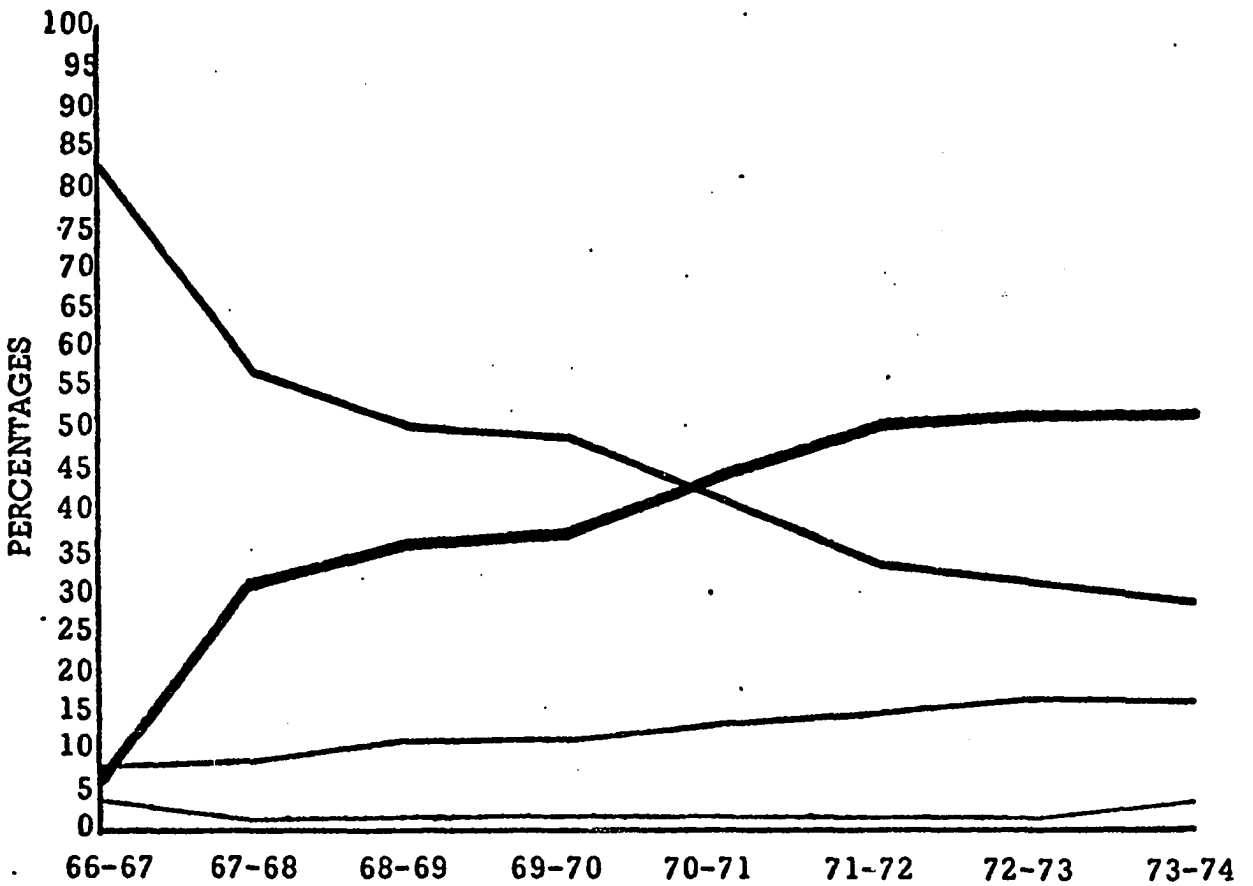
[1]In 1971, the State Legislature mandated that minimum tuition of $25 be charged to students.

FUNDING PATTERNS
for
The Dallas County Community College District



LEGEND:

State Funds
Federal Funds
Tuition & Fees
Local Funds

Above information based on audited financial statements prepared by Thornton & Smith and Ernst & Ernst.

and, 2) increased enrollment experienced by the District.

In analyzing the graph on the preceding page, several trends in the sources of income of the Dallas County Community College District are indicated. The level of Federal funding has remained constant since the origination of the District, and does not play a major role in the funding of the District. Income from tuition and fees has remained stable, reflecting only the increased enrollment pattern in the District colleges. State funding has shown a tremendous growth since the opening of the suburban campuses and continues to be a major funding source for the District. In contrast, local funds have shown a dramatic decrease in their relationship to the total funding due to the opening of the new colleges and increases in State funding. As the District returns to a major expansion effort, building and opening new campuses with local funds in the years 1976-1978, it is anticipated that the level of local funding will once again rise as the $85 million general obligation bonds are sold.[1]

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[1]The District is authorized by State Statute (Chapter 130, Vol. 3, Texas Education Code, Vernon's Texas Codes Annotated, West Publishing Company, St. Paul, Minnesota, 1972) to sell general obligation school improvement bonds to be retired with county tax dollars, provided such issuance is approved by the voters. The Dallas County voters approved such bond issuance for the construction of the final three campuses in the Dallas County Community College District and for possible expansion of existing facilities.

The pie chart on the following page provides information on how the District spends the funds it receives. It is important to note that the chart reflects general areas of expenditures rather than specific services or items purchased. Of the total income for the District, approximately 78 to 80 percent is allocated to salaries for administrative, professional, and classified personnel, reflecting the commitment of the Dallas County Community College District to hire and maintain a staff of the best qualified personnel available.

Dallas County voters expressed their approval of the Dallas County Community College District's achievements and indicated their continued support in a special election on September 23, 1972, when they approved an $85 million general obligation bond issue to finance project expansion to 1982. "By their vote, Dallas County residents authorized the largest bond issue in the history of the junior college movement."[1]

Successful passage of the bond issue was the result of careful planning by Dallas County Community College District officials. An attempt for passage of a $60 million bond proposal, the next-largest submission of a junior college bond issue to the electorate, had been defeated by Houston voters. In addition, voting on the bond issue was scheduled only three months after Dallas' voters approved $172 million

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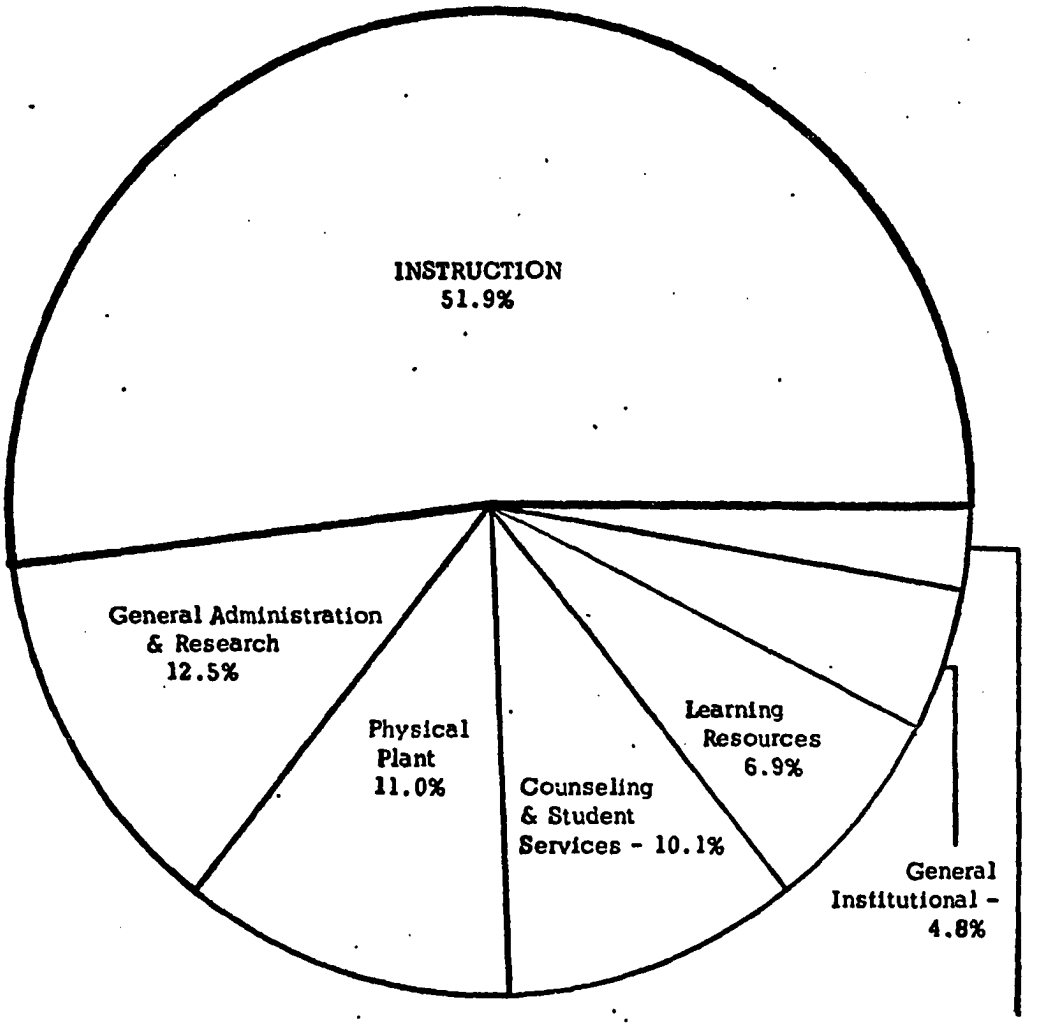
[1]Dan B. Major, Chairman, DCCCD, Citizens Information Committee, in an open letter to The Dallas Morning News, published Friday, September 29, 1972.

EXPENDITURES



The above chart reflects an average of expenditures from 1965 - 1972, based on information from "The Chancellor's Annual Report for the Fiscal Year Ending August 31, 1972."

in municipal bonds. Thus, the community college bond campaign was low-keyed throughout the county. Dan Majors, a Dallas real estate broker, was appointed Chairman of the Citizens Information Committee for the bond election, and in this position Majors led the election campaign.

The bond election received the support of the major daily newspapers in the Dallas area and was endorsed by the Dallas Chamber of Commerce, the Dallas Junior Chamber of Commerce, and several suburban chambers of commerce. The support came in the form of newspaper editorials and endorsements from the local chambers as reported in local newspaper articles. The news media was most thorough in its coverage of the pre-election activities. While the tone of the reporting was essentially positive, the opposing view was also presented in several cases.[1]

The bonds were approved by a 2,486 vote. "Voters in Addison, Carrollton, Farmers Branch, Garland, Highland Park, Irving, Mesquite, Richardson, and University Park gave the issue a 2,013-vote margin and the black precincts added 570 more to the bulge, making the total from these areas greater than the countywide victory edge."[2] In breaking

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[1]Dallas County Community College District, "Clippings - Bond Election, August 1 - September 24, 1972," file maintained in the office of Public Information Director.

[2]Mike Kingston, "Suburban, Black Voters Carried the Day," the Dallas Morning News, September 30, 1972.

down the voting within selected state legislative districts within the city, the indication is that middle income voters opposed the proposal:

The White Rock area of Dallas has a per-capita income of approximately $4,557 (this compares with a county average of $3,694). The proposal failed in the White Rock area by 400 votes.

Central Oak Cliff has a 30 percent black population and per-capita income of approximately $3,289. This area also turned down the proposal by a 408-vote margin.

One of the lowest per-capita income areas (Love Field - Oak Lawn - South Dallas) passed the proposal 356 to 204.

Far North Dallas has a per-capita income of $6,182. Here the proposal passed almost 2 to 1 (2,498 to 1,285).

"Overall the suburban communities did not support the bonds."[1]

In reporting election results the Dallas Morning News indicated that Dr. Priest acknowledged the outcome was "far from a landslide. But now we will be able to proceed and provide the facilities the county will need."[2]

"The effect of the bond issue was to increase the District's tax rate for debt retirement by 10¢ per 100% assessed valuation."[3]

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[1] Ibid.

[2] Terry Kliewer, "Jr. College Bonds OK'd in Close Vote," The Dallas Morning News, September 29, 1972, Section A.

[3] Dallas County Community College District, "The Chancellor's Report, 1972-73."

The plans are to use the $85 million for the construction and expansion of facilities over a decade, 1972 - 1982. Three new campuses, Cedar Valley, North Lake, and Brookhaven will be built. These three colleges are to open at one-year intervals during the years 1976, 1977 and 1978, respectively. Additionally, remodeling and expansion of El Centro College will be completed during the 1975-76 year. It is also anticipated that accommodations for an additional 6,000 full-time equivalent students may be added to existing campuses in the late 1970's and early 1980's. Such expansion will follow an analysis of the enrollment situation in the late 1970's and expansion will be made to the colleges under the greatest enrollment pressures. Should such pressures be less than anticipated, the building program may be lengthened to twelve or fifteen years. A $2.5 million contingency fund is included in the $85 million allocated for these projects.[1]

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[1] Ibid., p. 7.

CHAPTER V

INTERPRETIVE SUMMARY

This summary is included to provide an interpretation of the major factors, events, and philosophies recorded in this dissertation, which have influenced the development of the Dallas County Community College District.

In the brief span of seven and one-half years, the Dallas County Community College District has grown from a concept in the minds of the original Steering Committee to a four-campus District, with a master plan for seven campuses assured by the passage of an $85 million bond issue by Dallas County voters.

The original Steering Committee wanted a county-wide District with more than one campus. The basic objective envisioned by the Steering Committee was to have a network of open-door, comprehensive community colleges to serve all areas of the county. The need for a community college in Dallas County had been explored and discussed for some time by several groups (such as the League of Women Voters, the Richardson Independent School District, and the Dallas Independent School District) working not in concert with one another. However, it was not until after these local community groups had tried and failed, either

through abandonment of the project or rejection by the voters, to establish a college, that the county unified through the efforts of the Dallas Chamber of Commerce Steering Committee, headed by R. L. Thornton, Jr. The ambitiousness of this committee is evidenced by their "all-or-nothing" attitude in asking the voters to approve $41.5 million in bonds to construct a four-campus district, elect the seven Trustees, and authorize the Trustees to set the tax rate for the District.

The selection of R. L. Thornton, Jr. to chair the Steering Committee, and subsequently the Board of Trustees, has been of tremendous importance in the growth and development of the Dallas County Community College District. Thornton, a member of the respected Dallas banking family, and a well-known civic leader was and continues to be instrumental in setting the tone for the District. His mere presence on the Board evokes respect and trust among the Dallas County voters.

A second event of major importance was the appointment of Bill J. Priest as Chancellor for the District. Priest brought to the position a national reputation as President of the American Association of Community and Junior Colleges (AACJC) and an extensive community college background from the California system. He was a proven administrator, well-qualified to undertake the task of building a new District. The cosmopolitan attitude of Priest is reflected in the planning, staffing, and organizational design of the District. In addition to the expertise which

Priest brought to the Dallas County Community College District, he had the further advantage of being new to the area and, thus, was immediately associated with the community college movement in Dallas. He was also free of any political identities. The unanimous first choice of the entire Board of Trustees, Priest had the full support of that group from the beginning.

Prominent civic leaders were willing to assume the time-consuming responsibilities of membership on the Board of Trustees. In a personal interview, Priest described Thornton and McDermott as household words in the Dallas community and as people with long and distinguished civic careers and indicated that community trust in the Board members was widespread. The fact that geographic representation is evident on the Board contributed even further to the support and acceptance of the community college. In addition to the Board's prominence as civic leaders and their cross-county representation, the Trustees possessed an unusual dedication and esprit de corps which is seldom found in a project of this magnitude and scope.

Thus, the strong leadership of Thornton and Priest, combined with the capabilities and dedication of the Board members, provided the necessary respect and trust for an overwhelming endorsement by the voters of Dallas County for creation of the Dallas County Community College District.

Planning has played a vital role in the success of the District. The State of Texas mandated a certain amount of planning before the

District could be created. There were population studies, need analyses, and feasibility studies carried out to conform to these requirements. These early studies were conducted by C. C. Colvert and were utilized after the opening of El Centro College to prepare the total master plan for the District. The District is designed along the general lines recommended by Colvert. However, it appeared to the Trustees that the Colvert recommendations were not entirely adequate to meet the needs of Dallas County. Fortunately, the Trustees were able to call upon other community college planners, mainly from the California area, who had more experience in establishing Districts for metropolitan centers like Dallas. Thus, the District, as it has evolved, is the product of the best recommendations made by C. C. Colvert and G. H. Peterson.

There are numerous areas where the Board of Trustees went beyond the scope of the recommendations made by the "experts." A primary example is the decision to acquire all six suburban sites at one time rather than as needed. In retrospect, it would appear a sound decision as the land value of these sites has increased approximately ten percent a year.

The Board of Trustees also chose to establish their own sequence for opening the suburban campuses, rather than following the Peterson recommendation. In so doing, the Trustees kept their philosophical commitment and promise to the voters to provide low-cost, easy-access,

post-secondary education to all areas and segments of the county. In order to fulfill this commitment, the Trustees over-ruled the recommendation to first build the campuses which would likely have the greatest enrollment. Instead, the Board established a timetable for opening the suburban campuses in a manner which would benefit low income and minority citizens and provide colleges within easy access to all citizens of the county.

According to Bill J. Priest in a personal interview:

> This District started with probably the most unusual assemblage of Board members ever put together in the community college movement. And they did it by a very strange and wonderful technique which wouldn't work anywhere else, and wouldn't work here again, I don't think. . . . It all came together, sorta like the world was created by a spark when all the salty water and the other things got together and life crawled out of the thing. It was all these different forces at work congealing - and "POWEE!" it happened.[1]

The Board obviously showed courage in committing the District to the plan of seven campuses. They were able to accomplish their goals and achieve the promises made to citizens of Dallas County due to the solid financial backing (citizens passed the largest bond issuance to date in the community college movement in 1972), to the strong philosophical support given to the colleges by the local communities, and to the responsible and dedicated leadership selected for the District.

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[1]Personal interview, Bill J. Priest, Chancellor, Dallas County Community College District, January, 1975.

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APPENDIX A

DALLAS COUNTY JUNIOR COLLEGE DISTRICT
FACULTY SALARY SCHEDULE

Effective 1966-67 School Year

	I AB	II MA*	III 24 sem. units after rec.of MA	IV 48 sem. units after rec. of MA	V Earned Doctorate
1	$6,000	$6,600	$ 7,200	$ 7,800	$ 8,400
2	6,200	6,900	7,500	8,100	8,700
3	6,400	7,200	7,800	8,400	9,000
4	6,600	7,500	8,100	8,700	9,300
5	6,800	7,700	8,400	9,000	9,600
6	7,000	7,900	8,700	9,300	9,900
7	7,100	8,100	9,000	9,600	10,200
8	7,200	8,300	9,200	9,900	10,500
9		8,500	9,400	10,200	10,800
10		8,600	9,600	10,400	11,000
11		8,800	9,800	10,600	11,200
12		9,000	10,000	10,800	11,400
13			10,200	11,000	11,600
14				11,200	11,800
15					12,000

*Equivalencies to the M.A. will be developed in certain specialized fields (i.e., engineering, trade-technical fields, etc.)

NOTE: In determining step placement for new faculty members, credit for previous experience shall normally be limited to five years.

DALLAS COUNTY JUNIOR COLLEGE DISTRICT
FACULTY SALARY SCHEDULE

Effective 1967-69 School Years

	I AB	II MA*	III 24 sem. units after rec. of MA	IV 48 sem. units after rec. of MA	V Earned Doctorate
1	$ 6,600	$7,300	$ 7,900	$ 8,600	$ 9,200
2	6,900	7,600	8,200	8,900	9,500
3	7,100	7,900	8,500	9,200	9,800
4	7,300	8,200	8,800	9,500	10,100
5	7,500	8,500	9,100	9,800	10,400
6	7,700	8,700	9,400	10,100	10,700
7	7,800	8,900	9,700	10,400	11,000
8	7,900	9,100	10,000	10,700	11,300
9		9,300	10,200	11,000	11,600
10		9,500	10,400	11,300	11,900
11		9,700	10,600	11,500	12,200
12		9,800	10,800	11,700	12,400
13			11,000	11,900	12,600
14				12,100	12,800
15					13,000

*Equivalencies to the M.A. have been developed in certain specialized fields (i.e., engineering, trade-technical fields, etc.)

NOTE: In determining step placement for new faculty members, credit for previous experience shall normally be limited to five years.

DALLAS COUNTY JUNIOR COLLEGE DISTRICT
FACULTY SALARY SCHEDULE

Effective 1969-71 School Years

	I AB	II MA*	III 24 sem. units after rec. of MA	IV 48 sem. units after rec. of MA	V Earned Doctorate
1	$7,500	$ 8,200	$ 8,900	$ 9,600	$10,300
2	7,800	8,500	9,200	9,900	10,600
3	8,100	8,800	9,500	10,200	10,900
4	8,400	9,100	9,800	10,500	11,200
5	8,700	9,400	10,100	10,800	11,500
6	8,900	9,700	10,400	11,100	11,800
7	9,100	10,000	10,700	11,400	12,100
8	9,200	10,300	11,000	11,700	12,400
9	9,300	10,600	11,300	12,000	12,700
10		10,800	11,600	12,300	13,000
11		11,000	11,900	12,600	13,300
12		11,200	12,200	12,900	13,600
13			12,400	13,200	13,900
14				13,500	14,200
15					14,500
16					14,800

*Equivalencies to the M.A. have been developed in certain specialized fields (i.e., engineering, trade-technical fields, etc.)

NOTE: In determining step placement for new faculty members, credit for previous experience shall normally be limited to five years.

DALLAS COUNTY JUNIOR COLLEGE DISTRICT
FACULTY SALARY SCHEDULE

Effective 1970-71 School Year

	I AB	II MA*	III 24 sem. units after rec. of MA	IV 48 sem. units after rec. of MA	V Earned Doctorate
1	$8,063	$ 8,815	$ 9,568	$10,320	$11,073
2	8,385	9,138	9,890	10,643	11,395
3	8,708	9,460	10,213	10,965	11,718
4	9,030	9,783	10,535	11,288	12,040
5	9,353	10,105	10,858	11,610	12,363
6	9,568	10,428	11,180	11,933	12,685
7	9,783	10,750	11,503	12,255	13,008
8	9,890	11,073	11,825	12,578	13,330
9	9,998	11,395	12,148	12,900	13,653
10		11,610	12,470	13,223	13,975
11		11,825	12,793	13,545	14,298
12		12,040	13,115	13,868	14,620
13			13,330	14,190	14,943
14				14,513	15,265
15					15,588
16					15,910

*Equivalencies to the M.A. have been developed in certain specialized fields (i.e., engineering, trade-technical fields, etc.)

NOTE: In determining step placement for new faculty members, credit for previous experience shall normally be limited to five years.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
FACULTY SALARY SCHEDULE

Effective Fall Semester 1972

	I AB	II MA*	III 24 sem. units after rec. of MA	IV 48 sem. units after rec. of MA	V Earned Doctorate
1	$ 8,506	$ 9,300	$10,094	$10,888	$11,682
2	8,846	9,641	10,434	11,228	12,022
3	9,187	9,980	10,775	11,568	12,362
4	9,527	10,321	11,114	11,909	12,702
5	9,867	10,661	11,455	12,249	13,043
6	10,094	11,002	11,795	12,589	13,383
7	10,321	11,341	12,136	12,929	13,723
8	10,434	11,682	12,475	13,270	14,063
9	10,548	12,022	12,816	13,609	14,404
10		12,249	13,156	13,950	14,744
11		12,475	13,497	14,290	15,084
12		12,702	13,836	14,631	15,424
13			14,063	14,970	15,765
14				15,311	16,105
15					16,445
16					16,785

*Equivalencies to the M.A. have been developed in certain specialized fields (i.e., engineering, trade-technical fields, etc.)

NOTE: In determining step placement for new faculty members, credit for previous experience shall normally be limited to five years.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
FACULTY SALARY SCHEDULE

Effective Fall Semester 1973

	I AB	II MA*	III 24 sem. units after rec. of MA	IV 48 sem. units after rec. of MA	V Earned Doctorate
1	$ 8,846	$ 9,672	$10,498	$11,324	$12,149
2	9,200	10,027	10,851	11,677	12,503
3	9,554	10,379	11,206	12,031	12,856
4	9,908	10,734	11,559	12,385	13,210
5	10,262	11,087	11,913	12,739	13,565
6	10,498	11,442	12,267	13,093	13,918
7	10,734	11,795	12,621	13,446	14,272
8	10,851	12,149	12,974	13,801	14,626
9	10,970	12,503	13,329	14,153	14,980
10		12,739	13,682	14,508	15,334
11		12,974	14,037	14,862	15,687
12		13,210	14,389	15,216	16,041
13			14,626	15,569	16,396
14				15,923	16,749
15					17,103
16					17,456

*Equivalencies to the M.A. have been developed in certain specialized fields (i.e., engineering, trade-technical fields, etc.)

NOTE: In determining step placement for new faculty members, credit for previous experience shall normally be limited to five years.

APPENDIX B

TECHNICAL/CAREER PROGRAMS OFFERED IN THE DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

EASTFIELD COLLEGE

- Air Conditioning and Refrigeration Technology
- Auto Body
- Automotive Technology
- Child Development
- Diesel Mechanics
- Digital Electronics Technology
- Graphic Arts
- Human Services
  - Mental Health Assistant
  - Social Worker Assistant
- Supermarket Management
- Recreation Leadership
- Training Paraprofessionals for the Deaf
- Transportation Technology

MOUNTAIN VIEW COLLEGE

- Animal Medical Technology
- Aviation Administration
- Avionics Technology
- Electronics Technology
- Horology (Watch Repair)
- Machine Shop
- Office Skills and Systems
- Pilot Technology
- Welding Technology

DUPLICATED ON ALL CAMPUSES

- Accounting Technician
- Drafting and Design Technology
- Mid-Management
- Secretarial Careers
- Teacher Aide (not offered at El Centro)

EL CENTRO COLLEGE

- Apparel Design
- Architectural Technology
- Associate Degree Nursing
- Data Processing Programmer
- Dental Assisting Technology
- Fire Protection Technology
- Food Service-Dietetic Technician
- Food Service-Operations
- Interior Design
- Legal Assistant Technology
- Medical Assisting Technology
- Medical Laboratory Technician
- Medican Transcriptionist
- Office Skills and Systems
- Pattern Design
- Police Science
- Radiologic Technology
- Respiratory Therapy Technology

RICHLAND COLLEGE

- Accounting Associate
- Construction Management and Technology
  - Engineering Technology
  - Electro-Mechanical Option
  - Electric Power Option
  - Fluid Power Option
  - Quality Control Option
- Human Services
  - Mental Health Assistant
  - Social Worker Assistant
- Ornamental Horticulture
- Real Estate

APPENDIX C

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
ENROLLMENT FIGURES
(Credit Courses Only)

	Eastfield	El Centro	Mt. View	Richland	District
1966-67					
Fall		4047			4,047
Spring		3660			3,660
Summer		1074			1,074
1967-68					
Fall		6028			6,028
Spring		5601			5,601
Summer		1533			1,533
1968-69					
Fall		7102			7,102
Spring		6687			6,687
Summer		2626			2,626
1969-70					
Fall		7566			7,566
Spring		7392			7,392
Summer		6710			6,710
1970-71					
Fall	3522	6710	2060		12,235
Spring	4099	6455	2453		13,007
Summer	1495	2369	904		4,768
1971-72					
Fall	5902	6653	3881		16,436
Spring	5787	6455	3646		15,888
Summer	2286	2369	1215		5,870
1972-73					
Fall	6214	6101	4165	3510	19,990
Spring	5962	5790	3936	3958	19,646
Summer I	2292	2208	1401	1884	7,785
Summer II	1770	1563			3,333