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AN ANALYSIS OF THE EMERGENCE OF A COMMUNITY COLLEGE: FACTORS RELATED TO THE DEVELOPMENT OF SEMINOLE JUNIOR COLLEGE

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AN ANALYSIS OF THE EMERGENCE OF A COMMUNITY COLLEGE: FACTORS RELATED TO THE DEVELOPMENT OF SEMINOLE JUNIOR COLLEGE

CHAPTER I

INTRODUCTION

When the first junior colleges were founded at the beginning of this century, six percent of America's young people graduated from high school; in 1970, the percentage was seventy-seven. In the same period, the number graduating from college or equivalent professional school has gone from less than two percent to twenty-one percent.[1]

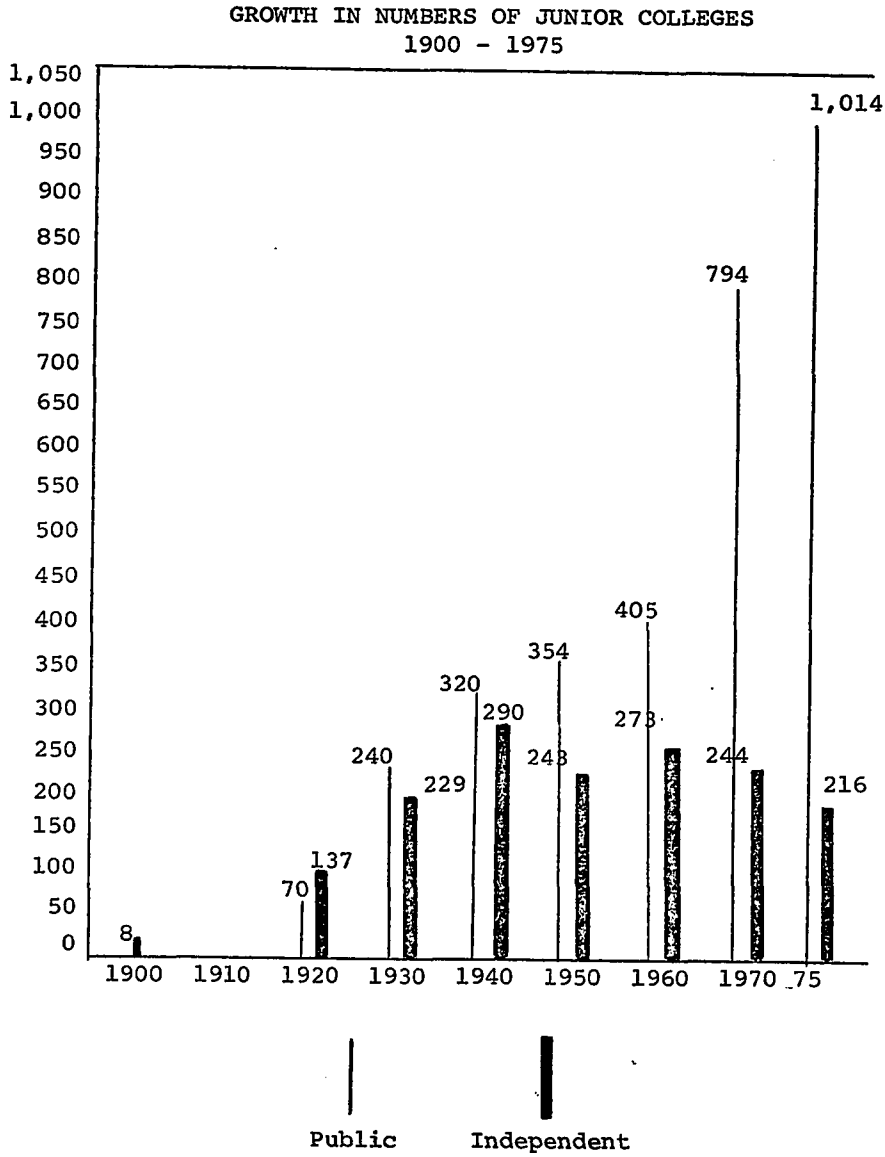
The institution that has developed and multiplied to help meet this increased demand for higher education is the public community college. Over six hundred of these two year colleges have been established in the last fifteen years, and more will be established in the future. (See Figure 1) In 1970, the Carnegie Commission on Higher Education recommended the goal of "providing a community college within commuting distance of every potential student . . . by 1980."[2]

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[1] Randall Collins, "Schooling and Social Inequality", The Center Magazine, November/December, 1976, p. 66.

[2] The Carnegie Commission on Higher Education, "The Open-Door Colleges, Policies for Community Colleges: A Special Report and Recommendations," (McGraw-Hill Co., 1970), p. 34.

FIGURE 1



Source: American Association of Community and Junior Colleges, Community, Junior, and Technical College Directory, (Washington, D. C., 1928 - 1976).

problems or implementing procedures have been left out. This paper reverses the procedure. Beginning with a set of comprehensive general guidelines developed from a survey of those available, this paper analyzes specific methods which have been successful in the reorganization and development of one specific college. The purpose of the paper is to establish a comprehensive chronology of procedures, identify problems which may arise, and give recommendations for implementing these guidelines which are intended to assist communities establishing new junior colleges as well as older colleges which are reorganizing.

Background of the Community College

The new role of the two year college in higher education has outmoded the original conception of the junior college as two extra years within the local high school. According to Thornton, "The determination, that community colleges are in fact higher education and that their size and complexity requires the primary attention of their governing boards, has led to the rapid disappearance of the unified district mode of governance in favor of separate local community college boards."[1] Chapter two of this paper traces the changing function and

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[1] James W. Thornton, Jr., The Community Junior College, (University of Hawaii: John Wiley & Sons, Inc., 1972), p. 86.

philosophy of the junior college from its inception to the present, showing the desirability for some older two year schools to make the transition from adjuncts of the local common school system to autonomous institutions as well as the need for more new colleges. It is to these institutions that the present study is addressed.

Rationale for the Study

In order to accomplish a goal, it is helpful to know what steps must be done, in what order they should be done, and what methods are successful for doing them. Chapter three develops a comprehensive set of guidelines for establishing a new college from a survey of those which have been suggested by major authors and those which have been legislated by states. It also establishes a definite chronology for leadership responsibility from the community's awareness of the need for a community college through the establishment and development of the college. Since the authors are not in agreement on chronology of procedures after leadership responsibility passes from the community to the president, the procedures in the latter stage are only provisionally put in a time sequence.

It is at this point that current guidelines fail to be very useful. This study derives its answers to chronology of procedures and methods for accomplishing them from a case study of one institution.

> setting them in opposition to qualitative, clinical, and nonexperimental. Some phenomena cannot be studied satisfactorily in the laboratory, and some quantification of clinical evidence is desirable. What we need is a balanced approach in selecting techniques appropriate for the problem at hand.[1]

The problem at hand is not a need for generalizations of procedures although this paper does try to establish a comprehensive set of procedures in chapter three. The problem at hand is to make these generalizations more specifically helpful to new colleges and reorganizing colleges.

As S. I. Hayakawa points out in Language in Thought and Action, in order to generalize it is necessary to leave out specific, concrete details. The higher ones moves up the ladder of abstraction, the more details one must leave out.[2] There is already material on what should be done. The need addressed in this study is how it can be done. This can only be answered by examining methods which specific colleges have used.

In choosing to do a case study of only one institution, the author realizes that he must be careful in applying these recommendations derived from a single example. However, this study was made in the belief that it is specific recommendations for implementing guidelines that are needed and that an

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[1]Carter V. Good, Introduction to Educational Research, (New York: Appleton, Century, Crofts, Inc., 1959), p. 324.

[2]S. I. Hayakawa, Language in Thought and Action, (New York: Harcourt, Brace, Inc., 1963), p. 178.

intensive study of one college can provide this specific help.

The value of a case study to other institutions other than the one under study depends largely on the selection of the institution for study. Chapter four presents the case study of Seminole Junior College, located in Seminole, Oklahoma, and is a valid and valuable case study for three reasons.

1. Until 1969, it was a municipal college connected with the local high school. When it reorganized, it had problems which are unique to such schools in existence now which may wish or need to become autonomous institutions.

2. At the time of the reorganization, Seminole Junior College had no administration, faculty, facilities, or equipment that were not shared by the local high school. The only asset that distinquished it from a new college was a student body of eighty-eight students. To reorganize and become an independent community college, the school had to go through all of the establishment procedures required of a new school as well as a few others unique to a reorganizing college.

3. One year after the reorganization, Seminole Junior College had tripled the highest enrollment during its previous thirty-one year history and started construction of the first building of an educational complex that today is valued at $3,116,838. The methods used in reorganizing and developing the college were successful.

Recommendations for Implementing Guidelines

The final chapter of the paper applies Seminole Junior College's solutions of problems to transitional schools and new schools. It gives specific recommendations for the basic problems that must be solved in each procedural step. The detailed guideline will explain why the recommendation was made or why only a possible solution with alternatives can be suggested.

Summary

The new role of the two year college in higher education has outmoded the original conception of the junior college as two extra years within the local high school. Older community colleges founded under this concept have reorganized to become autonomous institutions and others may change in the future. More new community colleges will be established. The broad guidelines and procedural steps for establishing a community college do not adequately cover the problems these communities will face. Using the information gathered from a case study of the development of Seminole Junior College, the author derives specific recommendations for treating such problems.

CHAPTER II

BACKGROUND OF THE PROBLEM

One of the purposes of this study is to develop a set of supplementary guidelines and recommendations for junior colleges previously affiliated with local school systems. This chapter traces the national development of junior colleges and points out the changes that have occurred in philosophy and purpose which have made this transition desirable. It identifies the number and location of existing junior colleges which are still under the control of local school boards and which may desire to become autonomous colleges in the future.

Finally, this chapter traces the development of junior colleges in Oklahoma, a development that resulted in the transition of the case study institution, Seminole Junior College, from one that was part of the local school district to an autonomous community college.

National Development of Junior Colleges

The first public community junior college opened in 1901 at Joliet, Illinois. As of 1975, 1,014 public colleges were in operation, an increase of 609 since 1960. (See Figure 1, Page 2)

This phenomenal recent expansion suggests that the purpose and function of the community college have both expanded beyond their original conception.

The public community college was born in the image of public schools and thus had its roots in the public school system. The first legislation affecting junior colleges was passed by the California legislature in 1907, and it emphasized that secondary schools should be permitted to extend their programs for an additional two years. Fresno, California established the first public junior college in the state in 1910. The concept of the two-year college was relatively slow in gaining widespread acceptance, but by 1920 public community junior colleges in high school districts were found not only in California and Illinois (1911), but also in Michigan (1914), Minnesota (1915), Kansas (1917), Iowa (1918), Missouri (1915), and Texas (1920).

The earliest period of rapid growth for public community colleges was from 1920 to 1940 when the number increased from 70 to 320.[1] Also in this twenty year period, eighteen state legislatures passed legislation to enable the establishment of two year colleges, compared with three in the preceding twenty year period. (See Table 1)

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[1] Thornton, The Community Junior College, p. 89.

schools closed. Four states passed legislation establishing the junior college during the last half of this period following the end of World War II in 1945.

Between 1950 and 1960, eighty-one two year colleges were added, including thirty independent colleges. Although 1960 was the high point for the number of independent colleges, it was the platform for the accelerated increase of the public community college. Three hundred and eighty nine new public junior colleges were created between 1960 and 1970. In only six states were any of these new colleges formed under the jurisdiction of the local public school district.[1] The junior college had apparently outgrown its original conception of two extra years at the local high school.

Burton R. Clark identified at least five reasons for this new movement in American education as early as 1960:

1. Increased numbers of students seeking a post-secondary education

2. Increased costs of education at large colleges and universities

3. Increased desires for smaller and/or more convenient colleges and universities

4. The education or re-education of older persons within a community who lack the mobility to travel long distances

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[1] American Association of Community and Junior Colleges, 1970 Community-Junior College Directory, (Washington, D. C., 1970), p. 5.

5. Increased demands for more and/or different technical skills[1]

The Carnegie Commission, in June 1970, estimated that by 1980, 1,500 such public junior colleges will serve between 3,740,000 and 4,430,000 students within the United States alone. Should this occur, the Carnegie Commission estimates there will be a need for approximately 230 to 280 new public community junior colleges by 1980.[2] The Carnegie Commission also recommended a goal of providing community colleges within commuting distance of every potential student, and stated that two-year specialized institutions that do not have comprehensive programs will move promptly to develop curricula that are comprehensive. If this should not occur, there would be a need for some 400 to 450 new community colleges by 1980, rather than 230 to 280.[3]

At the present time (January, 1977) there are 113 municipal junior colleges which are operating under local public school districts in California, Connecticut, Iowa, Maryland, Michigan, Montana, and Oklahoma.[4] California has 109 junior colleges,

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[1]Burton R. Clark, The Open Door College: A Case Study, (New York: McGraw-Hill Co., 1960), p. 208.

[2]The Carnegie Commission on Higher Education, p. 34.

[3]Ibid., p. 38.

[4]American Association of Community and Junior Colleges, 1976 Community Junior, and Technical College Directory, (Washington, D. C., 1976), pp. 10-118.

47 of which are still under the jurisdiction of the local public school district; Connecticut has 16 junior colleges under the local public school district jurisdiction; Iowa has 23 junior colleges under the local public school district jurisdiction; Maryland has 18 junior colleges under the jurisdiction of the local public school district; Michigan has 34 junior colleges, of which 5 are operating under the local public school districts; Montana has 3 community colleges under the jurisdiction of the local public school districts; and Oklahoma has one community college under the local public school district jurisdiction.[1]

Given the projections for continued growth, it is possible that any of these 113 municipal junior colleges could decide to become autonomous units apart from the local school system. If any of them were to seek autonomy, they would find no information readily available to assist in the separation process.

The Development of Junior Colleges in Oklahoma

Oklahoma did not become a state until 1907, but its establishment of public junior colleges has followed the national pattern. Five of the present fourteen Oklahoma junior colleges were founded before 1920 and were state supported from the

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[1] Ibid., pp. 19-67.

beginning; none were originally established junior colleges until after 1920.

By act of the Territorial Legislature Assembly on March 1, 1901, money was appropriated for the establishment of the University Preparatory School to be located at Tonkawa, Oklahoma. In 1921 an Act was passed to make the institution a fully accredited junior college; in 1941 the Legislature changed the name to Northern Oklahoma Junior College.[1]

The first Oklahoma Legislature passed an Act on May 20, 1908, which provided for the establishment and maintenance of agricultural schools of secondary grade in each Supreme Court Judicial District with branch agricultural experiment stations and short courses. Out of this Act, Connors State School of Agriculture was organized in Warner, and classes began in February, 1909. In 1967, the State Legislature changed the name of the college to Connors State College of Agriculture and Applied Science.[2] Murray State College in Tishomingo, Oklahoma, was organized under this same Act in 1924. In 1967, the State Legislature changed the name of the college to Murray State College of Agriculture and Applied Science.[3]

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[1]Northern Oklahoma Junior College Bulletin, 1974-76, p. 11.

[2]Connors State College Catalog, 1973, p. 15.

[3]Murray State College Catalog, 1971, p. 10.

TABLE 2

OKLAHOMA STATE JUNIOR COLLEGES

COLLEGE	YEAR ESTABLISHED
Connors State College	1909
Eastern State College	1909
Northeastern Oklahoma A & M College	1919
Northern Oklahoma College	1921
Murray State College	1924
Altus Junior College	1925
Seminole Junior College	1931
Carl Albert Junior College	1933
El Reno Junior College	1938
Sayre Junior College	1938
Oscar Rose Junior College	1970
Tulsa Junior College	1970
Claremore Junior College	1971
South Oklahoma City Junior College	1972

The development of community supported junior colleges in Oklahoma coincided with the first period of rapid national growth between 1920 and 1940 when the local school district was most often the founding agency. In Oklahoma, the high school districts were the express founding agency for the community college. Through a proclamation of the Oklahoma State Board of Education in 1920, high school districts were authorized to offer the thirteenth and fourteenth grades.[1] That same year, Muskogee, Oklahoma, became the first secondary school district to establish a municipal junior college in the state. During the next nineteen years, nineteen other high school districts

[1] Oklahoma State Regents for Higher Education, A System of Higher Education for Oklahoma, (June, 1942), p. 63.

Board of Education had issued a State Proclamation in 1920, a junior college bill was adopted to clarify their legal status. The Seventeenth Legislature of the State of Oklahoma convened on January 3, 1939, and passed Article XVI of Senate Bill No. 123 which reads as follows:

> AN ACT authorizing school districts to provide educational courses for all persons between six (6) and twenty-one (21) years of age, permitting use of its buildings and equipment for such purposes; providing for regulation and supervision of such courses by the State Department of Education and the State Co-ordinating Board and for acceptance of grades and credits awarded in such courses; authorizing a tuition charge for such courses; and declaring an emergency.[1]

On March 11, 1941, the Oklahoma State System of Higher Education was established when the people of the state adopted an amendment to the Constitution establishing a state system. The amendment provided that all institutions of higher learning supported wholly or in part by Legislative appropriations should be integral parts of the unified system. This was intended to include all education of any kind beyond or in addition to the twelfth grade or its equivalent as it is understood and accepted in the State of Oklahoma. The state-supported junior colleges and the community junior colleges came under the coordinating arm of the State Regents for Higher Education.

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[1]Act of January 3, 1939, Oklahoma Session Laws of 1939, Article XVI, p. 197.

Again paralleling national developments of the 1960s, Oklahoma began to recognize the new importance of the junior college and the inadequacy of the original conception of the municipal college as part of the local high school. By 1967, only five of the original twenty municipal colleges were still functioning. These were Altus Junior College (now Western Oklahoma College), established in 1925; Seminole Junior College, established in 1931; Poteau Junior College (now Carl Albert Junior College), established in 1933; El Reno Junior College, established in 1938; and Sayre Junior College, established in 1938. (See Table 2, Page 19)

In 1967, Senate Bill No. 2 was passed by the State Legislature. It provided that a community junior college may be established, maintained, and operated in any community in accordance with the criteria and standards, rules and regulations prescribed by the Oklahoma State Regents for Higher Education.[1] The Regents determined that the function of the junior college could best be fulfilled if the schools were established as institutions separate from the local secondary schools and with separate local college boards. The three autonomous junior colleges established since this time are Oscar Rose Junior College in Midwest City (1970), Tulsa Junior College in Tulsa

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[1]Oklahoma State Regents for Higher Education, Handbook - For the Establishment and Operation of Community Junior Colleges in Oklahoma, (Oklahoma City, Oklahoma, September, 1970), p. ii.

(1972), and South Oklahoma City Junior College in Oklahoma City (1972).

Consistent with the intent of the 1967 legislation, the State Regents directed the five existing municipal junior colleges to move towards the separation of their colleges from their local school systems in order to become full members of the State system. Four of the five municipal junior colleges have now come under the jurisdiction of the State Regents for Higher Education and have become fully State supported institutions with separate Board of Regents. Sayre Junior College still operates under the jurisdiction of the Sayre public school board of education.

Seminole Junior College was the first of the five to complete the entire process. It is this process that produced the change that provides the case data for the present study. The process initiated by the Seminole board of education demonstrated clearly that existing guidelines were not concrete enough to help Seminole and other local districts complete the separation procedures and develop their colleges as separate units apart from the local school system.

It is hoped that this study will be of assistance to junior colleges that exist under the local school board control in the separation process should they decide to become autonomous units. The Seminole Junior College experience should also aid the

communities in Oklahoma and elsewhere in attempting to establish new junior colleges.

Summary

The American junior college, since its beginning in 1901, has become a part of the educational process in forty-eight of the fifty states. The Carnegie Commission projected a need for at least 230 to 280 new community colleges by 1980. While most of these would be new junior or community colleges, some would be drawn from those currently existing municipal junior colleges that would separate from the local school systems and become autonomous units. All except one of the community junior colleges in Oklahoma has separated from the local school systems. There are 113 community junior colleges in other states which are still operating under the aegis of the local school system and which may benefit from guidelines developed through the Seminole experience.

are presented below.

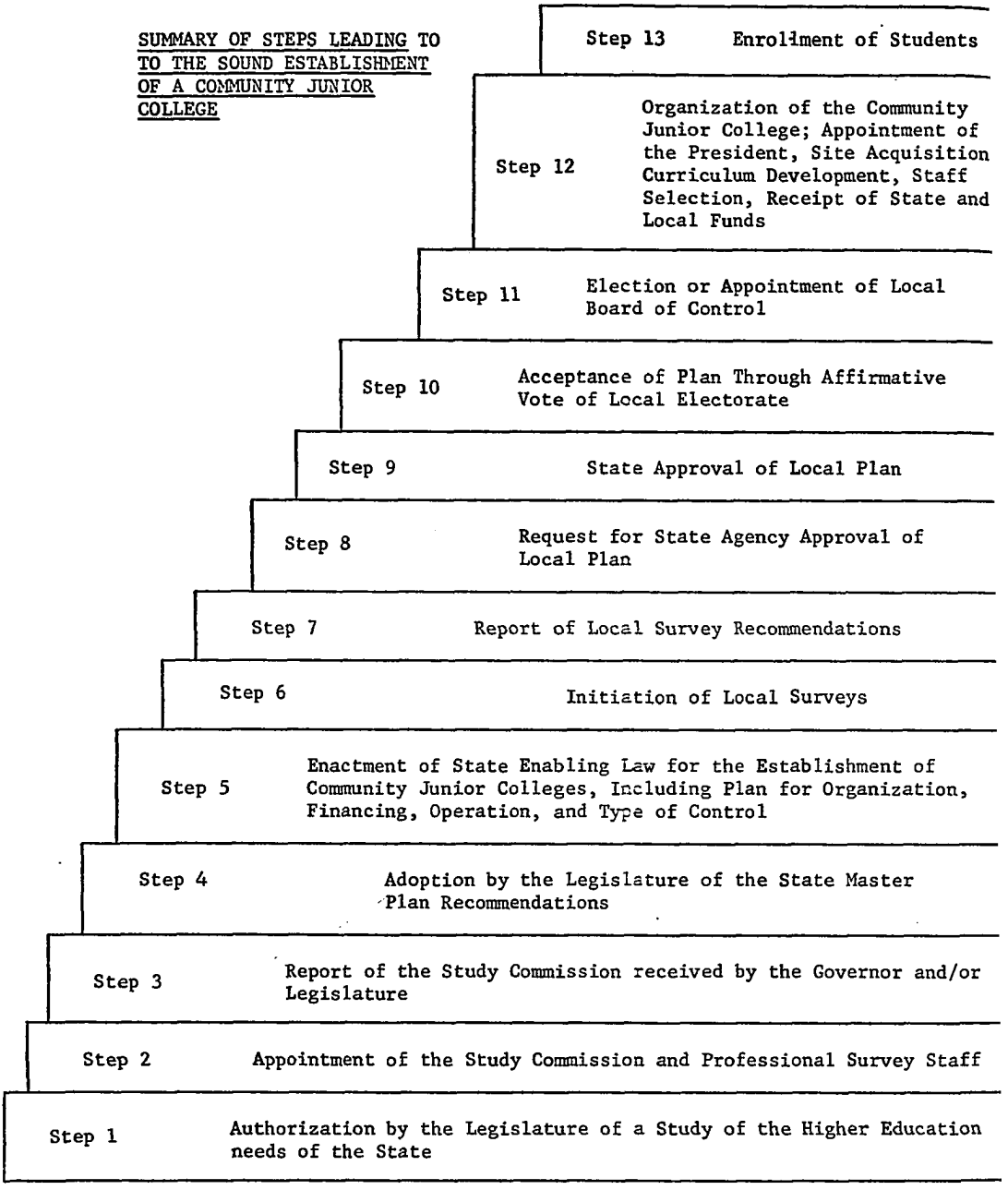
A comprehensive set of steps "leading to the sound establishment of a community junior college" was prepared by the Commission on Legislation of the American Association of Junior Colleges in 1962. (See Table 4) This set was developed near the start of the decade when junior colleges began their phenomenal expansion and states began to recognize formally the important position of the junior college within the system of higher education. The primary purpose of the Commission Study was to assist states in formulating legislation to establish state systems of two-year public community junior colleges.

The Commission developed a thirteen step process. Since its study was primarily designed to assist states in integrating the community junior colleges into their state master plans for higher education, the steps emphasize the legislative role. But in this inclusiveness they do reveal three chronological stages of primary leadership responsibility.

The first stage, comprising steps one through five, is the stage of primary legislative leadership. The legislature first authorizes a study of the higher education needs of the state and completes this phase with the enactment of a state enabling law for the establishment of community junior colleges in the state, including a plan for organization, financing, operation, and type of control.

TABLE 4

SUMMARY OF STEPS LEADING TO TO THE SOUND ESTABLISHMENT OF A COMMUNITY JUNIOR COLLEGE



Source: Commission of Legislation of the American Association of Junior Colleges, "Principles of Legislative Action for Community Colleges", (1962), p. 9.

ment of students.

The legislative stage of leadership obviously determines some of the procedures that the community and the president must follow. This applies to the transitional as well as the new college since the established schools could have to make some significant changes to meet the new state requirements approved by the legislature. The guidelines developed in this chapter begin at the point when the legislative stage is completed.

The community and presidential stages of primary leadership responsibility serve as the main divisions for developing a comprehensive set of guidelines from existing ones. This particular division has one important advantage over other classifications: it establishes a chronology in leadership responsibility as well as in procedural steps.

James W. Thornton, Jr., used a similar pattern in formulating a step of general guidelines for authorizing and establishing the new community junior college. "The first section will describe the steps from a local realization of the need through the legal authorization of the college; the second will present the work of the administrative officers of the college in bringing it to the point where the first students may be enrolled in classes."[1]

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[1]Thornton, The Community Junior College, p. 101.

A. Securing Legal Authorization
   1. Community awareness of need
   2. Preliminary studies of educational need
   3. State approval of new junior college
   4. Local election on establishing the college

B. Establishing the Authorized Community Junior College
   1. Time schedule for operations
   2. Site selection of college
   3. Survey of educational needs
   4. Employing faculty
   5. Equipment secured
   6. Student recruitment
   7. In-Service training of faculty[1]

All of Thornton's procedures for securing legal authorization for the college belong to the second stage of community leadership and add no new steps to those developed from steps six to eleven of the Commission's recommendations. Community awareness of need is the beginning of the initiation of an educational survey which ends with the state approval of the new junior college, Thornton's steps one through three. He includes the acceptance of the plan by local election as a necessary step, but not the election or selection of the local board of control and the new president. However, he assumes that these steps are a part of the legal authorization stage, for he says that the establishment procedures are the work of the administrative officers of the college, the stage defined as the presidential leadership stage.

In the establishment stage of the authorized community

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[1] Ibid., pp. 101-112.

junior college, he includes only two steps identical with those listed by the Commission of Legislation under step twelve; site selection and faculty selection. He does not list curriculum development, but he has a step called survey of educational needs which can be considered a part of curriculum development and occupies the same position between site selection and faculty selection that curriculum development does in the Commission's guidelines. He does not have any financing step listed. The additional steps he includes are time schedule for operations, equipment secured, student recruitment, and in-service training of faculty.

Combining these two sets of procedures, the presidential leadership or establishment stage includes these steps:

1. Time schedule for operations
2. Site selection
3. Curriculum development which includes survey of educational needs
4. Staff and faculty selection which includes in-service training of the faculty
5. Receipt of State and Local funds
6. Equipment Secured
7. Student recruitment

B. Lamar Johnson's handbook of guidelines outlines those procedures which belong exclusively to the presidential stage of primary leadership. In preparing these guidelines, Johnson

assigned to one of his six areas, with the exception of time schedule for operations which is not strictly a procedure but the president's plan for completing these procedures. The one step eliminated from the previous synthesis is equipment secured which can be moved to Johnson's Plant and Facilities, a category which now includes site selection. Johnson adds one additional step not found in the others, Community Service and Relationships. An additional step can be found in his list of eight recommendations which precede his sequence of activities. The first four are steps in defining the purpose of the college as a basis for curriculum development, the category under which it will be placed. Suggestion five calls for a survey of educational needs in the community which is already included under curriculum development. Six and seven are suggestions for involving lay citizens and faculty in curriculum and faculty development. Number eight cannot be assigned to any of his six development areas and will be added to the sequence of activities as Board Responsibilities. The new set of steps developed from the previous synthesis and Johnson's list now includes eight steps.

1. Board Responsibilities. The president formulates and clarifies respective responsibilities and lines of relationship between himself and the Board of Trustees.

2. Time Schedule for Operations. The president sets a schedule for completing necessary procedures for the opening of

of the college.

3. Curriculum and Instruction. This includes defining institutional purpose, surveying educational needs in the community, and developing a curriculum for the college.

4. Student Personnel. This includes student recruitment and enrollment as the initial step. It later includes out-of-class services such as financial aid, counseling, and special activities.

5. Staff Personnel. This includes hiring the staff to administer as well as teach the program of the college and in-service training of the faculty.

6. Finance. This includes securing state and local funds for the operational and capital outlay costs of the college as well as deciding on allocation of these funds or budget.

7. Plant and Facilities. This includes site acquisition, buildings, materials, and equipment.

8. Community Service and Relationships. This includes enlisting the services of the community on behalf of the college and the services of the college on behalf of the community.

Clyde E. Blocker, Robert H. Plummer, and Richard C. Richardson studied the junior college from the perspective of its impact on society.[1] Their work constituted a sociological

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[1]Clyde E. Blocker, Robert H. Plummer, Richard C. Richardson, Jr., The Two-Year College: A Social Synthesis, (Prentice Hall, Inc., Englewood Cliffs, N. J.) 1965.

analysis of the community college, the private junior college, the technical institute, and the two-year branch college. The authors compared the structures of the various educational organizations and evaluated their contributions as dynamic organizations within the context of their responsibility to society. They presented no guidelines but endorsed the American Association of Junior Colleges' set of thirteen steps to form a new junior college.[1]

State Guidelines for Developing Junior Colleges

In order to facilitate the orderly development of community colleges, forty-two states have found it helpful to develop a procedure to be followed in establishing new junior colleges and to determine the individual or agency that has the major responsibility for each of these steps. The State University of New York developed fifteen steps which they suggest should be followed in establishing public two-year colleges. These steps cover the community leadership stage from the time the idea for a two-year college is conceived through the presidential leadership stage until the college becomes fully operational.[2]

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[1] Ibid., p. 81.

[2] State University of New York, The Realization of a Community College, A Step by Step Outline, (Brochure Undated), p. 8., cited in Procedures for the Establishment of Public 2-Year Colleges, D. G. Morrison, Clinette F. Witherspoon, U. S. Department of H.E.W., Washington D. C., 1966.

6. Passage of levy or bond issue. This is not a necessary procedure, but funds must be secured from some local source.

7. Appointment or election of college board. The nine-member board of trustees consists of residents of the sponsoring area. Five members are appointed by the local sponsor; four are appointed by the Governor. The board selects its own chairman and officers from its membership.

8. Appointment of chief administrator. The local board nominates the president who must be approved by the State University trustees. The State University provides assistance in compilation of a list of possible candidates.

9. Selection of faculty and staff. The local board appoints or delegates to the president this responsibility.

10. Application for degree-granting authority. The local boards make application to the State University trustees. If approved, the trustees send the request with recommendations to the Board of Regents.

11. Budget preparation. After approval of the college by the State University trustees, the sponsor may select the method of budget procedure from three alternatives possible under the law. The local board prepares and submits an initial budget to the local sponsor. After approval by the sponsor, the board submits the budget to the State University trustees through the executive dean and president of the State University.

12. Planning of site and facilities. The local board may acquire real or personal property, but no lands, buildings, facilities, or equipment may be purchased or leased without State University approval. The local board is responsible for the control and management of land, grounds, facilities, and equipment.

13. Curriculum development. The chief administrator of the college, with the assistance of the staff

Steps nine through fifteen belong to the presidential stage. Steps ten and fourteen are not considered as additional steps in this study since they simply require formal approval by state authorities. The additional steps have already been included in the developed guidelines. These are selection of faculty and staff, budget preparation, planning of site and facilities, and curriculum development.[1] A basic difference between these steps and those developed by Johnson is the order in which they are placed.

Other State Guidelines

A survey was conducted to determine which of the state procedures used in the New York plan were also required by the other states. (See Table 5, Page 41) The results show that of the forty-two states with master plans, all but one require initiation by the community as the first step. Thirty-seven states require a study and all forty-two require state agency approval as a part of the initiation step. Redistricting or passage of a levy bond is only required by twenty-four states, but the survey did not determine how many states require some kind of community approval vote. Twenty-four states have procedures for the appointment or selection of the Board of

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[1]Telephone conversation with Dr. Cornelius V. Robbins, Associate Chancellor of New York State University, informing the author that the New York plan had not been used in the past seven years, March 17, 1977.

TABLE 5

PROCEDURES USED IN ESTABLISHING PUBLIC TWO-YEAR COLLEGES BY STATES

State	Init.	Study	Pres of Srvy	Action by Appr Agcy	Redis-trict	Pag. of Levy Bond	Appt of Board or Elect	Sel. Pres	Sel. Fcly% Staff	Appl. for Degree Auth.	Budget Prep	Plan Site	Curric. Devel.	Regist. of Curric.	Opening of College
ALABAMA	Yes	Yes	--	Yes	--	--	--	Yes	Yes	--	Yes	Yes	Yes	Yes	Yes
ALASKA	Yes	Yes	Yes	Yes	--	--	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes
ARIZONA	Yes	Yes	--	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes	Yes	Yes	--	Yes
ARKANSAS	Yes	Yes	Yes	Yes	--	Yes	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes
CALIFORNIA	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
COLORADO	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes
CONNECTICUT	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes
DELAWARE	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
FLORIDA	Yes	Yes	Yes	Yes	--	Yes	Yes	Yes	Yes	--	Yes	Yes	Yes	--	Yes
GEORGIA	Yes	Yes	Yes	Yes	--	--	--	--	--	--	Yes	Yes	Yes	Yes	Yes
HAWAII	Yes	Yes	Yes	Yes	--	--	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes
IDAHO	Yes	Yes	--	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
ILLINOIS	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
INDIANA	Yes	Yes	Yes	Yes	--	--	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes
IOWA	Yes	Yes	Yes	Yes	--	--	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes
KANSAS	Yes	--	--	Yes	--	Yes	Yes	Yes	Yes	--	--	Yes	Yes	--	Yes
KENTUCKY	Yes	Yes	--	Yes	--	--	Yes	Yes	Yes	--	Yes	Yes	Yes	--	Yes
LOUISIANA	--	--	--	Yes	--	--	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes
MAINE	--	--	--	--	--	--	--	--	--	Yes	--	--	--	--	--
MARYLAND	Yes	Yes	--	Yes	--	--	--	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
MASSACHUSETTS	Yes	Yes	Yes	Yes	--	--	Yes	Yes	Yes	--	Yes	Yes	Yes	--	Yes
MICHIGAN	Yes	Yes	Yes	Yes	--	Yes	--	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes
MINNESOTA	Yes	Yes	--	Yes	--	--	Yes	Yes	Yes	--	--	Yes	Yes	--	Yes
MISSISSIPPI	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes
MISSOURI	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes	Yes	Yes	--	Yes
MONTANA	Yes	Yes	Yes	Yes	--	--	--	Yes	Yes	--	Yes	Yes	Yes	Yes	Yes
NEBRASKA	Yes	--	--	Yes	Yes	Yes	Yes	Yes	Yes	--	--	Yes	Yes	--	--
NEVADA	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
NEW HAMPSHIRE	Yes	--	--	Yes	--	--	--	--	--	Yes	--	--	Yes	Yes	--
NEW JERSEY	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes
NEW MEXICO	Yes	Yes	--	Yes	--	--	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	--
NEW YORK	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
NORTH CAROLINA	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
NORTH DAKOTA	Yes	--	--	Yes	--	Yes	--	Yes	Yes	--	Yes	Yes	--	--	Yes
OHIO	NO SPECIFIC PROCEDURES - SUPERVISED BY BOARD OF REGENTS														
OKLAHOMA	Yes	Yes	Yes	Yes	--	--	--	Yes	Yes	--	Yes	Yes	Yes	Yes	Yes
OREGON	Yes	Yes	--	Yes	--	Yes	--	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
PENNSYLVANIA	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes	Yes	Yes	Yes	--	--
TEXAS	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	--	Yes	--	--	Yes
UTAH	Yes	Yes	Yes	Yes	--	--	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
VERMONT	Yes	Yes	--	Yes	--	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes
VIRGINIA	Yes	Yes	Yes	Yes	--	--	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes
WASHINGTON	Yes	Yes	Yes	Yes	--	Yes	--	Yes	Yes	--	Yes	Yes	Yes	Yes	Yes
WEST VIRGINIA	Yes	Yes	Yes	Yes	--	--	--	--	Yes	Yes	--	Yes	Yes	Yes	--
WISCONSIN	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
WYOMING	Yes	Yes	--	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes

Source: D. G. Morrison, Clinnette F. Witherspoon, Procedures for the Establishment of Public 2-Year Colleges, U. S. Department of Health, Education, and Welfare, Washington, D.C., 1966.

Trustees, while thirty-nine include the selection of a president. In the presidential leadership stage, most states have some requirements for selection of faculty and staff, budget preparation, site plan, and curriculum development.

Oklahoma Guidelines for Establishing New Junior Colleges

Oklahoma primarily completed the legislative phase of leadership in 1967 when Senate Bill No. 2 was passed by the Oklahoma Legislature. This Bill provides that community junior colleges may be established and maintained and provides the basic procedures for the legal authorization of new community junior colleges. Also, it contains directions for the State Regents regarding approval of educational programs, degrees, and standards of education as well as the authorization of fifty-percent funding to the five community colleges.

House Bill No. 1178 was passed in 1968 making certain extensions and refinements to the basic community junior college law in Senate Bill No. 2. The major refinement was allowing junior colleges to be established with area vocational technical schools. House Bill No. 1612, passed in 1970, increased the funding to the community junior colleges from fifty percent to seventy-five percent of the per-capita of the cost at other State-owned junior colleges.

In 1968 the State Regents published and distributed a handbook for the establishment and operation of community

4. If a majority of the legal voters residing in the community and voting in the election have voted in favor of establishing the proposed community junior college, the State Regents will issue an order authorizing the establishment of the institution, designating the name by which it shall be known, and describing the boundaries of the community junior college area as set forth in the Petition.

5. The State Regents will then notify the Governor or Oklahoma of the authorization of the establishment of the community junior college, who will appoint four members of the Board of Trustees, and these four members so appointed shall appoint three additional trustees to make for a Board of Trustees composed of seven members, all of whom shall be qualified electors of the junior college district. The Board of Trustees will be the governing board of the authorized community junior college and will assume responsibility for its operation in accordance with their powers and duties as provided by law.[1]

These five procedures correspond to the four steps developed for the community leadership stage. Procedures one and two correspond to the initiation step. Procedure three is community approval, and procedure five is the appointment of the Board of Trustees. Procedure four is not considered as a new step since it is simply the issuance of legal authorization by the state. The Regents have not developed an official set of procedures for the presidential leadership stage.

Analysis of Guidelines

What becomes increasingly apparent in reviewing guidelines is that while an identical chronological pattern can be found

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[1]Ibid., pp. 1-2.

for steps in the community leadership stage, no such consistent pattern can be found in guidelines for the presidential stage. Although the steps developed for this stage are comprehensive, they do not reflect any consensus on chronology. Chronology for this stage is more difficult to determine since several procedures are usually being developed simultaneously. However, the case study attempts to define a chronology for initiation of these procedures.

Another lack of agreement is in the terms used for what this paper defines as the presidential stage of leadership. It is variously referred to as the establishment, development, or organization stage. As a further aid in analyzing the sequence of procedures in the case study, the presidential stage of leadership is divided into two phases. Phase one, the establishment phase, refers to those procedures which must be accomplished in order to open the college. Phase two, the development phase, refers to those steps which can be developed after the college initially opens and to a further development of those steps established in phase one. Since a college continually develops, this second phase is limited to the first three to five years after the college opens.

Finally, none of the guidelines reviewed include procedures for the re-organizing older college. The transition of Seminole Junior College from an adjunct of the local high school to an

specific recommendations. These guidelines are:

A. Community Leadership Stage (Legal Authorization)

1. Initiation by community representatives which includes conducting preliminary studies of educational needs and obtaining state approval of the local plan;

2. Gaining community support which may include acceptance of plan or funding proposal by the local electorate;

3. Election or appointment of local board of control;

4. Selection of the president.

B. Presidential Leadership Stage: (Phase One - Establishment - Phase Two - Development)

1. Board Responsibilities which includes formulation and clarification of responsibilities between the president and the Board of Trustees.

2. Time Schedule for Operations which is a completion schedule for procedures necessary for the opening of the college.

3. Curriculum and Instruction which includes defining institutional purpose, surveying educational needs of the community, and developing a curriculum for the college.

4. Student Personnel which includes student recruit-

CHAPTER IV

DEVELOPMENT OF SEMINOLE JUNIOR COLLEGE

Seminole Junior College was founded in 1931, a time when the original conception of the junior college as a one or two year extension of high school studies still widely prevailed. It was designed to give local high school graduates the opportunity to complete two years of college work within the familiar local educational system. It was indeed now possible for a student to attend college without leaving high school surroundings. He or she attended college in the same building, was supervised by the same administrators, and studied under some of the same faculty.

While these characteristics of the college suited the original philosophy, they obstructed the adaptation of the college to meet the broader role of the junior college in higher education which began to be recognized in the 1950s. Even during the accelerated growth of junior college enrollment in the 1960s, enrollment at Seminole Junior College showed little change.

It was not until 1969, when Seminole Junior College was forced to become an autonomous institution or lose its accreditation,

that the college began to fulfill the broader goals for the community college and to rapidly expand its student enrollment.

The first part of the case study of Seminole Junior College focuses on the years of identification with the local high school. It analyzes this relationship and demonstrates that it became a liability rather than an asset. It shows how the original design prevented the college from expanding its goals to accommodate a wider age range of students with broader educational needs. It also shows that the administrators of the Seminole Junior College were too involved with their dual roles to take the initiative for change. All of these factors complicated the transition of Seminole Junior College to an autonomous institution.

The second half of the case study uses the procedures developed in Chapter III to identify relevant activities of the reorganization and development of Seminole Junior College in the order they occurred, and describe what variations of these procedures occurred. It shows the transition and establishment steps needed to separate Seminole Junior College from the local high school and then the early development steps, summarizing the importance of all steps in the development of the institution.

Initiation of Seminole Junior College

The 1920 Proclamation by the Oklahoma State Board of

Education allowing high school districts to offer the thirteenth and fourteenth grades left the initiative for establishment up to the community. But who leads the community? In states where the primary impetus for a new college comes from the local level, the only answer is 'someone.'

> Someone in the community realizes a need and begins to press for additional educational opportunity. Such persons are not always educators--they may include newspaper editors, Chamber of Commerce leaders, PTA members, school boards, or any public-spirited layman, as well as the administrators in high schools or city school systems. Usually, such realization of need is not at first precise and clearly defined. Most leaders do not envisage at the outset the nature of the institution which they feel is needed. The existence of enabling legislation for junior colleges and of a number of successfully operating junior colleges in the state may help to focus attention on such colleges as an answer to the need. In general, however, some perceptive and responsible observer becomes concerned about opportunities for higher education and begins to interpret the need to others at the same time that he searches for an appropriate method of satisfying the need.[1]

In the case of Seminole Junior College, that someone was John G. Mitchell, an educator and a newcomer to the community. Mitchell came to Seminole as Superintendent of Public Schools in 1931, after serving for twelve years as President of Central State College located at Edmond, Oklahoma. His availability for the appointment resulted from a dispute with the Governor

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[1]Thornton, The Community Junior College, pp. 101-102.

of Oklahoma, "Alfalfa" Bill Murray.

According to Milt Phillips, "Alfalfa Bill" established a political newspaper called The Blue Valley Farmer during his campaign for Governor. After his election, his political advisors recommended that they should keep the paper in force to promote the Governor's political measures and that subscriptions should be sold to state employees at the Capitol and at various state agencies through the State. When a group of Murray's supporters went on campus at Central State College to sell subscriptions, the security officer reported them to Mitchell. Mitchell had the group brought to his office and told them they could not sell subscriptions on the campus. When Governor Murray learned of the incident, he asked Mitchell to resign as President of the college.[1]

When Mitchell arrived in Seminole, the Seminole Public School District had completed a new high school which a 1932 state inspection team called "one of the best in the State."[2]

After becoming Superintendent of the Public School System, Mitchell suggested to the Seminole Board of Education that

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[1]Taped Interview with Milt Phillips and Elmer Tanner, conducted by Mark Novas, March 25, 1975, (On file in Boren Library, Seminole, Oklahoma).

[2]Letter to the State Board of Education from Roy Gittinger, Dean of Administration, University of Oklahoma, Herbert Patterson, Dean, College of Education, Oklahoma A & M College, and N. Conger, Director of Teacher Training, State Department of Education, November 23, 1932.

Seminole Junior College be organized as the thirteenth and fourteenth grades.[1] Members of the Board were F. H. Woozencraft, President; Chester Gates, Secretary; Mrs. Frank Tate, Treasurer; Raymond Harber, Don McNeal, E. T. Smith, and C. P. Ellis. Seminole Junior College was established in conjunction with Seminole High School and was accredited for one year of college study beginning in September, 1931. The sophomore year or fourteenth grade was added in 1932.

The John G. Mitchell Years - 1931 to 1946

John Mitchell not only initiated the legal authorization of the college, but he also guided the development. He was named as the first President of the college, a position he held for fifteen years along with that of Superintendent of Schools. The Academic Dean of the new college was O. D. Johns, who also held the position of high school Principal. Johns had arrived in Seminole in the same year as Mitchell after serving twelve years at Butner School located in Seminole County. For the next thirty-eight years, until the reorganization of the college in 1969, the President of the college would also serve as Superintendent of Public Schools and the Academic Dean as the high school Principal. Also, both Presidents who succeeded Mitchell previously served as Academic Dean prior to their

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[1] The Seminole Producer, Seminole, Oklahoma, August 17, 1932.

appointment.

The faculty for Seminole Junior College was Stewart P. Linsceid, instructor in English with an A.B. and M.S. from Washington and Lee; Vernon Thornton, instructor in Mathematics and Physics with an A.B. and M.S. from Oklahoma University; Elsie Coover, instructor in History and Government with an A.B. and M.A. from Oklahoma University; Spencer W. Barefoot, instructor in French with an A.B. and M.S. from Oklahoma University; John S. Shed, instructor in Botany and Zoology with a B.S. and M.S. from Oklahoma University; R. H. Carver, instructor in Accounting and Economics with a B.S. and M.B.A. from Oklahoma University; and C. B. Macklin, instructor in Music with an A.B. from Central State College. These faculty members taught two to three courses in the high school and approximately five to ten hours in the junior college.[1] A Registrar and Librarian completed the personnel for the new college.

The guiding philosophy of the college was to provide local high school graduates with the opportunity to complete two full years of college work while enjoying the protection and comforts of their homes.[2] The low cost of attending would enable many

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[1] State Department of Education, Annual Report of Junior Colleges, October 11, 1932. (All salaries were paid from school district funds.)

[2] State Regents, A System of Higher Education for Oklahoma, p. 63.

The following year on November 17, 1932, a committee from the State Board of Education visited the college and recommended the college be accredited with the following comments:

1. The committee was well pleased with the general spirit of the school and the student body. The Junior College is housed in the High School building, which is one of the best in the State. The committee was impressed with the cleanliness and the orderliness of the building throughout. The whole atmosphere was serious and businesslike.

2. The committee recommends that a separate study room be provided for the Junior College students.

3. The committee recommends that the library be added to as rapidly as finances permit. It commends the present practice of purchasing several books of the same title rather than single books of many titles.

4. The committee recommends that the Junior College be approved for this year and that another inspection be made next year.[1]

During Mitchell's tenure as President, the size of the student body steadily increased to a high of 150 students during the 1938-39 school term. This was the largest number of students in the history of the college until after the reorganization in 1969. (See Figure 2)

In 1936 Seminole Junior College issued its first diplomas to five students. In 1940, twenty-three students received a diploma, the largest number prior to the reorganization.

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[1] Letter to the State Board of Education, November 23, 1932.

of Oklahoma. Replacing him as high school Principal and Academic Dean was H. B. Mitchell.

During Johns' tenure of twelve years the highest enrollment at Seminole Junior College was sixty-five students in 1956-57, a recovery from the low of thirty-one in 1949-50. (See Figure 2, Page 58) The largest graduating class was sixteen students in 1948 while only one student received a diploma in 1956.

According to the Seminole Junior College Bulletin, the purposes and functions of the junior college did not change during Johns' tenure from those established by Mitchell. In a taped interview, Dr. Johns made the following statement:

> During my tenure as President of Seminole Junior College, we made no effort to recruit students from the surrounding area, nor did we make any attempt to try to broaden the curriculum to make the college a truly comprehensive junior college.[1]

During this time, the distinction between high school and college courses was blurred. Johns stated that students taking intermediate algebra, college algebra, and secretarial courses were allowed to sit in the same high school classes and receive college credit.[2]

The junior college did attempt to provide a varied program

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[1]Taped Interview with Dr. O. D. Johns, (Norman, Oklahoma, April 2, 1975.)

[2]Ibid.

of athletic, social, and literary activities, such as speech, student clubs, and seasonal sports for both men and women. The greatest recognition received was by the Seminole Junior College Debate Team, which became the National Junior College Champions. In April, 1952, Bill Wantland, Tommy Kelton, and H. B. Mitchell, Debate Coach, journeyed to Pueblo, Colorado, where Tommy Kelton finished first in extemporaneous and impromptu speaking and Bill Wantland finished third in impromptu speaking.[1]

The one curriculum innovation came in 1950 when the junior college added night classes and short courses for adults. Another change in 1950 was the result of nationally rising costs. The Seminole Board of Education approved the second raise in the tuition fee from thirty dollars per semester to fifty dollars per semester. Credit hour charges were raised to four dollars and fifty cents per credit hour for day students and five dollars and fifty cents for night students. In 1955, the tuition was again raised to sixty dollars per semester while the credit hour charge remained the same. The college continued to be financed entirely from the high school budget and student fees and tuition.

In 1958, Dr. Johns resigned to become an instructor in the College of Education at the University of Oklahoma. He was

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[1] The Seminole Producer, Seminole, Oklahoma, May 13, 1952.

standards, rules and regulations prescribed by the Oklahoma State Regents for Higher Education. The Bill also provided that the community colleges were eligible to receive State funds to be provided by receiving fifty percent of the per-capita cost of educating students at State institutions based on the prior year's full-time-equivalent students.[1]

Mitchell was notified by letter dated November 13, 1968, by Dr. E. T. Dunlap, Chancellor for Oklahoma State Regents for Higher Education, that pursuant to Senate Bill No. 2 of the 1967 Oklahoma Legislature, Seminole should start implementing the new State law by beginning the separation of the Seminole Junior College from the Seminole High School.[2] Dunlap requested that the administration send him a plan for compliance. To implement the new State law, the college should develop a philosophy, purpose, administration, curriculum, facilities, and governing board separate from the high school.

The administration did not act on this request, and on December 16, 1968, Dunlap notified Mitchell that he needed those items that he had requested previously.[3]

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[1]Oklahoma State Regents, Handbook, pp. 12-13.

[2]Letter to H. B. Mitchell from E. T. Dunlap, November 13, 1968. (Filed in Office of President, Seminole Junior College.)

[3]Letter to H. B. Mitchell from E. T. Dunlap, December 16, 1968. (Filed in Office of President, Seminole Junior College.)

part time or overlapping appointments until the college builds up its enrollment.)

8. Somehow a "collegiate atmosphere" needs to be developed. Procedures of operation should be such as to avoid academic co-mingling of high school and college students and the teaching of a number of classes at the same time in the same room. The committee feels the present program tends to be little more than a two-year extension of high school work.

9. There is a need for a separate budget for the junior college prepared by responsible college administrators and the faculty. Thought should be given to designating instructional budgets for supplies, systematized procedures for purchasing, etc.

10. There is a need for separate accounting for junior college funds.

11. The committee feels library facilities are wholly inadequate. Currently the junior college is using the high school library with few exclusively junior college books or periodicals available. A full-time college librarian should be employed and charged with the responsibility of developing a library and moving toward the American Library Association standards for junior colleges.

12. A full-time junior college faculty should be employed and assigned. (Currently three semi-retired ladies teach part time in the junior college. All other college classes are taught by the high school staff.) The staff should be large enough to teach a broadened and vitalized curriculum, and having time for planning, committee work, counseling, etc.

13. The college should consider ways and means to provide professional opportunities for the faculty, i.e., provisions to attend professional meetings, etc.

14. There is a need for extra curricular and co-curricular programs to broaden academic

endeavors, i.e., music activities, drama, forensics, lectures, intramurals, socials, clubs, etc.

15. There is a need for a separate set of Board policies as they relate to the Junior College.

16. There is a need for a separate salary scale for Junior College teachers as opposed to the high school. Junior College salaries should be raised to a competitive level with other Junior Colleges.

17. A faculty handbook for the Junior College should be prepared covering such items as procedures for promotion, sick leave, other fringe benefits, recognition and rewards for good teaching, salary scale, etc.

18. There needs to be a broad support from the local tax base before qualifying for State funds. (State funds should not be in lieu of local supports.) Local tax funds supplemented by student fees should be the core of support for the institution. The board might consider creating a county-wide junior college district in an endeavor to broaden the tax base.

19. In developing new facilities, the board should consider needs for faculty offices, adequate classrooms, laboratories, space for art, music, a library, etc. There should be a student center with food services, a bookstore, places to study, etc. Thought should also be given to building a gym, auditorium and related facilities.

20. An improved student financial aids program should be developed.

21. Thought should be given to bringing in consultants to plan on both a short range and long range basis with the administration and faculty as to:

    a. Curriculum
    b. Student and Community Needs

c. Building Needs
d. Staff
e. Deployment of Staff
f. Academic Organizations
g. Academic Programs
h. Auxiliary Services
i. Community Services, etc.

At the end of the report, it was recommended that the junior college not be accredited.[1] This recommendation served as the catalyst which changed the course of the college's development.

The degree of disparity between the requirements of the State master plan and the current status of the established college will affect the way the transition occurs. In the case of Seminole Junior College, the requirements called for a radical reorganization of the college. The report of the accreditation team directing the college to find new leadership outside the current administration and denying accreditation were factors in weakening confidence in the then current administration to provide the leadership for the transition. As a result, Seminole Junior College went through a community leadership stage similar in many ways to that of a new school.

Community Leadership Stage

State Representative David Boren from Seminole was called

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[1]Accreditation Report to the Oklahoma State Regents for Higher Education, Dr. Ed Vinyard, Dr. Herbert Hengst, Mr. Gerald Williams, Dr. Dan Hobbs, and Dr. Joe C. Johnson, Relative to Seminole Junior College, March 13, 1969.

to the Office of Chancellor Dunlap and told that Seminole Junior College would not be accredited. He was the first member of the community outside the college's administrators to learn of the decision. He immediately returned to Seminole and informed Milt Phillips, publisher of the Seminole Producer newspaper. A Seminole delegation led by Phillips, Representative Boren, State Senator Al Nichols of Wewoka, and Dr. Hubert Callaway, President of the Seminole Board of Education, appeared before the State Regents to determine the steps needed to achieve accreditation for Seminole Junior College. The delegation was advised of the Regents' earlier directive. The Regents agreed to give Seminole Junior College one year of provisional accreditation in which to comply substantially with the recommendations made by the accreditation team.[1]

Boren and Phillips returned to Seminole and asked for a meeting with the school Board who consisted of Callaway, President, Charles Johnston, Jr., Vice President, Emery Magruder, Keith Inman, John Spurrier, Jr., Bill Fleming, and John Marshall, along with Clarence Clark, a local banker. Boren and Phillips met with the Board of Education on March 15, 1969, and informed them of the accreditation team's decision. This was the first time the school Board had heard about the report

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[1]Interview with Dr. E. T. Dunlap, Chancellor for Oklahoma State Regents for Higher Education, Oklahoma City, Oklahoma, September, 1976.

and the loss of accreditation.[1]

During the March 15, 1969, meeting, it was voted unanimously by the Board that all efforts should be made to satisfy the requirements for accreditation. A resolution was passed that the Junior College would have first priority in calling a $250,000 Bond election for the purpose of starting the separation from the local school district and that the election be held March 25, 1969.[2]

A rally was held supporting the Junior College Bond proposal by the Seminole Chamber of Commerce on Saturday, March 16, 1969, at 2:00 p.m. in front of the Municipal Building. The speakers at the rally were William C. Wantland, a local attorney who had won debate honors as a Seminole Junior College student, and State Representative David Boren.[3]

Phillips supported the bond issue in his newspaper and the eighty-nine students of Seminole Junior College rallied to the support of the college. The bond issue passed by an eight-to-one vote. Phillips reported in his column, the "Cluttered Corner," as follows:

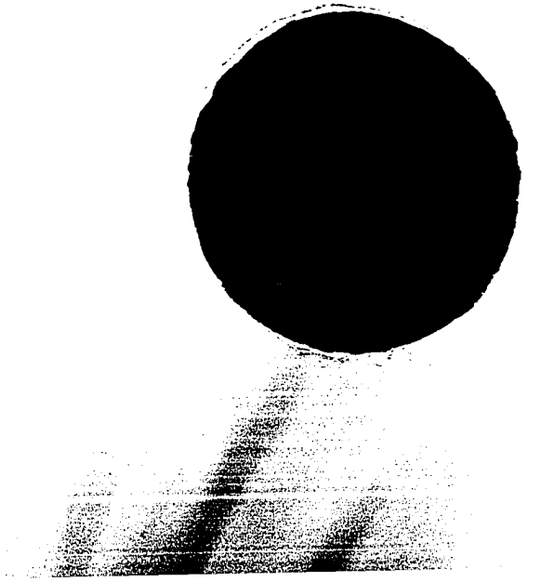
Twice in recent days young citizens of this

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[1]Minutes of the Seminole Public School System (District No. 1) Board of Education Meeting, March 15, 1969.

[2]Ibid.

[3]The Seminole Producer, Seminole, Oklahoma, March 17, 1969.



> community have demonstrated tremendous leadership and above-average community service effort. First, the students of Seminole Junior College rallied to the support of the College with such enthusiasm and aggressiveness they drove the chronic aginners to defeat by a generous margin. The enthusiasm of the students infected many citizens who contribute little to normal, mill-run civic effort, and the community gave the Junior College more than 8-to-1 approval at the ballot box.[1]

The State Regents for Higher Education were notified of the passage of this bond issue and the Board asked for a session with Dr. Dunlap to discuss the process of selecting a president to implement the separation of Seminole Junior College from the Seminole School District No. 1.

H. B. Mitchell continued to serve as the Superintendent of Seminole School District No. 1 and resigned that position in July, 1970.

On April 14, 1969, Board members Callaway, Magruder, and Spurrier met with the Chancellor and his staff to discuss the selection process for a new president. On the recommendation of the staff, the Board agreed that the most important immediate responsibility was the selection of the president. In the April 14, 1969, meeting, Chancellor Dunlap recommended Elmer Tanner, a junior college administrator at another college as a possible candidate.

On April 17, 1969, at an official Board Meeting, Elmer

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[1]Milt Phillips, "The Cluttered Corner," The Seminole Producer, April 2, 1969.

5. The faculty review the present courses that were offered, make recommendations for new courses, and ask approval of the curriculum by the Board and the State Regents.

6. A committee be appointed by the President and the Board to advise and have imput on the selection of temporary facilities and selection of a site for the campus.[1]

The recommendations made by Tanner during this meeting were adopted unanimously. At this meeting, the Board was advised that while the recommendations were being implemented, Tanner and the staff would need to develop a college catalog, salary schedule, a system for recruitment of students, and work with the Seminole Chamber of Commerce to raise funds for scholarships. The Board was also advised that it would be necessary to develop a Master Plan for the growth of the campus and that a projection of enrollment for the next ten years should be made.

In as much as the local school board acted as the Board of Trustees, it was vested with the responsibility and authority to operate and finance Seminole Junior College in accordance with State statutes. The policy matters, finances and selection of personnel came before the Board. The chief administrative officer of the college was the President, and through him,

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[1]Minutes of the first meeting of the Board of Trustees for Seminole Junior College, April 17, 1969.

the fall term.

Step Three: Financing and Budget Procedures. A priority of the new President was to prepare a budget for the 1969-70 school year based on revenue from three sources; the local school district, the State, and student tuition and fees. Funds from the first two sources were definite amounts. The local board had already voted $50,000 for the college from the high school budget. In order to employ faculty, this amount would be needed and this was the maximum amount the school district could transfer from its budget.

The formula for state funding of community junior colleges was fifty percent of the per-capita cost to educate a student at one of the fully State-supported junior colleges based on the equivalent number of full-time students enrolled during the previous semester. Seminole Junior College would receive $8,072 for the 1969-70 school year based on the equivalent of eighty-eight full-time students during the 1968-69 school year. The remainder of the money had to come from student tuition and fees. The problem was to determine how many students the college could reasonably expect to enroll for the 1969-70 school year. Since Seminole Junior College was an established institution, no needs survey had been conducted to determine its eligibility for legal establishment. Tanner compiled a preliminary projection of enrollment by first establishing a

Regents allocated a supplemental appropriation of $20,000 above the $8,072 originally allotted. A new source of revenue was $6,798.92 in gifts from the two local banks. As extra funds became available, they were used to hire new faculty for the increased student body.

Step Four: Staff Personnel. At his second meeting with the Board, Tanner reminded the members of the importance of faculty development policies by pointing out that the direction the revitalized college took would be largely determined by the type of staff members originally appointed. He stressed the idea that "no college can be better than its faculty."[1] The major step in separating the junior college would be to employ and organize a faculty and staff to administer and teach the programs of the institution.

In preparing the budget, Tanner had established the policy that faculty salaries must be competitive with those paid by other state junior colleges from the beginning. In addition, hiring policies were approved which included statements encouraging the faculty to live in the community and be active in community organizations and clubs.[2]

Before recruiting outside the present college, Tanner

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[1]Minutes of the Board of Trustees, Seminole Junior College, May 12, 1969.

[2]Minutes of Faculty Meeting, Seminole Junior College, August 17, 1969.

teach Science; Clarence Cowan, holder of a B.S. degree from Northeastern State University at Tahlequah, Oklahoma and a M.T. degree from East Central State University at Ada, Oklahoma to teach Math; and Clarence Q. Jones, with a B.S. and M.T. degree from Northeastern State University at Tahlequah, Oklahoma to teach Foreign Languages.

Four additional faculty members were later recruited for the first faculty of the revitalized Seminole Junior College. They included: Joy Epperly, B.S. and M.T. degree from East Central State University at Ada, Oklahoma to serve as Chairman of the Business Department and teach business courses; Bailey VanZant, holder of a B.S. degree from Northwestern State University at Alva, Oklahoma, and a M.Ed. degree from Northeastern State University at Tahlequah, Oklahoma to teach Math; Herman K. Dotson, holder of a B.S. degree from the University of Arkansas and an M.T. degree from Northeastern State University at Tahlequah, Oklahoma to teach English; and Alta Wood, with a B.A. degree from Central State College and a M.L.S. degree from the University of Oklahoma was employed as a full-time Librarian.

The six faculty members recruited from Oklahoma Military Academy were hired in May and signed contracts that became effective June 1, 1969. The faculty members were asked to move to Seminole as soon as their current school term ended.

Because of the limited time before the fall opening of the college and the tasks to be completed by the faculty during the summer months, there was no time for open advertising for positions. Tanner recruited the nucleus of his faculty from instructors he had previously worked with and who had demonstrated their teaching ability, their willingness to give extra time for student activities, their knowledge of junior college programs and activities, and their participation in community affairs. The additional faculty members were recruited from teachers recommended by the nucleus faculty. They were asked to recommend teachers whom they had taught with at other educational institutions and whom they felt had the necessary qualifications.

The President did not make any hiring decisions on the 1968-69 faculty since none applied, but this could have presented a problem for a junior college which needed to emphasize its new identity apart from the high school. Despite the qualifications of the faculty, the separation changes needed to be visible to the community. In addition, drawing away the superior teachers from the local high school could have created resentment from the local school administrators.

The hiring of an all new faculty from outside Seminole benefited the college by bringing in new personnel as visible evidence of the reorganizational process and benefited the

community by the addition of new residents committed to work for its improvement.

Step Five: Community Relations. As soon as the new President finished his academic year at Oklahoma Military Academy, he moved to Seminole. He joined the Chamber of Commerce and one of the civic clubs which rapidly widened his acquaintance with members of the community. The newly hired faculty did the same. The President found that the community enthusiastically supported the reorganization of the college, and he believed it was important to direct this enthusiasm behind specific programs in support of the college.

After he assessed the financial funding and most urgent needs of the college, he recommended that the Chamber of Commerce and civic clubs conduct a fund raising drive during the summer for student scholarships for the 1969-70 academic year. This drive is discussed again under student recruitment, but it did more than benefit students. It fulfilled at an early stage Johnson's directive to "enlist the interest, support, and participation of the community in the college and its programs."[1]

Step Six: Temporary Facilities. In separating the Seminole Junior College from the local school district, it was necessary to locate facilities where classes could be taught until a site

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[1] Johnson, Starting a Community Junior College, p. 5.

and new buildings could be constructed. It was important to have the faculty hired before this decision was made so they could help assess the suitability of the facility for classroom needs.

The continued support of the local newspaper was an important help in all phases of the reorganization of the college. The Seminole Producer publicized the search for a suitable temporary facility for the college. In response, two churches in Seminole, the First Presbyterian Church and the Church of God, volunteered the use of their facilities for the college. The President, along with the new faculty, surveyed both churches and decided that because of the location, parking, and construction of the building, the First Presbyterian Church would be the most suitable structure to use for the school term 1969-70. It had three stories with a large basement. Nine classrooms could be established on the third floor and the back of the Sanctuary on the main floor could be used for a college library. When the Seminole Junior College Board of Trustees met with the Minister and his Board to discuss rental terms, the First Presbyterian Church offered the facilities rent free with utilities paid. As a result of this offer, funds could be diverted for purposes other than rent and utilities. Perhaps a more important result of this offer was the example it set for future community support of the college

beyond what could be considered adequate. This was the first of many instances of such support.

The Church's equipment was moved out of the classrooms and replaced with student desks. The Church used these classrooms for their Sunday School rooms. The Pastor's Study became the President's Office six days a week and the Church basement served as the Student Union.

The college continued to occupy the Church facilities during the 1970-71 school year.

The most important step in equipping the facility was to develop the junior college library. The Board authorized the college to purchase a collection entitled "Opening Day Library" from the Xerox Corporation in Ann Arbor, Michigan for $18,000. The collection is based on recommended library holdings for a junior college established by the American Library Association. The $18,000 was to be paid over a three year period.[1]

Desks, chalk boards, and science equipment were purchased from Dowling, Incorporated on the same basis as the library holdings.

Step Seven: Permanent Site and Master Building Plan. The acquisition of a permanent site for the new campus and the development of a master building plan early in the reorganization period promoted community support and student interest for

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[1]Minutes of the Board of Trustees, Seminole Junior College, July 10, 1969.

the later development of the college. In July, 1969, the City Council of Seminole donated a forty-acre tract of land located on the northwest edge of the city to the college. The only buildings in the vicinity were scattered homes. The site is located at the intersection of three State and Federal highways, making it readily accessible from any direction.[1]

On July 10, 1969, the Seminole Junior College Board employed the architectural firm of Hudgin, Thompson, and Ball from Oklahoma City, Oklahoma, to draw a master building plan for the college.[2] This firm was recommended to the college by the State Regents for Higher Education for its knowledge, experience, and ability in designing colleges. On August 11, the design was presented to the Board and accepted.[3] The plan proposed that all of the facilities be under one roof. It was designed for three separate phases of construction. The first phase was planned so that the building could temporarily be used for all administrative and academic functions. It contained approximately 27,500 square feet with six general purpose classrooms, a business machines laboratory, a foreign language

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[1]Minutes of the Seminole City Council Meeting, Seminole, Oklahoma, July, 1969.

[2]Minutes of the Board of Trustees, Seminole Junior College, July 10, 1969.

[3]Minutes of the Board of Trustees, Seminole Junior College, August 11, 1969.

The following statement of curriculum goals was adopted in an attempt to specify the varied educational needs the college would serve.

1. To provide a comprehensive, two year, post-high school program of education for the citizens of the junior college area.

2. To provide a two-year program of education in the liberal arts and sciences, culminating in awarding of the Associate in Arts and Associate in Science degrees.

3. To provide a limited number of vocational and technical programs for students who will terminate their formal study at the end of two years or less to seek employment in the various job fields.

4. To provide a quality transfer program which will include a wide range of liberal arts and pre-professional subjects that will enable the individual completing such a course to transfer to a four-year college and pursue his major to the completion of a baccalaureate or professional degree.

5. To provide continuing education in the community. This program will be to service the needs of the young and older adults to improve themselves on the job, to advance in their positions and for self-satisfaction in further education.

6. To provide a program of remedial education for those whose previous educational experiences have not fitted them to achieve at collegiate levels.

7. To provide a balanced program of student activities for the development of personality, social living, and effective citizenship.

8. To provide a program of services designed to improve the cultural, economic, and social environment of the community.

for night classes.[1]

Once the curriculum was set, the faculty and staff immediately took steps to develop a college catalog that would be attractive and provide official information about the college and its programs for prospective students and other interested persons. The catalog included the college calendar, philosophy and purposes of the college, financial aids available to students, admission requirements, programs offered with course descriptions, and student personnel services available.

The published catalog was helpful in creating a favorable image of the college within the community and in attracting students. It was financially necessary to print the catalogs in two-year cycles.

Step Nine: Student Personnel. Student recruitment was a continuous process which began in April and continued through the opening of the school in September. The Board directed the administration to develop a program and asked the local Chamber of Commerce and civic clubs to immediately start a drive to raise funds for scholarships to be offered to students. Since Seminole Junior College had never applied for student financial aids from the Federal Government, scholarships donated by the community were the only financial aid available the first year. The drive raised $13,757.50 for fifty-three tuition scholarships

[1]Minutes of the Board of Trustees, Seminole Junior College, September 21, 1969.

for the first year.

The President contacted the Principal of each of the forty-one high schools in the commuting area, explaining the reorganization of the college and asking him to designate an outstanding student to receive a scholarship. The Seminole Producer ran a picture and article of each student who was selected. The remaining scholarship recipients were selected by a faculty committee from student applications.

The President also mailed a letter to each 1969 graduate of the forty-one high schools which explained the separation of the college, the general programs to be offered, and the advantages of attending a junior college.

After the new faculty arrived, they became part-time recruiters. The list of graduates was divided among the staff who personally phoned each student. An organization or business in each town in the commuting area agreed to donate the use of its phones for this purpose, such as Bell Telephone Company in Shawnee, Oklahoma, the Chamber of Commerce in Wewoka, Oklahoma, and Prague, Oklahoma. All students who expressed an interest in attending Seminole Junior College were invited to visit the college which had moved into the temporary facilities and were mailed a catalog when these were printed.

The college ran ads twice in each area newspaper, listing the courses to be offered; however, the majority of the news-

paper publicity was free. The Seminole Producer ran at least two articles a week during the summer on the progress of the reorganization, scholarships awarded, and new faculty hired. The paper headlined the enrollment of the two-hundredth student on August 15, 1969.[1]

By the first week in August, 1969, prospective students visiting the temporary facilities could see the drawings of the master building plan for the college.

During this first summer, the college applied for eligibility for its students to receive Federal scholarships and for a Sarkey Grant to set up loan funds. The Sarkey Foundation is an Oklahoma foundation which gives grants to be used by schools for short term loans. No interest is charged on loans repaid within ninety days. This type of loan helps the student who does not have tuition money at the beginning of the term, but is working to earn it. Both applications were accepted in time for the 1970-71 school year. Enrollment for the second year in the temporary building increased from 364 to 604. The Educational and General Budget for the second year was $224,234.37 with no revenue from the local school district. All funds for the budget with the exception of $6,346 in gifts was determined by the number of students enrolled - student tuition and State allocations. Revenue from student tuition

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[1]The Seminole Producer, Seminole, Oklahoma, August 15, 1969.

increased to $113,318.77 and the allocation from the State Regents for Higher Education to $104,569.00.

The success of the recruitment program was primarily a result of long hours spent on personal recruitment, community support through scholarships, and continuous information disseminated through the local papers.

Summary of Establishment Phase

By the beginning of September, Seminole Junior College had an administration, budget, faculty, building, library, and equipment apart from the local school district. Although the governing board still operated in a dual capacity, it had established a separate identity by designating a separate meeting night to handle college business.

Short term development steps had been taken toward broadening the curriculum, attracting a wider age range of students, providing financial aid for students, and developing permanent facilities.

After the end of the 1969-70 school year, the college was financially independent of the local school district budget, extra-curricular activities for students had been started, and the first new building was about to be built.

A dedicated faculty and governing board, community support, and open access to information were the most important factors in accomplishing these goals. The enrollment of 364 students

in the first year of the reorganization and 604 in the second was one visible measure of success.

Presidential Leadership Stage: Separation

Community Financing. The unresolved problems relating to the separation were securing a new source of local funding and establishing a separate governing board for the college.

The case study discusses all the activities involved in concluding the separation phase of the reorganization.

Just as the 1969 visit of the accreditation committee had been the impetus for community support for the reorganization of Seminole Junior College, the 1970 visit of an accreditation examiner was the impetus for an even greater show of community support.

The college had received State accreditation after the one year probationary period on May 10, 1970.[1] On September 16, 1970, the local Board of Trustees authorized the college to apply for the first phase of accreditation by the North Central Association of Colleges and Schools.[2] Dr. Edwin J. Walbourn, President of Butler County Community College in El Dorado, Kansas, was appointed examiner and visited the college on October 19, 1970. At a dinner meeting with the President,

[1]Minutes of the Board of Trustees, Seminole Junior College, May 10, 1970.

[2]Minutes of the Board of Trustees, Seminole Junior College, September 16, 1970.

Board of Trustees, and civic leaders following the visitation, he stated that the college met all requirements except for a local source of financing. He said that he would recommend the college for accreditation by Correspondence Status when community financing was obtained. Correspondence Status is the first step in attaining Regional Accreditation.

The 1969 accreditation committee had advised the college that "local tax funds supplemented by student fees should be the core of support for the institution. The Board might consider creating a county-wide junior college district in an endeavor to broaden the tax base."[1] (See Page 68) The committee did not realize that Seminole was already a part of a taxation district for Gordon Cooper Technical and Vocational School located in Shawnee, Oklahoma, and that this avenue of financing was unavailable. The President was aware of a State statute enabling any city, county, or subdivision to give funds to junior colleges.[2] At this time, Seminole had a one-cent sales tax. Tanner checked with the State Attorney General who issued an opinion stating that it was legal to designate on the Ballot Title that the sales tax is designated for the operation,

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[1]Accreditation Report, March 13, 1969.

[2]Oklahoma State Regents for Higher Education, Oklahoma Higher Education Code, Oklahoma City, Oklahoma, Revised September, 1968, p. 60.

maintenance, and capitol improvement program of Seminole Junior College. On February 23, 1971, Tanner read a copy of the Attorney General's Opinion to the Board and recommended that the Board request that the City Council call an election of the voters in Seminole for a one-cent sales tax proposal for the college.[1] The Board unanimously adopted the Resolution and appointed a committee consisting of Tanner, Hubert Callaway, and Dickey Dollar, President of the Seminole Junior College Student Senate, to present the proposed Resolution at the next City Council meeting on March 2, 1971. At this meeting, the City Council, by unanimous vote, called an election for the sales tax to be held on March 23, 1971.[2]

Again, Phillips promoted passage of the sales tax through the Seminole Producer. An example of this support is the following statement:

> If the junior college is worth that penny sales tax to Seminole and the people of the community, we should approve it. There isn't any other way left to provide what the national evaluators call 'sound financial support'. . .The Seminole Community Junior College will stand or fall, so far as a growth institution and future State Junior College is concerned, with the decision we make. . .We vote 'no' for a declining 13th- and 14th-grade school and eventual use of the new building as a junior high school. We've come to the fork in the road. . .[3]

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[1]Attorney General's Opinion, February 15, 1971.

[2]Minutes of the City Council Meeting, Seminole, Oklahoma, March 2, 1971.

[3]Milt Phillips, "The Cluttered Corner," The Seminole Producer, March 11, 1971.

The Seminole Junior College Student Senate organized the student body to promote the passage of the sales tax. The campaign was initiated by a car caravan of all students to the business district. Cars were parked in the middle of the street while students entered all places of business and requested permission to display a poster which read, "The Junior College needs your support--Vote Yes, March 23."[1] Students also conducted a house-to-house survey asking if the occupant would support the sales tax. All residents who indicated their approval of the measure were again contacted on March 23 and urged to go to the polls.

College supporters, Mayor Waldo Lilly; Bob Jones, Manager of the Chamber of Commerce; Don Bown, City Manager; Raymond Harber and C. P. Ellis, Presidents of the two local banks; and members of the Seminole Board of Education in 1931 when the junior college was organized; and Presidents of the Rotary, Lions, Kiwanis, and American Association of University Professors called on the citizens and various clubs to support the passage of the sales tax.

There was no organized opposition to the proposed sales tax, and the issue carried 655 to 102.[2] No other city in

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[1] The Seminole Producer, Seminole, Oklahoma, March 20, 1971.

[2] The Seminole Producer, Seminole, Oklahoma, March 24, 1971.

Education.[1] College officials were notified in May, 1971, that in order to separate the Board, it would be necessary to petition the State Regents for permission to call an election in which the citizens of the Seminole school district would vote on the separation.[2] Senate Bill No. 2 provides that should the electorate approve the separation, the Governor of the State of Oklahoma is authorized to appoint four members to staggered terms up to four years. Those four members appoint three members with five, six, and seven year terms. After the initial appointment, an election is to be held annually within the school district to elect members to serve.[3]

The election on the separation of the Board was called for the fourth Tuesday in May, 1971. The people by a vote of 276 to 0 endorsed the proposal.[4] On August 6, 1971, Governor David Hall appointed the following people to serve terms on the Board: T. P. Bryan, car dealer, one year; Fred Adwan, retired businessman, two years; Hubert Callaway, Optometrist, three years; Frank Seay, Attorney, four years. The newly

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[1]Minutes of the Board of Trustees, Seminole Junior College, January 11, 1971.

[2]Oklahoma State Regents, Oklahoma Higher Education Code, p. 58.

[3]Ibid., p. 59.

[4]Minutes of the Board of Trustees, Seminole Junior College, May 10, 1971.

appointed members met in the State Regents' Conference Room at 10:00 a.m. on Wednesday, September 22, 1971. Chancellor Dunlap convened the meeting and recognized the presence of four members of the Board of Trustees appointed by the Governor of Oklahoma pursuant to the request conveyed to him in State Regents' Resolution No. 720 adopted by the State Regents on September 21, 1971.[1]

As provided by State law, the four appointed members selected three additional members to serve the following terms: Betty Reynolds, housewife, five years; Howard Aikin, insurance agent, six years; and Ruby Lovelady, housewife, seven years.[2]

All members of the Board took the Oath of Office as provided by law. At this initial meeting the following members were elected as officers of the Seminole Junior College Board of Trustees: Fred Adwan, Chairman; Hubert Callaway, Vice-Chairman; and Betty Reynolds, Secretary.

These members continued to serve as the governing body for the college. On June 22, 1973, this Board adopted a Resolution asking the State Regents under State law as outlined in Section 16, House Bill No. 1049 of the 1973 Legislature to become a

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[1]Minutes of the State Regents for Higher Education, Oklahoma City, Oklahoma, September 21, 1971.

[2]Ibid.

full State institution of higher education.[1] On September 17, 1973, the State Regents passed Resolution No. 894 proclaiming that Seminole Junior College become a full member of the State system.[2] Following this Resolution on December 10, 1973, Governor David Hall appointed the following people to serve as Regents for the junior college: Ted Phillips, newspaper publisher, one year; George O. Word, retired school teacher, two years; Reverend James Willett, Minister, three years; T. P. Bryan, car dealer, four years; Frank Seay, Attorney, five years; Floyd Henson, Attorney, six years; and Ruby Lovelady, housewife, seven years.

Presidential Leadership Stage: Development

The development phase began when the college moved into the new building before the beginning of the 1971-72 academic year. As curriculum and programs were developed, new administrative staff and faculty hired, and student services extended, two main areas needed attention: community services and facility development. Because of limited space, faculty, and funding, Seminole Junior College had not begun a community services program, a vital function of the community college.

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[1] Minutes of the Board of Trustees, Seminole Junior College, June 22, 1973.

[2] Oklahoma State Regents for Higher Education, Resolution No. 894, September 17, 1973.

socio-economic bases of the area to be served and the resources that these agencies could make available.

At the same time, industry, business, professional, service, and social organizations in the community college area were asked to suggest needs that could be met by joint college-community action and planning.

The committee realized that even though a large segment of the local society was being reached by these methods, a certain segment of the population, including the low income and senior citizens, was not. To reach these people, an extensive publicity program was implemented which included newspaper ads and surveys, posters, flyers, television, and radio announcements. Based on the results of surveys, questionnaires, and other communications, a priority schedule of programs and services was established. In the fall of 1971, a community service program was initiated in the following areas.

Campus tours and visits. The Community Services Committee, in coordination with other college personnel made arrangements for tours and visits of the campus by area residents, high school groups, local organizations, and educators and administrators from across the nation. Tours were conducted by the President, the Academic Dean, Dean of Students, and faculty. All plans for tours included serving coffee, lunch, or whatever was appropriate and providing a college escort who could

twenty-one area chemistry teachers. The institute featured a unique approach for teaching chemistry designed for the small, poor, rural high schools. As a result of the seminar, the National Science Foundation invited President Elmer Tanner and Science Department Chairman Bob Trammell to Washington, D. C., to present a report on the program there. A second grant was received by the college for a similar program the following summer.

Special Events and Programs. Among the varied events sponsored by the college are an annual interscholastic meet for area secondary school students to compete for honors in twenty-two different academic categories; a regional Science Fair for junior and senior high school science students; and an environmental awareness and education program.

The Community Service Program was so successful in the first year that the President named the faculty chairman of the program a full-time Dean of Community Services and Adult Education. The total number of participants in community services programs from the fall of 1971 through the spring of 1974 was 25,678 in the above mentioned programs.

Facility Development. Within a month after moving into the new building, the faculty and staff concluded that the master building plan needed revision. Student traffic was already heavy in the halls of the main building. The master plan called

for building extensions attached to either side of the main building, requiring a growing student population to use the main halls in going from one planned addition to the other. The President recommended to the Board that the master building plan be revised so that all later additions would be separate from the main building.[1] The original architectural firm revised the plan, situating all future buildings in a large rectangle around an open, landscaped mall area. All later buildings continued to conform to the original architectural style of the master plan, but size and interior designs for the buildings were modified or revised as the college developed. Decisions on priority of building needs were decided on the basis of student and curriculum needs, community needs, and availability of funding money from different sources.

Student Union. The second building constructed was the Student Union Cafetorium on the narrow southern edge of the rectangle. This building was started next to fulfill important extra-curricular needs of the students and needs of the community. Until this building was completed, students had no place to congregate between classes, to eat, or to hold student activities such as dances. The Seminole community had no private or public facilities suitable for large luncheon or dinner meetings.

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[1]Minutes of the Board of Trustees, Seminole Junior College, October 9, 1972.

In September, 1971, the Board of Trustees applied for a $350,000 Housing and Urban Development grant to construct the Student Union Cafetorium. This grant was approved in December, 1971, and construction was started in January, 1972. Open for use during the spring semester, 1973, the building contains approximately 13,500 square feet of space and houses a bookstore, snack bar, game room, a large dining area with auditorium capabilities, storage rooms, rest rooms, and one office. This facility is now used for large lecture classes, special meetings, cultural programs, and student dances. The community uses the facility for civic club luncheons, meetings, large dinners, dances, programs, and wedding receiptions.

Physical Education Building. The Seminole community has a strong interest in athletics. Believing that athletic programs can be a rallying force in the new college and can contribute to strong morale, and can help provide a focus for support of the college by the students and the community, the college organized men and women's basketball teams to participate in intercollegiate athletics in 1970. Athletes used the high school gymnasium for practice and games when it was available. The President recommended to the Board that the third building constructed be the physical education facility. The building was designed to accommodate large crowds in addition to housing the physical education program. It consists of 26,896 square

feet and has a gymnasium seating 2,000 people for basketball games and 2,600 when chairs are added on the floor for other events. It also contains a weight room, a training room, men and women's dressing rooms, three classrooms, and four faculty offices. The needs of the community as well as the college were also considered. The building is used for hosting area and district high school tournaments and for programs and events which draw a larger crowd than the student union can accommodate. The fact that this building was financed solely through private funding sources is evidence of community interest and desire for this facility.

On June 12, 1972, the Board of Trustees approved a recommendation by the President that a Seminole Educational Foundation be incorporated to receive tax deductible contributions for the construction of a physical education facility and that the firm of Community Services Bureau, Inc., Dallas, Texas, be employed to determine the feasibility of raising the necessary funds and to recommend a fund raising campaign.[1] On October 9, 1973, the Board of Trustees passed a Resolution to conduct a fund raising drive for the physical education facility following the firm's recommendations.[2]

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[1]Minutes of the Board of Trustees, Seminole Junior College, June 12, 1972.

[2]Minutes of the Board of Trustees, Seminole Junior College, October 9, 1972.

the Seminole community was making to the college - the bond measure, the scholarship funds, the one-cent sales tax, and now donations for the Physical Education Building. Seminole Junior College was only the second state school to qualify for a grant from the Foundation. The $25,000 donation by Standard Oil of New Jersey was made in honor of the President of the Company, Mr. Milo Briscoe upon his retirement.

The Seminole Educational Foundation continues to receive funds raised by the Chamber of Commerce for scholarships at the college. Six of the original seven Board of Directors still serve in this capacity.

Music, Classroom, Student Service Building. The fourth building constructed on campus was the first building financed almost totally from the state funds. The first building, built at a cost of $790,000, had been particially funded by a $100,000 appropriation from the State Regents for Higher Education. The Regents approved Seminole Junior College's request for $250,000 to build a classroom student services building on July 24, 1974.[1] Bids were let on November 22, 1974, to the Hart Construction Company, located in Ada, Oklahoma, to build the new Music facility at a cost of $253,995. The $3,995 needed over the State appropriation was allocated from the sales tax

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[1]Letter from the Oklahoma State Regents for Higher Education, July 22, 1974. (Filed in President's Office, Seminole Junior College.)

At the start of the 1976 school year, the college was offering six programs leading to the Associate Degree in Business and one vocational program in Secretarial Science, two programs leading to the Associate Degree in Health, Physical Education, and Recreation, five programs leading to the Associate Degree in Language Arts and Humanities and two vocational programs, three programs leading to the Associate Degree in Math and Computer Science and one vocational program, an Associate Degree in Nursing and Emergency Medical Training, eight programs leading to the Associate Degree in Science and Engineering, and one vocational program, and twelve programs leading to the Associate Degree in Social Studies and one vocational program.

Faculty Development. Each year since the separation additional faculty members have been employed. At the time of this writing (January, 1977,) the college employs fifty-three full-time faculty members, a Director of Educational Media, four Counselors, two Librarians, and eight full-time administrators. The remainder of the full-time staff includes five custodians, eight secretaries, two security officers, one public relations director and one full-time director of Auxiliary Enterprises, who operates the cafeteria and bookstore. Twenty-six of the fifty-three full-time instructors have Master's Degrees, four have earned Doctorate Degrees, and twelve are taking advanced studies at the University of Oklahoma.

CHAPTER V

RECOMMENDED GUIDELINES FOR THE LEGAL AUTHORIZATION, ESTABLISHMENT, AND EARLY DEVELOPMENT OF THE NEW OR REORGANIZING COMMUNITY COLLEGE

Limitations of the Case Study

In preparing specific guideline procedures for establishing a new college or for radically reorganizing an established one on the basis of a case study of one community college, the author attempts to define the limits of the application of methods used by Seminole Junior College within each procedure. However, there is one comprehensive limitation in the Seminole experience which is written into the guidelines recommendations--the size of the community.

Seminole is a small city of 10,000 people located fifty-five miles from Oklahoma City. The largest city within the college's commuting area is Shawnee, a city of 32,000 people. Most of the towns in the commuting area are smaller than Seminole. There are forty-one high schools in the area which serve a predominantly rural population.

Size of community affects almost every procedure in the establishment and development phase. A community college located in a large city would probably try to choose a site

within the city and consider public transportation lines rather than highways as an important consideration. Because of higher land valuations and possible existing structures which could be converted for use, the large city college might choose a vertical rather than horizontal facility plan. The large city college is less likely to be serving the needs of the community in facility development since there are many more private and public facilities available than in the small community.

The local newspaper, which greatly benefits the smaller community college, has less value to the college in a metropolitan area because of competing news interests. An article on the college which ranks front page headlines with a picture in a small city paper would probably be a small back page item in the metropolitan daily.

Although there are more financial resources in the large city, there are more organizations, including several colleges competing for funds. In the small city, the junior college is more likely to be a focus of community pride and support.

In the smaller city, community leadership comes from churches, civic clubs, and Chamber of Commerce leaders. There is usually an inter-relationship of leadership within these organizations, as many of the same leaders are active in all three. In addition, the membership of these organizations cuts through many social and occupational levels in the community.

In the large metropolitan area, community leadership, apart from a few very prominent individuals, is less easily defined. Organizations tend to be more specialized socially and/or professionally.

New people moving into a large community are the rule, while they are still the exception in the smaller community and have proportionately a much greater impact.

This is not a complete list of differences, but it contains some of the primary ones. If the recommendations did encompass such wide divergences between the large metropolitan and small community junior college, they would fail to be specific. Although some of the procedures recommended could be helpful to colleges in larger communities, the guidelines as a whole are directed to smaller communities which are establishing or reorganizing a community college.

Legal Authorization under Community Leadership

Almost all new community colleges will go through the legal authorization stage under community leadership. The four steps developed in Chapter Three for this phase--initiation, community approval, appointment or election of board of control, and selection of the president--occur in a definite chronological sequence. Each step must be completed before the next step can begin.

This stage of leadership does not necessarily apply to the transitional college for three reasons. First, the transitional process may be required by legislative action, so there is no analogous spontaneous initiation by leadership within the community. Second, the college is already legally authorized, although in order to retain legal authorization it may need to make changes in its board of control and funding sources which require community approval. The third reason is that the current President of the college may lead the community in retaining legal authorization, if this is necessary, as well as guide the college through the reorganization.

While the community college established as part of the local school district will be governed by the local board of education, this is not a primary issue. The central factor in the separation process is how autonomous the administration and faculty of the college are from the local schools. The more closely that the community college is identified by administration, faculty, and facilities with the local public schools, the more reorganization will be required for the college to become an autonomous institution and the more advisable it will be for the board of control to consider selecting a new president from outside the system to guide the reorganization.

The first important decision which the transitional college board must make is whether to select a new president. As

as establishment and development stages. With their support, it is unlikely that either the proposed new college or transitional college will fail to get community support in any community election. In addition, the reorganizing college has a present student body, however small, and past alumni who should certainly be organized and included in campaigning for a favorable vote in any community election.

Some states require a community to approve a taxing district at this point. As explained in the case study, Seminole Junior College was unable to do this because Seminole was already in a taxing district for a technical school near Shawnee. Some states require a community to approve a bond issue. Oklahoma does not require this, but Seminole community leaders could foresee the need for these funds to establish a new and separate campus. Even if the bond issue is not required, community leaders should consider a drive to pass one if the financial situation of the community allows it. The availability of substantial matching funds from the community can help secure early approval for Federal grants or State allocations. The earlier the bond issue is passed, the more interest will be collected from investing the money until needed. The $250,000 bond issue passed by the Seminole community in March, 1969, earned $50,000 interest by the time it was needed to pay for the first campus building in August, 1971.

made until two years after the reorganization. During that time the local board of education served as the board of trustees. This was no handicap or problem for the college since the board members fulfilled the recommendations just given. The board members suffered the only drawbacks from this arrangement since they were now devoting a separate meeting night for the exclusive discussion of college business and performing this double duty during the most time demanding period in the college's existence.

The reason why the local board was not replaced at the beginning of the transition period was time. The legal procedures necessary would have delayed the selection of the president and the reorganization process too long. However, for those transitional schools which are not under a short term deadline, it is recommended that the community leadership should request that the appointment or election of an autonomous board of trustees be carried out before the selection of the president and should take the responsibility for securing qualified, enthusiastic, and dedicated nominees.

At this point both the transitional and newly authorized college boards, on behalf of the community, will discharge the most important decision that any board is called upon to make--the selection of a new president. This decision, while important at any point in a college's career, is crucial for a new college

business and finance, as well as a concern for academic standards of excellence. The new president must establish and develop a college which needs everything, and to do so he must be prepared to devote a great deal of time to fund raising, devising financing methods, and lobbying for legislative funds. In addition, he must use excellent judgment in recommending funding priorities when there are so many needs.

The candidate should have the interest and willingness to be active in community affairs. This can be determined by his active participation at his prior location in civic groups, fraternal orders, Chamber of Commerce functions, and/or church work. Once primary leadership responsibility passes to the president, his attitudes will determine the degree of community involvement with the college. He must realize that support from such community groups is vital for the new college, and the only certain way he can continue this support is to be active in community organizations. This allows him to come in contact with leading civic leaders of the community who can assist in raising funds. This allows him a broadly based familiarity with members of the community. This allows him to set an example of community involvement for the faculty. The experience of Seminole Junior College shows the support that a community can and will give the college when it has been made to feel that the college is indeed an important part of the whole

community.

The candidate should have vision, enthusiasm, energy, and good health. The president of a new college must have the vision to see what the college can become and the enthusiasm to instill the students and the community with this vision. He must have the energy to devote the long hours needed in the early stages of the college. He must have the good health to keep this pace up while meeting constant problems and deadlines.

Presidential Leadership: Establishment

The nine steps identified in the case study serve as the basis for recommendations: Board Relations, Time Schedule, Finance, Faculty, Community Relations, Temporary Facilities, Site Selection and Master Plan, Curriculum, and Student Personnel. The only addition made to the eight steps developed in chapter three is Temporary Facilities and Equipment. As pointed out in chapter three, authorities do not agree on chronology of steps for this stage. Also, the steps are broadly generalized and cover many varied procedures. The guidelines developed for the Presidential Leadership stage attempt to do two things in addition to making specific recommendations for each step. First the steps are arranged in a suggested chronological order in which major decisions concerning them should occur. Second, the guidelines suggest a chronological

organizing a scholarship drive under the sponsorship of the Chamber of Commerce. A board that is actively involved feels a greater commitment to the college and sets an example for wider community involvement.

Step Two: Time Schedule for Operations. One limiting factor in applying the Seminole Junior College experience is time. A newly authorized college would ideally have the year that Thornton suggests for establishment procedures prior to the opening of the college. Even reorganizing colleges would probably not be required to carry these out in four months. Had there been more time, some of the procedures delayed until after the reorganization of Seminole Junior College could have been accomplished during the establishment phase.

However, some newly authorized colleges have and will be established in less than a year. The Seminole Junior College experience is valuable in ascertaining priority of procedures when time is limited. There is an additional application for the transitional college. When the reorganization is as radical as the reorganization of Seminole Junior College was, the separation procedures should be viewed as establishment procedures for a new college, which indeed they are. Any attempt to sequentially separate faculty, facilities, and curriculum over an extended period of time will result in loss of impetus and focus for the new image of the college. Perhaps the ideal plan

the beginning that faculty salaries will not be set below those of other state junior colleges. The quality of the faculty is the single most important strength of the college, and the college should set a policy from the beginning to at least equal salary scales at other comparable institutions. Even if the college has to hire fewer faculty than actually needed during the first year or so, quality is more important than quantity.

Faculty hiring takes priority over support staff hiring. The faculty of Seminole Junior College doubled as support staff during the first year. The only exceptions were the President's secretary and the Librarian. When funds are short, use them to put quality faculty in the classrooms first.

Should student enrollment exceed the target number, generating more revenue, allocate that extra income for hiring more faculty.

Determine the most pressing needs not included in the budget proposals that could be met by the community. The important qualification is defining those needs which would generate the most support.

Step Four: Faculty Selections. Degree of funding and student enrollment will affect curriculum breadth as well as the initial number of faculty hired. Although the specific curriculum has not been defined, the faculty to teach the subjects

required in a transfer program can be immediately hired, such as instructors in government, history, English, science, math, and psychology. Just as an important decision of the governing board is the selection of a new president, one of the most important recommendations of the new president is the initial faculty. As faculty size increases, the qualifications change somewhat. The smaller in number the initial faculty is, the greater impact they have on the total student body and the more important hiring decisions become. The following criteria for selection of initial faculty hiring policies especially pertain to initial faculty selection.

Academic Qualifications. While a junior college can be more flexible in formal degree requirements than a four year school, the majority of the faculty should have a minimum of a Master's Degree or be working toward this degree. The community college is higher education and its faculty should reflect a strong academic tradition. The president should also look for faculty with a wide proficiency within their areas of study since they may be called upon to teach several different courses in the initial years.

Outside of local school district. The reorganizing college must consider whether to recruit from the local high school faculty who have also been teaching courses in the college. Since the college needs to emphasize its separation from the

high school, the president should recommend that a completely new faculty with no prior ties to the high school or local school district be hired. This policy also prevents resentment on the part of the local school administration at having their superior teachers hired away. The new college also faces these problems to a lesser degree and should consider the same hiring policy, at least initially.

Previous Experience in Junior College. During the establishment and early development, the president will need to rely heavily on faculty for curriculum and facility development. Once the college is opened, it is important to have experienced teachers in the classrooms. During the first few years a considerable majority of the faculty hired should have previous junior college experience.

Community Involvement. To a greater degree than the four year school, the community college should avoid the town and gown distinction. Especially in a smaller community, the initial faculty will be highly visible. The president should look for faculty who have been active in their former communities. Hiring policies should include a request that faculty live in the city and participate in civic affairs.

Commitment. Vision, enthusiasm, energy, and good health are qualities necessary for the initial faculty as well as the president. During the Seminole Junior College establishment

the community about the long range goals, the needs, and the progress of the college. The support of the local newspaper in providing this information is a vital contribution since it reaches so many citizens. The president and faculty should volunteer to present programs on the college to local organizations and groups. This helps college personnel to widen their acquaintanceship rapidly in the community and to begin to understand community needs. It gives local groups the chance to ask questions and express ideas.

By the time the provisional budget has been approved, the initial faculty hired, and community awareness heightened, the president should recommend a community-wide drive to fund an important need of the college. The following two suggestions assume that the community which has created a new taxing district has already approved a mill levy. If not, the campaign to approve a levy will take precedence over any other activity.

Bond Proposal. If the community has not previously passed a bond levy to be used for capital improvements, this should be considered first if the city's financial condition warrants it. Funds from the board proposal should be used for a building for which the community can readily see the need and in which it can take pride. Seminole passed a bond levy during the community leadership stage which was used to match Federal and State grants for the first building constructed on campus which houses main

board separate from the college to receive and administer all private donations. The Seminole Junior College Educational Foundation was not incorporated until 1973 when the college began a fund raising drive to build the physical education building. However, this is an additional way to involve individuals in service to the college earlier.

Even should a college have the time to apply and become eligible for Federal grants, local scholarships continue to be an important contribution. They help students who are not eligible for Federal aid; they give individual and group donors the tangible satisfaction of helping students attend college and watching their progress; and their local derivation often gives recipients a greater sense of responsibility and commitment than anonymous Federal grants.

Step Six: Temporary Facilities and Equipment. Although securing a temporary facility could occur earlier in the developmental process, it is placed here for several reasons. Especially because facility choices may be seriously limited in a smaller city, the faculty should be appointed before such decisions are made so they can help evaluate options as to suitability for instructional space. The provisional budget should be finished so that an approximate amount can be designated for rent and utilities. It is valuable to have the community aware of the benefits and needs of the college since this could influence

community help in identifying available inexpensive or rent-free buildings. The building needs to be chosen before the curriculum is finalized as the building itself could limit courses offered.

The local newspaper should be asked to report the need as well as the search being conducted by the college for facilities. If the college has a very limited budget, the reports might stress the need of the college for low cost rentals. Newspaper articles and group programs should not simply report what the college has done or will do but also what it needs, thereby giving the community the opportunity to participate actively in the process.

The Board of Seminole Junior College did not request rent free facilities. The Presbyterian Church volunteered the use of its building without charge to the college (including utilities paid.) This offer was made out of a commitment to the college and an understanding of the college's financial needs.

A beginning college library is a fundamental need. The college which lacks funds can purchase the "Opening Day Library" collection from the Xerox Corporation in Ann Arbor, Michigan. The books in the collection have been recommended by the American Library Association for junior college library holdings. The initial library collection and equipment can be purchased on a delayed payment plan if funding sources are low.

Step Seven: Site Acquisition and Master Plan. Site acquisition is not necessary to open the college, but it should be accomplished during the establishment phase if at all possible. Delaying this step means delaying the master building plan, requests for building funds, construction, and moving to the permanent campus. The acquisition of the permanent site and drawings of the Master Building Plan aid the community and prospective students in visualizing the future college.

The procedures listed below for site acquisition assume that the college needs to have this land donated although some of the recommendations apply equally to the college which must purchase land.

There are three possible donors of land for the permanent campus: the city (or other municipal government), the city's Industrial Foundation, or private individuals. In order to acquire the land donation, the college may need to be satisfied with a "suitable" rather than an "optimum" site.

The site selection committee should include the president, faculty representatives, board of trustees representative, and community leaders familiar with land values and ownership, and should be properly appointed and empowered by the trustees.

In assessing suitability of sites, the committee should look for parcels of land that contain a minimum of 40 to 120 acres to insure adequate space for future development and

parking; are close enough to available highways so that the college can be easily reached by the student body and community without congestion or heavy traffic through residential areas; and are or can be properly zoned to avoid land depreciation by development of certain types of businesses around it. If the city seems the most likely donor, city-owned land should be given priority consideration.

If a suitable city-owned site is found, the committee should initiate discussions of the possibility of a city donation with appropriate council members. The committee should be prepared to stress the economic benefits that the community will receive from the college. If the city council is favorable, the Board of Trustees may then present a formal proposal to the Council for action.

Before formally accepting any land, the trustees should have the site checked for the content of the soil as to its appropriateness for buildings and for location of future utilities. The City of Seminole contributed a forty-acre tract which had formerly been a trash dump. Tests showed that the land could never be used for building even should supports be sunk to solid rock. The site selection committee located another forty-acre tract that was privately owned which it suggested that the city council purchase. The council, convinced that the college would benefit the community, delayed another

During the first two years of the reorganization, it was financially necessary to have the same instructors teach both day and evening classes. This proved so effective that Seminole Junior College has continued this policy. It ensures that the night school has the same quality of instruction as the day school and prevents fragmentation of the faculty into two different groups. The faculty is the bridge which connects day and night students into a single student body. Consequently, all instructors have been appointed with the understanding that they will teach two evenings a week.

Step Nine: Student Personnel. During the first two or three years, recruitment is a year round process and a critical one. Increased enrollment benefits the college in increased funds from tuition and state allocations. Increased enrollment is an objective measurement by which the community often views the college's progress and may assess its benefits. From the standpoint of finances and community support, increased enrollment is vital to the new or reorganizing college.

Student recruitment is also a service to the community and to the prospective students. The establishment of a community college will give some students a less expensive alternative to a four year school, and may make others aware for the first time that college is an alternative at all. Recruitment proceeds along both lines; the community college is a less

expensive way of continuing an education and continuing education is possible at the community college.

The shorter the time available for establishment procedures, the earlier the recruitment activities should begin. Since Seminole Junior College had only the four months (from May to August) to recruit, recruitment of graduating high school seniors began immediately, although intensive recruitment had to come during the summer months. The college which has more time during the school year to recruit high school seniors can develop procedures not possible in Seminole. The latter are recommended below.

The president should secure from the appropriate educational authorities in the state a list of all high schools within commuting distance of the college. Using the high schools' statistical reports, the number of graduating seniors for the next twelve years can be estimated for future projections.

The president should contact the principal of each high school, describing the new developments or establishment of the college and requesting a list of all high school seniors. If a scholarship drive is planned, the principal can be requested to nominate a certain number of graduating seniors to receive tuition scholarships. If outstanding seniors who have been leaders in school clubs or athletics can be recruited, other students may well be encouraged to follow them to the college they choose.

The president should then write to each graduating senior and explain the advantages of the new college, its purpose, and programs.

When the new faculty members arrive, they may be requested to telephone each graduating senior in the commuting area. An organization such as the Chamber of Commerce or the telephone company can be located in each community to volunteer the use of phones. Personal contact is one of the most important steps in successful recruitment. Students who have not previously planned to continue their education may consider this a real possibility only after being personally contacted. As soon as the temporary facility is available, students can be invited to visit the college.

If the college has already qualified for financial aid from the Federal Government, the faculty can describe the kinds of aid available. If the college has not qualified, remaining local scholarships can be offered to qualified students who cannot attend without some aid. At this time the college should file applications for eligibility for Federal scholarship aids for the following year.

The local newspaper should be asked to run a continuing series of reports on student enrollment along with pictures and stories about the scholarship winners. The recruitment of adults can rely more on advertising and news articles about the

established as a fully funded community college while Oscar Rose Junior College voted a taxing district and receives fifty-percent funding.[1] All community colleges which are not fully state funded lobbied for a full funding bill which was passed by the Oklahoma Legislature in 1973.[2]

The sales tax remains a possible short term solution for reorganizing colleges which lack adequate funding sources. If this is the case, however, the college should seek some kind of legislative relief. The sales tax is also a short term funding possibility for any community college located in a city which would support this method of increased funding for more rapid development.

Presidential Leadership: Early Development

In this paper a college's developmental phase is defined as that period after the opening when level of enrollment, funding, and facilities allow the college to make important decisions on developing established programs and services or initiating new ones. Seminole Junior College entered this phase when it moved to the permanent campus in the fall of 1971.

Procedures in the developmental phase are too individualized for each college and too interconnected for any generalized

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[1]Oklahoma State Regents, Higher Education Code, p. 66.

[2]Oklahoma State Regents for Higher Education, Higher Education Code, Cumulative Supplement, July, 1975, p. 19.

chronological sequence of steps. The two areas discussed in this phase are Community Service and Facility Development. An organized community service program is the other half of community service to the college and should be given priority in the development phase if it has not been initiated earlier. Facility development is an area where priorities may need to be weighed more carefully than in any other. Each building requires a large investment to build and maintain. Later buildings, usually more specialized than the initial one, cannot be so easily converted for different functions or remodeled to correct errors in design.

Community Service. In planning a community service program, the college is enjoined "to meet the needs of the community." Are these needs that the community defines? Are these needs that the college defines? The answer to both questions should be "yes." The community college has a responsibility to plan a community service program which meets needs defined by the community and needs the community may not perceive. The community is composed of many individuals and a further question is "whose needs?" During the legal authorization stage and establishment phase, the president and trustees rely heavily on the business and civic leaders of the community. The college has the responsibility to plan a community service program which is potentially broad enough to meet the needs and interests of

all citizens. The following recommendations for the establishment of a community service program are based on these two principles.

The community service program should be launched when the college moves to the permanent campus if not initiated earlier. Community support of the college has helped make the permanent campus possible and the college should now begin a formal program of service to the community. This is also a time when public interest is focused on the college, and information about the initial program offerings will get wider coverage.

The faculty members chosen to head the committee which plans the program should be enthusiastic, responsive to community ideas, and innovative to translate these ideas into programs. Special training in adult education is valuable.

Committee members selected should represent a cross-section of many different groups and interests. A varied classification for selection should be used, such as age (senior citizens, young adults); race (Blacks, Indian); ethnic group (Polish, Italian); economic (business, industry, welfare); cultural (music, art, dance, drama, and garden club members); and civic (civic club and City Council members). Many of the members should represent several of these classifications.

The committee should actively seek suggestions and ideas from individual members of the community as well as clubs and

Facility Development. In deciding the sequence for future structures, there are three main areas to be weighed: funding, academic curriculum needs, and extra-curricular needs of students and community.

Funding for capital improvements can come from several sources, but the most reliable one is the community. Even though a community never completely funds a building from private sources as Seminole did the physical education facility, community raised funds can attract matching grants more often than requests for total funding. The following categories represent the different funding sources used by Seminole Junior College in facility development: (a) community voted funds; bond issue and sales tax; (b) donations from private individuals; community fund drive; (c) state foundations grants; (d) State Government; grants allocated by the State Regents for Higher Education and voted directly by the Legislature; and (e) Federal Government; grants from Housing and Urban Development and Health, Education, and Welfare.

If the first building is flexibly designed and large enough, it can continue to serve most academic needs through several years of projected increase in enrollment. This is more certain when Tuesday/Thursday and night classes are scheduled to make full use of the building. This allows the college to build more specialized buildings for extra-curricular needs. These later

Conclusion

The limitations of the Seminole Junior College's reorganizing experience--smaller community, brief establishing period, and minimal funding--may have added value for smaller communities which may establish or radically reorganize a community college in the future.

More people with college education are beginning to look to the smaller cities and towns as places to move "to" and not "from." They are looking for communities where they can put down roots and become actively involved--places where they can make the difference. The community college may help create the intellectual and cultural climate which will help a community attract and keep more of its college educated citizens. At the same time the community college can offer several alternatives for continuing education which can give more of its citizens the educational competence to confidently move to the larger cities or raise their earning levels where they live. There may come a time when the community college plays an even greater role in uniting all citizens of an area into a true community.

Seminole Junior College's brief establishing period and minimal funding help focus on the basic needs for beginning a new community college. When funding sources are large, higher education will tend to define "needs" broadly and community

responsibility more narrowly. By a unique set of circumstances Seminole Junior College's reorganization was the equivalent of an establishment stage where "needs" had to be defined narrowly and community responsibility more broadly. This necessary commitment of the community to the college increased the commitment of the college to the community, forging a truly community college. There could come a time when educators and the community may need to remember this.

Community junior colleges which find themselves in the same or similar situations as that experienced by Seminole Junior College and are attempting to gain the support and acceptance of the local community may well use the techniques and activities used by Seminole Junior College or plan similar activities.

The generalization to be emphasized as a result of the Seminole experience is that college personnel must become involved in the affairs of the local community and the local community must be encouraged to become involved in the affairs of the college.

The types of activities conducted by the administration, faculty, and students in gaining the acceptance and support of the Seminole community were based on the psychological principle of Identification. Alport states the premise of the Identification concept in the following passage:

> They (human beings) will accept, support, and defend those ideas, people, places and things

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