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CREATING THE COLLEGE CLIMATE, PROCEEDINGS OF THE JUNIOR COLLEGE ADMINISTRATIVE TEAMS INSTITUTE (2D, FLORIDA STATE UNIVERSITY, TALLAHASSEE, JULY 30-AUGUST 3, 1962).

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THIS CONFERENCE DEALT WITH THE VARIOUS CONDITIONS THAT PRODUCE A DESIRABLE COLLEGE ATMOSPHERE. THESE ARE (1) AN ABLE AND DIVERSE FACULTY WITH AN INTEREST IN THE JUNIOR COLLEGE AS A SPECIAL INSTITUTION, (2) PERSONNEL POLICIES AND PROCEDURES DIRECTED TOWARD THE TOTAL DEVELOPMENT OF THE STUDENT, (3) FINANCIAL AND BUSINESS MANAGEMENT PROVIDING ESSENTIAL SERVICES TO BOTH STAFF AND STUDENTS, (4) AN ADMINISTRATION CAPABLE OF KEEPING THE PUBLIC IMAGE OF THE COLLEGE IN THE BEST POSSIBLE FOCUS. (HH)

CREATING THE COLLEGE CLIMATE

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Proceedings of the Second
Junior College Administrative Teams Institute

July 30-August 3, 1962

Florida State University

Tallahassee, Florida

under a grant from the W. K. KELLOGG FOUNDATION

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FOREWORD

The second Junior College Administrative Teams Institute, sponsored by Florida State University and the University of Florida with financial support from W. K. Kellogg Foundation, was held on the campus of Florida State University, July 30-August 3, 1962.

Ninety-nine administrators from forty-three public and private two-year colleges in fourteen states focused attention on the influence of administrative, financial, and personnel policies on the climate of an institution.

This report contains the major addresses and a report from the discussion groups.

We are indebted, and we wish to express our thanks, to all who participated in this institute: the participants, the recorders, the discussion leaders, and the consultants. But especially we are grateful to Mr. Kenneth Clawson, Kellogg Fellow at Florida State University, and Mrs. Martha Maddox, Secretary of the Kellogg Center at Florida State University, for assistance with the management of the Institute.

Maurice Litton

Director of the Institute

THE CLIMATE OF AN INSTITUTION

James G. Rice
Academic Vice-President
Stephens College

> Men are like plants; the goodness and flavor of the fruit proceeds from the peculiar soil and exposition in which they grow. We are nothing but we derive from the air we breathe, the climate we inhabit.
>
> St. John Crevecoeur

I

The Importance of the Campus Climate

The effect of environment on the people in it is a well established fact recognized throughout the ages from Plutarch to Frank Lloyd Wright. Darwin was aware of it and demonstrated for all time its more gross influences. Nor has the subtle influence of environment on learning and education gone unnoticed. Emerson, in a graduation address, noted that although the entire faculty was gathered together for the occasion there was one important teacher not present--the mountain which towered above and shadowed the campus. College catalogs assume implicitly that there is about the college campus an atmosphere which influences the learning that goes on in it:

> The small college in the small town points to its friendliness and its fortunate removal from metropolitan distractions. The big college in the big city enumerates its specialized services and its enrichment by the cultural offerings of the metropolis. (1)

One of the more significant recent books on education, The College Influence on Student Character, is quite explicit on the topic. A section of the book is entitled, The Contagion of Intimacy--a phrase borrowed from Edmund Sinnott's volume, The Biology of the Spirit where it is used to summarize the idea that what is most intimate to us is apt to be most contagious. The authors observe:

> An organism adapts itself to its environment; we "soak up: that which surrounds us. We found this obviously to be true of college students. We conclude that one of the most unfortunate mistakes in some colleges is the failure to realize the full potential of the contagion, the failure to come to grips with the student where he is found, and the tendency to leave to tradition, chance, or student device all else but the purely academic. (2)

The Eddy study from which I am quoting was undertaken by the observation-interview method. Other studies have used a more carefully controlled research approach. The Jacob Study is well known. The Pace-Stern Studies are the most extensive yet made and use the most elaborate methodology yet developed for measuring the total campus impact on students enrolled in the institution. These studies are available and have been widely reported upon.(3) I do not propose to go into them in any detail here. What I do want to stress is the fact that they all confirm three sets of generalizations important to the discussion of campus climate:

1. An educational institution does have a distinctive climate or atmosphere. This climate remains fairly constant from year to year. It attracts with startling consistency the same kinds of students and has the same kind of impact on them.
2. Peer group interaction and faculty-student interaction outside the classroom--important elements in the campus climate--have a stronger and more significant impact on student attitudes and values than do the things which go on in the classroom.
3. Many of the activities which go on outside the classroom--advising program, the extra-class program, counseling services, a dormitory system and residence program, and a campus program of cultural events--enhance the motivation to

learn and increase the perceived relevance of learning. They not only encourage but facilitate the mastery of specific subject matter knowledbe.(4) Even narrowly defined academic achievement is affected by the environment of the campus.

To the recalcitrant, traditional teacher who has labored under the delusion that he is the only thing at the other end of the log, these conclusions and the studies which support them are quite humbling. They establish beyond doubt the fact that students learn from environment, from things, from the kinds of schedules, routines, and interactions which exist in the college situation, and that the total environmental impact must be considered as important to the educational endeavor. Taken together, they suggest what I mean by a campus climate.

Yes, campus climate is being widely discussed among educators today, but the comment which Mark Twain made about the weather is equally true of the campus climate: "Everybody talks about it but nobody does anything about it." I think, however, that we must and this is one of the reasons that I was so delighted to see the workshop in which you are now engaged giving attention to the problem. If in the present education crisis we continue to give attention only to what goes on in the classroom, we run the risk not only of having our intensified efforts to produce knowledgeable, whole people defeated but of producing very dull people as well.

The way in which I shall approach the campus climate, in fact, the only way in which I know to approach it, either from the point of view of understanding it or from the point of view of changing it, is to examine the kind and quality of <u>things</u> and <u>persons</u> present in the campus situation and the kind and quality of <u>interactions</u> among them. Perhaps there are better ways but this is the approach that I shall take in the presentation.

The over-arching concern in studying a campus climate should be that it function as an honest expression of those things for which the institution stands.(5) The kind of climate an institution should work for, then, is one which is congruent with its commitments.

If this were a workshop on the purposes of a college, I would be glad at this point to tell you what I think the purposes of any college should be. Since it is not, I would like to approach the issue more openly and assume for the purposes of this paper that colleges can appropriately and legitimately have different objectives and aim for different outcomes--that is, of course, if they do it with integrity.

One of the first things you will want to do in studying your campus is, therefore, to state for yourselves as honestly as you can what you understand the commitments of your institution to be. The climate you try to develop should follow logically from these.

How inclusive are the commitments of your institution? How narrow? Are you concerned with educating the mind only or the whole person? Is your institution interested only in training in occupations or skills? How concerned is it that it have an impact on the values of students? Is it interested in the personal growth of students? Has it a commitment to a religious stance or to the spiritual growth of students? Is it aiming only at being a way-station on the road to the state university? Do you want your institution to be the kind of college where students succeed or fail in terms of their ability and previous training or would you like to see it accept students at the present point of their development and through learning and counseling move them to where they should be? Is the institution dedicated to serving the changing society? If it is, it must have built into it a means for change. The atmosphere must be one in which flexibility and responsiveness is encouraged. Is it interested

only in being a "good liberal arts college" of the traditional sort? Then the climate may be a formal, static one in which it is assumed that the impact of the college will be a conserving one. One could go on at some length with this kind of question. The important thing is that you outline your own commitments and set an appropriate stage for their achievement.

Before discussing the factors which affect the climate of a campus, I would like to urge that in studying a campus it be studied as an "ecology" and that it not be thought of as a mere adding-together of innumerable details: "The main lesson we can learn from animal ecology is the need for studying human communities as a whole and in their total relationship to their physical and social environment."(6) The factors I shall deal with do not, therefore, in reality operate as separate entities. Rather, they interact with each other in various ways to produce the ethos which can be called the "climate" or atmosphere of the institution. It is somewhat artificial even to talk about them separately. Nonetheless, it may be useful to separate them out for purposes of analysis and speculation on the positive and negative influences they have in the total impact of a campus.

The elements I will deal with briefly fall into two groups---things and persons: the setting and the buildings and the administration, faculty, and students. I then want to discuss the dynamics of their interaction--the quality and quantity of inter-communication and something which I shall call the "creative ethos."

II

The Architecture and Setting as Components in the Campus Climate

Buildings, the kind of architecture and their organization on the campus are important in the atmosphere of place. The authors of The College Influence on Student Character noted this fact:

> In attempting to analyze and identify the components of what constitutes a right learning environment we found that this contagion appeared to begin with the very physical arrangement of the campus as a whole. The thoughtful planning which goes into the design and placement of buildings, the care with which goes into the design and placement of buildings, the care with which physical facilities are kept, and the opportunity for expressing love of beauty in the whole as well as its parts are of importance. A college president mentioned this when he told us, "We think the students ought to be surrounded by the kind of campus arrangements which indicate an order, a peace, an appreciation of the richness which can be found in life." As might be expected, many students with whom we talked viewed their physical surroundings as a symbol of their education, the tangible expression of their own aspirations in learning. (2)

"The buildings we live and work in can kill us," Richard Neutra has observed, "without our even knowing it." The fact that we do not recognize it has little to do with the case. It is always the car we do not see that hits us. The play of architecture on our sensitivities is a life-long process. He said,

> Man begins his existence in the dark, still sanctuary of the womb. Then he is born. The baby gazes into that glaring luminaire which is being so much advertised to hospital architects. It didn't see anything at all five minutes ago, but here it's gazing into this luminaire, and becoming aware of the noise, the stink of medication, the other 45 babies in the hospital nursery and the nurse with the mask covering her face.
>
> The baby is delivered into the hands of the architect, and it is in those hands from the cradle to the grave. Precisely what is the architect going to do to you? Architecture is not just a visual affair. It also involves all the things that act on our millions of sense receptors. An architect is a non-contemporary architect unless he makes use of what the biologists are finding out about the human being .... (7)

Too much of the campus atmosphere is dependent upon considerations of buildings and grounds staff and janitors. The simplest building for a janitor is one built on the model of a hospital or a bathroom--tile floors and tiled walls up two or three feet make it possible for him to approach his task with a hose and mop. Too many classrooms have this cold,sanitary quality. They look as though they were built to be flushed as soon as the present occupants

moved out.

Buildings can be authoritarian and formal. They can be informal, friendly, and residential. They can be separated at great distances from each other or closely related to each other in a constellation. A constellation can be dominated by a single, tall, authoritarian structure--the administration building--or it can have several points of interest. Buildings can be warm, hospitable, inviting or cold, mechanical, and repelling. In their external treatment they can reflect love, care, pride or indifference. They can face inward to the campus and serve as a kind of bulwark against the surrounding town or they can face outward and like Wordsworth's hedgerows run wild, may reach arms into the surrounding community.

As one goes inside the buildings, one notices the same range of impressions. Some buildings look sterile, sanitary cold. Others look as though they were intended to be lived in. Fabrics, warm colors, the use of wood give them a friendly feeling.

Walter McQuade asks a question and gives his own answer:

> Must classrooms all have the same size, shape, color, fenestration, and furniture? Must a school corridor--which is not just a traffic artery, but is also a very major social center, especially for teenage children--always run absolutely, relentlessly, inhumanly straight, without turn or indentation, for 300 yards? (Well, it sometimes seems 300 yards.) The answer is that of course it doesn't have to.
>
> Variety is, after all, stimulating. If a person is subjected to differences around him, in a subtle kind of way he naturally becomes more sensitive to differences of all kinds; and isn't the understanding of differences the very heart of education?(8)

And Edward D. Stone notes:

> In a mechanistic, utilitarian, impersonal society such as ours, we need an organic, esthetic and personal architectural ideal. Now, let not the architect increase, by the practice of his trade, the dehumanizing of man! This is an important set of first ideas to bring to designers of schools. If the architectural environment denies human differences, it is going to be difficult for the children to learn to discriminate among them.(9)

Whether it is the "mechanistic, utilitarian" which has produced the institutional sterility of our schools or whether the schools have produced the mechanistic, utilitarian society, or whether we are caught up in a psychological spiral may well be argued. Whatever the causes, it takes nothing more than a reflective look at the last ten buildings constructed in any American community to convince one that American society is suffering from generalized "edifice complex". This complex manifests itself even in our school and college architecture and doubtless contributes to the assembly-line product for which education is currently being publicly indicted. Dr. John Sullivan, education psychologist at New York University and design consultant, puts his finger neatly on the problem:

> The big indictment leveled at our education is its standardization: that we turn out people with the same ideas, the same backgrounds, the same viewpoints. There is not enough emphasis put upon the individual . . . . I want a factory to have a well-rationalized system of production flow. I want its products to come out with a high degree of quality control, a high standardization. But I would hate to have this criterion applied to the educative system.(10)

Still we build our serial, modular dormitories and classroom buildings with their straight, endless, assembly-belt hallways! Still we equip every dormitory room with the same five pieces of furniture. And for fear someone will jump off the assembly line, feel the sunshine filtering through the trees, get a breath of fresh, intoxicating morning air, or smell the heady, rampant growing of the grass, we add a stairway at the end of the hall which funnels him up, up, up through endless layers of the same. Is it any wonder that he comes out evenly desensitized, emotionally blunted, aesthetically blind, to become the stereotypic symbol of our time, the organization man?

The grouping of educational buildings has an influence; it reflects the institutional purpose and the attitudes of those using them.(9) I have an

architect friend who feels that he can read an institution's attitudes and educational objectives from the campus architecture and organization. It is probable, he admits, that it was in the first place the attitudes of the institution's administration which found expression in the buildings, but he will argue that it is the buildings themselves and their organization which perpetuate the atmosphere and the attitudes. When I asked him about campus climates, he suggested that even the layout of a campus is expressive. His comments did much to sensitize me to campus organization. Here are a few of his off-the-cuff eomments on three institutions. I quote them because I think that it may be useful to you to have the same kind of sensitization.(11)

The University of Mexico:

> The National University, which was founded in the 16th Century, was scattered throughout Mexico City until 1952, when it was consolidated into a planned college campus, located away from the City on a new site. The process by which the new campus was created was dominated by architectural and planning considerations, and results reflect the means. There is a preference for open spaces terminated by large individual buildings. Instructional buildings, dormitories, physical education facilities, residential areas are separated into major groupings. The plan seems grandiose, expressing little initial feeling for the process of learning or for teaching methods.
>
> This type of plan might develop scholars of high rank, but will probably be expensive in terms of variety and strength of its graduates, considered as individuals. The architectural design is, on the surface, exciting and strongly regional. The more subtle relationships of buildings and spaces do not seem to be derivative of the requirements and characteristics of the Mexican climate, where compact arrangements of shops, walled residences, streets and town squares conserve energy and water in a richly diverse organization of human beings.

The Air Force Academy:

> An expression of regimentation for a purpose. The site plan is derivative of the Roman military camp: a rectilinear organization of elements, easily controlled and defended. The process which created the Academy was dominated by architectural, planning, and programming considerations, and quite free of random speculative thinking. The contrast between the Air Force Academy and its sister institutions, West Point and Annapolis, both constructed

over a long period of time in an era when military organization was tinged with a certain romanticism, is revealing. The character of the buildings is free of variety and the apparent lack of concern for symbolism and meaning in the creation of the Academy has given rise to some unconscious expressions of purpose. The buildings are sited at the base of the Rocky mountains on a specially formed flat plateau, a suggestion of the surface needed for an airfield. The chapel, a dominant architectural form, will serve those of Protestant faith on the upper floor in a Gothic, high-ceilinged space, and the Catholic and Jewish faiths on the lower levels in rooms with ceilings of lower height.

Florida Southern College (Lakeland, Florida)

Curriculum emphasis is on vocational subjects and the campus is an example of the dominant architectural design of Frank Lloyd Wright. The campus has the feeling of an abstract composition of open spaces identified by structures. These elements are correlated by a strong emphasis on circulation, so as to achieve a functional order between housing, institutional facilities, and study activity.

This concept of a campus can be compared to that which prevailed in city planning of 50 years ago and identified as the City Beautiful concept. Such an over-design, or over-glorification of mood, generates a feeling of remoteness from reality.

You may or may not agree with these interpretations. I hope, however, that you are prepared to examine the proposition that the entire college campus should be thought of as a learning environment.

Henry Steele Commager reminds us that "historically and traditionally the university is urban." He predicts that in the years to come the urban pattern already typical will become dominant and urges that "it is time we gave up our pastoral image here as elsewhere and accepted the fact of urbanization and made the best of it."(12) The community colleges, the commuter colleges, certainly are becoming more numerous and it is predictable that colleges will in the future house fewer and fewer of the total student body. The commuter college creates special kinds of problems. There develops a difficulty in keeping the student body on campus. The city college also has to make a special effort to keep faculty members on or near the campus in order to enable them to play their role in the maintenance of the intellectual community. I share with

Commager, however, the hope that whatever urban college patterns develop there will always be provided facilities for housing a part of the student body on campus. This, it seems to me, is essential to providing the sense of community so important in a learning environment and to providing the continuity necessary to give such colleges a "spirit of place."

How do we keep the commuting student and the suburban faculty member on the campus? There are, of course, many obvious answers. I suspect, however, that the basic principle involved is one which can be deduced from the following story told by Richard Neutra:

> One of my friends is director of the zoo in Zurich. He took me to his aviary, which has no bars at all. But you see his birds, happy birds, do not move away. You are just speechless. The only problem is to protect them from the human visitors. They stay there because they like it. This is how this man designs his aviary. If you want to build for birds, you have to love birds, you have to understand them . . . The same thing may be true of the human being.(7)

There are some simple ways in which you can test the attractiveness of your campus for students. Here are a few questions:

1. When do students come to the campus and when do they go? What do they do when they are not in classes?

2. Where do students congregate?

3. Where do they go to be alone? Are there places where they can escape to be by themselves outside or to study inside?

4. How is the library used? As a study hall?

5. What are the places on the campus that have been given names which are frequently mentioned in student conversations? These are likely to be favorite places. Study the reasons.

If we wish students or faculty to stay on the campus, we must consider providing attractive studies, club houses, dining rooms, and student unions; the more pleasant these are, the more attractive and the more congenial, the more likely they are to have the desired result. If the only available room in a student union is dominated by a blaring juke box, the union will certainly

contribute to an atmosphere, but not be the kind sought.

I may in talking about architecture and campus organization have sounded as though the right architecture and the right organization would result in education. This is, of course, not the case. What I have been trying to say is that the architecture and the campus organization, if they are not consistent with the objectives of a college, can cancel out in their impact other aspects of the campus. They can make them less effective, can make it harder for other aspects of the ecology to have a predominating effect.

III

Administrators, Teachers, and Students as Components in the Campus Climate

Administrators, faculty, staff, and students are the personal element in the campus environment. There are many obvious and important things which can be said about the distinctive contribution which each can make. I am glad that you will later in the workshop be giving detailed attention to some of them. I do not propose here to attempt any comprehensive analysis of them. What I have to say will reflect at once my personal concerns--prejudices, if you will--and my sense of the special contribution (coloring) each can make to what I have called "spirit of place" or climate.(13)

Of course, teachers should be selected who have competence in the subjects they profess. Of course, administrators should know about organization and how to administer the things they are responsible for administering. But these abilities, important as they are, neither insure acceptance of an institution's philosophic commitments nor measure his potential impact--positive or negative--on the sense of community and the atmosphere which characterizes it. Huston Smith states well a concern I hope you share:

> Education is accustomed to giving advice: the time has come for it to inspire conduct. If the faculty and administration set the right tone, its vibrations will spread over the entire campus and become

> established in what sociologists call patterns of prestige. The motivations in question become objects of general esteem. Honor societies look for them. They are mentioned over beer or coffee and in the midnight bull sessions. A student entering such a college will absorb almost unconsciously a sense of what makes for greatness. He will hear names spoken of with respect, listen to incidents recounted with lament or affection, derision or pride, until gradually there creeps over him a sense of what makes for greatness. If this atmosphere supports the attitudes desired, it can be a powerful constructive force which releases among students motivations hitherto untapped. The process is all the stronger for being effortless and unselfconscious. It is a kind of education by osmosis, a learning through the pores as an adjunct to learning through the intellect.(14)

The years from 17 to 22 are critical years for psychic development and for the development of ego functions. The young person at this period is looking for and trying out people as models for his own self-centering.(15) Good models strengthen his development; bad ones, immature ones, serve only to "fix" him in his immaturity. The teacher's contribution to the campus climate is, therefore, conditioned by his willingness and ability to be a person in the learning situation and not merely a repository and distributor of information.

What has been said about the student and the effect upon him of the climate he enters is equally true of the teacher coming to an institution. If he is expected to grow in effectiveness, to become a dynamic force in the existing community, there must be opportunity and encouragement for him to do so. I would state it as a platitude that in spite of reforms in graduate education, any institution concerned with education which transcends distributing information must develop its own in-service training program for new and old faculty. Recently I had occasion to discuss such programs with another group. I began with a set of assumptions about programs and activities which are intended to help the faculty member grow as a teacher after he has accepted a position. I think they may be relevant to your concerns here. I repeat them:

> Assumptions about Programs and Activities which are Intended to Help the Faculty Member Grow as a Teacher after He Has Accepted a Position

1. Activities and procedures introduced into a campus to help the faculty

member to grow succeed best when they are not labeled as "in-service training," and are not heralded, or promoted in educational jargon.

2. A variety of activities and procedures are superior to any one or any monolithic plan in growing the graduate school product into an effective, sensitive, dynamic teacher.

3. A program when it is to be effective in moving the faculty member from a given stance and level of effectiveness must be carried on over a period of time. Stated negatively, an ineffective teacher cannot be changed into a good teacher by any short, intensive series of seminars, course, workshop, or orientation period.

4. Communication of theory or philosophy to the new faculty member--and even its intellectual mastery--is no insurance that teaching will be modified. The instance of a bad practice, an inefficient method, a dull lecture, an uncreative assignment are occasions when the young teacher can be most meaningfully, significantly and relevantly led to insights about teaching and learning.

5. The most difficult thing to do and the sine qua non of developing good teachers is to establish on the campus a climate in which good teaching is sensed by all as important, in which there is sensitivity as to how teaching is done and in which outstanding teaching is ranked with research and publications as important institutional expectations.

6. A concern for good teaching should be a shared institutional concern. It should be a major responsibility not only of the Dean of Instruction but of each of the Division Chairmen and Department Heads; if a climate can be developed in which teachers help each other become more effective, in which each shares with each his talents, insights, methods, and materials, good dynamic teaching is more likely to develop. The evaluation of good teaching is more valid to the extent that it is made at a number of points. The Dean of Students and the Director of the Advising Program, for example, are sometimes aware of areas of ineffectiveness which have not come to the attention of directors of the academic program. A shared responsibility in evaluating all staff is, therefore, preferable.

7. To the extent that value is put on the faculty member as a person, one is able to guide him into good teaching without producing a sense of inadequacy, defiant reactions, or anxiety.

8. The closer to the classroom situation, the teacher's stage of functioning activities and procedures for promoting good teaching are carried out, the more willingly they are likely to be accepted and the more effective they are.

9. Teachers may be enticed obliquely into an examination of what they are doing and into improved, exciting, dynamic teaching; involvement in choosing audio-visual aids, in developing programmed texts, in trying unusual scheduling patterns, in comparing the effectiveness of two methods, etc. permit the faculty member to enter with creative abandon and heightened sensitivity into doing something different.

10. The most learning and learning-to-learn takes place in situations where the student and the faculty member are operating at the very edges of their knowledge. Developing an interdisciplinary course, teaching a course outside one's discipline area, involvement in experiments in teaching: these usually result in more effective, dynamic teaching.

So much for the assumptions. It would be easy to suggest specific activities congruent with them. It seems to me, however, that whatever is done about such programs should grow from the specific environment--should be consistent with the "spirit of place" you are developing.

Students are, of course, an important part of the college ecology. It is indeed for them that the environment exists at all. The buildings, the campus, the administration, the faculty were created in the first place to move students from adolescence to adulthood. These are likely to be relatively stable. A new group of students applies for admission to this environment year after year. If, as is beginning to be commonly accepted, students get a significant part of their education--values, attitudes, appreciations, motivations--as much from students as from faculty, the kinds of students admitted into the environment have an impact on and can actually change that environment. The admissions policies and the processes of admitting students into the environment, therefore, are important ways for maintaining or changing a given environment. The faculty and the administration have some control over this. The degree of control will, of course, vary from private institutions to public institutions to municipal institutions. Nonetheless, within the range of freedom the college has in accepting students there is the possibility for influencing the environment in significant ways. There are only a few things that I would like to say about the admission of students into the environment, and I think I can say them rather quickly.

Within whatever freedoms you have in accepting or selecting students, I hope that you will not succumb to the recent tendency toward a one-dimensional

criterion--a trend in the direction of accepting only students who rank in the upper ranges of the College Board Exams or some other standardized measurements of intellectual ability. My own conviction is that the best climate is one in which there is a range of talents, interests, and intellectual potential. This "mix" has significant potentials for the environment. The environment will be enriched by accepting into it a mixture of student attitudes, abilities, interests, and talents and by providing for their meaningful interaction with each other and with the faculty. The student talented in the arts can, in the peer group situation, sensitize the verbally facile to areas of his being which for whatever reasons may have been blunted.

Perhaps some of you saw the "valedictory" message of Dean Wilbur J. Bender of Harvard in a recent issue of the Boston Globe. The greater part of the piece is made up of a "blunt warning" as to what will happen to Harvard if it continues to select its students solely on the basis of a one-dimensional kind of excellence:

> Will the Harvard College of the future be, in effect, simply a pre-professional school whose students are expected to absorb as rapidly as possible the material deemed necessary for entrance to the next phase of professional training?
>
> The student who ranks first in his class may be genuinely brilliant. Or he may be a compulsive worker or the instrument of domineering parents' ambitions or a conformist or self-centered careerist who has shrewdly calculated his teachers' prejudices and expectations and discovered how to regurgitate efficiently what they want.
>
> Or he may have focused narrowly on grade-getting as compensation for his inadequacies in other areas, because he lacks other interests or talents or lacks passion and warmth or normal, healthy instincts or is afraid of life. The top high school student is often, frankly, a pretty dull and bloodless, or peculiar, fellow.
>
> What I am trying to say, (says Dean Bender) is that a deliberate policy of one-factor selection might produce in our student body not more students of first-rate intellectual power, but fewer. It might well produce, in fact, simply a high level of dull, competent, safe academic mediocrity, an army of future doctors of philosophy who would do useful work with no originality.(16)

The core of the problem is that our most valid testing devices measure only this narrow kind of competence. It is my conviction, however, that education should aim at evoking and nourishing the total potential of the individual. Joseph Schwab of the University of Chicago states well the position to which I would give support:

> Education cannot, therefore, separate off the intellectual from feeling and action, whether in the interest of the one or of the other. Training of the intellect must take place ("must" in the sense of "unavoidably") in a milieu of feelings and must express itself in actions, either symbolic or actual. We may employ the emotional and active factors existent in student and teacher as means for intensifying and facilitating the process of intellectual education--or ignore them and suffer at the least a loss of them as effective aids, and possibly an alienation which places them in active opposition to our purposes.(17)

What do we lose in the campus environment if we take this one-dimension criterion for admission. Many things. But let me take creativity as an example, since much attention is currently being given to it as an important dimension of personality. Already the word is getting around from the McKinnon Studies that probably the worst thing that can happen to a creative individual is for him to be accepted into one of our "quality" colleges. Or take curiosity. David McClelland notes that "it requires a type of behavior in a sense directly opposed to the academic excellence so feverishly promoted by our testing and grading systems. That is, curiosity may be defined as a desire to know, or as a knowledge of, things one is not supposed to know; whereas academic excellence is defined as knowing what one is supposed to know or has been taught."(18)

This then, is the important thing I would say about students in the college climate. They are a part of the climate and they will probably have as much influence on the kind of people the college produces as will the faculty. If you choose students with ability in a range of human and social potentials, you enrich the environment.(18)

Throughout this paper I have found myself drawing on ecology for clarifying analogies. I would like to do so again at this point. Most of you are familiar with a rather common practice in the South of planting a field with a mixture of several kinds of useful plants. A common example is the field which is planted with corn, beans, and squash or pumpkins--all mixed together. The squash vines spread over the ground, preserving the moisture; the corn stalks grow tall; and the beans climb up the stalks. The total plot is, therefore, well protected by plant coverage which intercepts the rain to prevent washing and absorbs the sun in the leaves where it is useful and prevents the sun from evaporating the moisture in the ground where it is needed. This is the kind of efficient, productive human ecology which can result from a planned mixture of student interests and abilities and their meaningful interaction. The disadvantages, waste and risk, of a one-crop economy are coming to be generally accepted by the farmers and I think must eventually by educators.(19)

IV

The Dynamic Factors in Climate

So far I have discussed the kinds and qualities of persons and things which make up a climate. I have for the most part been concerned with identifying them, suggesting the ranges that can be found within them and how these ranges can be related to different kinds of objectives. I have tried to stop short of suggesting that there is a standard or common ideal for all institutions. One thing I have stressed and wish to continue to stress is integrity. All elements in the campus climate should work together toward those objectives which the institution holds.

I would like now to turn to the other dimension of campus climate. This has to do with the kind and quality of interaction among the elements. Interaction is the essence of environmental impact. The study of an educational

ecology is a study of interaction. The determining factor in the impact of a campus on students has to do with the quality and kinds of interaction. We must have not only the right things and the right people present but we must plan for their meaningful interaction. The very essence of community is that of relationships and interaction around a common set of goals. For a campus to have some consistency and to make the maximum impact there must be shared understandings.

The total staff of the institution must be a team. Otherwise, one part of the staff can cancel out the impact of another. You will notice here that I have said that the whole staff must be a team, not just the faculty. Research in mental hospitals has shown that the attitudes of janitors, aides, and secretaries toward mental health have a significant bearing on the progress of patients. These persons who are on the front line of personal contact with the patients can cancel out or support therapy. There are clearly implications from this research for colleges and universities.(20)

Does the person who is in charge of maintenance of buildings and grounds meet with the Administrative Staff? He can do much to intensify the impact of setting. Does he know your educational concerns? Does he feel that he can contribute to them, that his job is more than a routine performance of duties? Does the secretarial staff feel that they are a vital part of the college? These are people who are likely to be the first ones to greet campus guests and they have at least as much and perhaps more contact with students than faculty members. Do they know what you are about as a college? What steps have been taken to let them feel a part of the team? Do they have an orientation period as does the faculty, different perhaps but aimed at the same objectives? Is there a secretarial staff handbook? Do they have areas of initiative and responsibility where their creative efforts can be fed into institutional effectiveness?

Does the night watchman or campus police sit with the student personnel staff when they discuss campus behavior problems? Do they feel a responsibility for what actually goes on or simply a responsibility for carrying out someone's orders without any understanding of the reason for their being given? These people--buildings and grounds crew, secretarial staff, night watchmen--are all a part of the human ecology. If they are not functioning as a creative, contributing part of the team, some of your best resources are being wasted.

The possible ways of communicating with the faculty are numerous. Faculty meetings, committee meetings, conferences, social gatherings, and so on--all of these can be mentioned.

One of the most useful devices we have found on our campus for keeping faculty and staff moving as a team is the faculty bulletin--a daily mimeographed bulletin which goes to all faculty and staff. In it are included short news items about the college program, items to be discussed in the Faculty Meeting, matters which call for faculty attention at given points in the year, reports on faculty publications and honors, and so on. Does the faculty on your campus get told college news before they read it in the local paper? To discover through some other source news having to do with the college does not make for teamwork, for a feeling of shared endeavor.

Committees which are conducted by Robert's Rules of Order are not going to be very creative. If committees are to move beyond the platitudinous, they must be conducted in such a way that spontaneity prevails. There must be a sense of hearing and of being heard. Committee meetings should never be called to tell people things. They should be called to ask questions or to pose problems and to listen to a variety of ideas and answers.

In talking about spoken and written communication, I have dealt briefly with matters that are certainly common knowledge, whether we do anything about

them or not. There is another kind of communication which is more subtle, and I can here only refer to it. This is the problem of what Andrew W. Halpin has called "the unvoiced message"(21) and Reusch and Kees have called "non-verbal communication."(22) It is especially important to the administrator and to the faculty member. Again, rather than laying down rules for controlling, using, being sensitive to the level of non-verbal communication, I want here simply to sensitize you to its existence. It is not something that can be managed by rules or if it can it will be self-defeating. But first, let's look at an example:

> You meet John Anderson for the first time in his office by appointment. You arrive on time; his secretary says that he is busy but will see you in a few minutes. He is alone in his office, and, as you wait in the outer office, you note that no lights are glowing on the receptionist's switchboard. Anderson is not on the phone. Yet you wait fifteen minutes until he buzzes his secretary to have her usher you into his office.
>
> He is seated behind a large mahogany desk and across the desk, directly opposite him is a visitor's chair. He reaches across the desk to shake hands with you, declares that he is happy to meet you, and asks, "What can I do for you, Mr. X?" In shaking your hand, his handclasp is firm enough, but you feel that his forearm is locked at the elbow. At the same time that he is saying how pleased he is to meet you his hand and his arm are almost pushing you away from his and subtly reminding you that he wants you to keep your distance. This maneuver is emphasized by the obvious status symbol: the impressive mahogany desk. He uses this symbol physically as a barrier which he keeps interposed between you and himself.
>
> You begin to realize more fully the significance of the fifteen-minute wait in the outer office. You recall that, instead of coming to the door himself, he buzzed his secretary to bring you in. The omission of any apology for keeping you waiting fits the rest of the picture.
>
> Here is a man infatuated by the sense of his own importance, a man who insists on keeping status lines clear and sees to it that you know your place. His voice is hearty, he says all the proper things, he assures you of his cooperation. Yet at least twice during your short conversation he interrupts you before you have finished your sentence. During your twenty-minute visit his phone rings three times. He excuses himself on each occasion with a deprecatory gesture, as if trying to say, "You know how these things are." But, because his expression shows no concern for you, the intended apology

> in his gesture does not come through. What comes through instead is a different message: "See what a busy, important man I am. You should be grateful to me for even seeing you, for letting you nibble at the crumbs of my time which I'm throwing to you."
>
> When your conversation is finished, Anderson stands--but still behind his barricade--smiles at you, perhaps a bit too unctuously, and tells you, "Feel free to drop in any time at all. I'm always glad to help the cause of education." You notice his stealthy glance at his watch and the slight tightening of the corners of his mouth. These barely detectable movements betray his impatience and fear lest you commit the blunder of prolonging the interview after he has decided to terminate it. (21)

Here we have an example of a man--he reminds me of some college presidents and deans I know--whose behavior contradicts everything he says. If it strikes us as exaggerated, it may be because it is too close to situations we have known for comfort. As I said earlier, there are no how-to-do-it rules for managing the non-verbal dimension of interaction. The harder one attempts to reduce them to a Dale Carnegie "how-to" formula, the greater one's sense of need to do so, the more likely such procedures are to become self-defeating. What, then, can one do? First, he can sensitize himself to this muted behavior language. I think every college administrator should read Edward T. Hall's The Silent Language(23) and Reusch and Kees' Non-verbal Communication.(22) Not only read them but ponder them as he goes about his daily task of interacting with various people on the campus. These will help to sensitize him to what he is really saying or, rather, acting out, and to what other people are saying to him. In the second place, he can try to come to know himself, his real needs, commitments, and convictions. They may not always be the same, but to know that they are not can provide the basis for an inner honesty and integrity. These will without contrivance or manipulation communicate themselves to those in contact with him.

Interaction of persons and things and environment, then, creates the campus ethos. The kind and quality of interaction will determine the kind of

atmosphere which exists and which will through contagion, osmosis, be absorbed by those in it. Communication, whether verbal or non-verbal, is the term used here for the process. Only from communication which transcends manipulation, ritual, and legalism, can there come a unity of fellowship, a sense of common purpose, and "community."

V

Change and the Experimental Ethos

Whatever the idiosyncratic commitments of an institution, if it is to stay alive, if it expects in any way to connect with the active, curious students who enter its gates, it must be sensitive to change. This means that any institution whatever its commitments must create and cultivate and preserve a creative, experimental ethos. Not to have it is to stifle normal growth of faculty and students. It is to stand still. No, that's too modest a statement. It is more than to stand still. It is to be caught up in a cultural and educational backwash. Think of the science teacher who is today using a textbook even five years old and the fatal results of trying to maintain a status quo becomes obvious. How one creates and maintains this fermentive spirit on a campus should be one of the major concerns of any administrator. As a concern it should run through all of the activities in which he engages, from the employment of faculty to the evaluation of faculty and to the rewarding of faculty. Change should be a part of the built-in philosophy of a college. The following are some of the ways of keeping this spirit alive: 1) In the interview process make clear to the faculty member that creativity is expected of him. If he thinks he is expected simply to teach a course that somebody else has developed, that is what he is likely to do. 2) Ask for course outlines at the end of every two-year period. Specify that the last section of the outline should always include recommendations as to how the course will be changed the

following year. 3) Encourage faculty to visit other colleges and see what exciting things are going on in areas of their concern. This means providing faculty with money for travel.

As for educational experimentation which is the sine qua non of maintaining a dynamic campus, of effecting change, one can never undertake it with timidity--with reflectiveness, thoughtfulness, shared creativeness, yes, but not with timidity. I have my own rules for experimentation. There are only four. Let me share them with you.

1. Try anything. Most anything will succeed to some extent at first whether as a result of the halo or hawthorne effect or simply because the educational situation is such that any change will be for the better. A college in which some experimentation does not take place is in effect in the grips of a neurosis, that repetitive kind of behavior which characterizes some emotional disturbances. Like the neurotic, the institution that holds anxiously to the old ways in which it has done things, maintains a view so limited that alternatives cannot be seen, examined, or acted upon. My psychoanalytic friend looking over my shoulder says, "Yes, what you say is true, but do not forget that the neurosis is a kind of cure, that it represents a closure and a temporary kind of stability--albeit an uneasy one--which the neurotic really does not want to give up. But you are right: it does cut off alternative possibilities. That's why in the end it disfigures, produces cripples. There must be some opening up, some freeing before the alternatives can be seen and even then to act upon these alternatives produces anxiety." Whether an experiment is successful or not, it never leaves the institution in a worse condition than it was in when the experiment

began. It almost always leaves it in a better one.

2. Stay close to it: watch for drift. Having inaugurated an experiment it is very important that continuing attention be given it. All experimental programs--that is, programs that diverge from traditional patterns, the customary ways of doing things, the publicly-held stereotypes and assumptions--after a period of time drift. The drift is always toward the things from which the experiment was divergent. The symptoms to watch for are tendencies back to the ritualistic, the sterile, the traditional, the accepted.
3. Evaluate what you have done. If it was a failure, don't try it again. But, try something else.
4. Be patient. It will help if you remember that resistance to experimentation is always tied to the death fear. Change, innovations mean death to some part of the present. The majority of people are two-value-oriented--in this case to a wholistic concept of life or a wholistic coneept of death--they find it difficult to see that some death is essential for growth. They feel they are safe if they "freeze", so they stand still, do the same old things in the same old way, paralyzed with fear. Be gentle with their living death. You may love them into life.

VI

Conclusion

I began this paper by noting that sensitive, reflective educators have long suspected that there is a kind of mystique in the educational process which produces results not readily traceable to what goes on in classrooms, not traceable to any subject matter nor any methodology. I have noted, further, that this "something" which frequently produces results contradictory to our

conscious planning and publicly stated objectives has recently come to be called the campus climate. I referred briefly to some of the more recently developed methodologies for studying it. The bulk of this presentation, however, has been devoted to an attempt to sensitize you to the way in which the things and persons in the "climate" contribute individually to it and in their interactions create it. This, I have done because I believe it must be the first step to understanding or changing it.

Throughout the paper I have said that the study of a climate must be as much a study of what is there as it is a concern for what is not there. In conclusion, I would like to suggest four questions which you should ask yourselves as you study your individual institutions:

1. What is the impact you would <u>like</u> your institution to make?
2. What in the situation is <u>interfering</u> with the integrity of that impact?
3. What in the situation is defeating students in pursuing their learning with <u>zest</u> and a <u>sense of excitement</u>?
4. What would change the impact? In what direction?

The objectives, the choices possible, and the solutions must always be in terms of the specific situation. One can learn, yes, from solutions at other institutions and one can develop a sensitivity which he brings to the study of his own situation, but in the end your solution must be idiosyncratic, applicable to your situation.

> It comes back to the purpose of the place. If you can create an air of energy, adventure, and imaginative effort, you can choose your instruments without fear; you can even get along without many useful but expensive assets. You must always have a place, and in that place men and women of different ages must somehow be effective on one another. Beyond that it is foolish to prescribe in general, and it is part of the persistent excitement of American higher education that there are so many ways of making it better.(24)

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2. Eddy, Edward D., Jr. The College Influence on Student Character. Washington: American Council on Education, 1959, 138-141, 132.

3. Pace, Robert C., "What Kind of a College Environment Are Students Entering?" The A.C.A.C. Journal, Vol. 6, No. 1, Winter, 1961, p. 6.

   Here, then, are four ways of characterizing college environments. The first is predominantly humanistic, reflective, and sentient. College is an expanding intellectual experience, testing the limits of curiosity about new ideas, new sensations, new capacities, and self-understanding.

   The second, equally demanding and vigorous, is predominantly scientific and competitive, requiring a high degree of individual concentration for survival.

   The third is practical, applied, concerned with inter-personal and extra-personal status. In the pursuit of utilitarian goals, one's relationship to authority and the gaining of privileges and visible rewards are important.

   The fourth type of environment is strongly other-directed. There is a high level of concern for group welfare, friendships, organization, and social responsibility.

4. Gruber, Howard E. The Farrand Hall Experiment: 1958-1959. University of Colorado Behavior Research Laboratory Report No. 17, 1961, 1-2.

   Without in any way diminishing the importance of the organized curriculum, it may be safely said that no college or university can exist without coming to terms in some way or other with these supportive functions. Moreover, since they affect the student's life continuously for four years, the proper management of these functions may have a psychological impact that outweighs any single course or group of courses. Because of their greater informality, these functions are likely to be perceived by the student as having greater personal relevance for him than a formal course could have. If, as demonstrated by numerous investigators, an increase in perceived personal relevance facilitates the learning of specific subject matter knowledge (see, for example, Bartlett, 1932; Hovey, Gruber, and Terrell, 1961; Levine and Murphy, 1943) it is to be expected that this variable will have an even greater effect on the learning of patterns of self-identification.

5. See Brown, Kenneth I. The campus community. Addresses Delivered at the Inauguration of Eugene Ellsworth Dawson, Colorado Woman's College, October 18, 1957.

6. Thomas, William L., Jr., ed. Man's Role in Changing the Face of the Earth. Chicago: University of Chicago Press, 1956, 7.

7. Neutra Richard. St. Louis Post-Dispatch.

The following quotation is from the St. Louis Post-Dispatch, July 8, 1962:

> "Beauty is not a luxury, but a psychological necessity," said Dr. Karl Menninger, noted Topeka, Kan., psychiatrist. "There are more and more people with less and less to do, and fewer hours a week in which to do it. We've got to plan for leisure. I don't think that architects, artists and designers realize how important they are in the way in which we live. Mental illness can be prevented by design. The quality of structures may make the difference between being ill or mentally healthy . . . . We need quiet areas, places for public retreat, where people can talk quietly without having to resort to beer joints--which are nice but do not give rise to great ideas."

8. McQuade, Walter. Environment for Individuality, The Saturday Review, XLII, (September 13, 1959), 18-19, 54.

9. Stone, Edward D. "The Case for Modern Architecture on the Campus," What the Colleges Are Doing. Ginn and Company, No. 117 (Fall, 1960), pp. 3, 6.

> Architecture, when well done, can create a mood and inspiration. It has done so through the ages. Religious buildings, for example, have inspired religious fervor in their congregations. So it is with a college building: Here you can create an atmosphere which is conducive to study and to work, and which produces rapport between teacher and student.
>
> Indeed, the mood may vary with the building. If you are working in a laboratory, you want that laboratory to be like a machine, beautifully equipped and immaculately furnished. In a library you want something that gives you a relaxed feeling--an oak-paneled room, carpeting, comfortable chairs, good light, and even an open fireplace.

10. Design for Learning. The Saturday Review, XIII, (February 14, 1959), 17-19, 45.

11. Yes, there are such people who are architects and this one is real. I omit his name here because I do not wish to saddle him publicly with interpretations which were not only private and impromptu but which are not always flattering.

12. Commager, Henry Steele. "Is Ivy Necessary?" The Saturday Review, XLIII, (September 17, 1960), pp. 69-70.

See also Anderson, Edgar. "College and the experience of nature," Landscape: Magazine of Human Geography, IX, 2 (Winter, 1959-60), pp. 7-8.

The development of the automobile has so freed the American undergraduate from his spatial dependence upon alma mater as to confront college and university authorities with a complex set of disciplinary problems. Deans and professors have been occupied with such problems as keeping the student at the college and his automobile off the clogged campus roads. There has been little opportunity to think creatively as to how, with automobiles and good roads generally available, the wider landscape in which present day undergraduates move so freely might be used effectively in education. Colleges situated in large cities have on the whole been quite as oblivious of the community around them and its landscape as their sister institutions in smaller communities. Harvard long ago gave up Cambridge as a bad job and built walls and monumental gates to define more clearly its encysted status.

13. Lawrence, D. H. Studies in Classic American Literature. New York: Doubleday and Company, Inc. 1953, 16.

Every continent has its own great spirit of place. Every people is polarized in some particular locality, which is home, the homeland. Different places on the face of the earth have different vital effluence, different vibration, different chemical exhalation, different polarity with different stars: call it what you like. But the spirit of place is a great reality. The Nile Valley produced not only the corn, but the terrific religions of Egypt. China produces the Chinese, and will go on doing so. The Chinese in San Francisco will in time cease to be Chinese, for America is a great melting pot. There was a tremendous polarity in Italy, in the city of Rome. And this seems to have died. For even places die.

14. Smith, Huston. The Purposes of Higher Education. New York: Harper & Brothers, 1955. pp. 190-191.

15. Dale, Edgar. The educative environment. The News Letter, XXVI, 8 (May, 1961).

An educative environment must not only have heroic figures to admire; there must be models at hand to be imitated. Man may be the measure of all things, but what shall be the stature of the man whom we imitate?

16. The Boston Globe, October 8, 1961.

17. Schwab, Joseph J. "Eros and Education: A Discussion of One Aspect of Discussion," The Journal of General Education, VIII, 1 (October, 1954), pp. 51-71.

18. McClelland, David C. "Encouraging Excellence," Daedalus, Fall, 1961, pp. 711 ff.

See also Pace, Robert C., "What Kind of a College Environment are Students Entering?" The A.C.A.C. Journal, VI, 1 (Winter, 1961), p. 6.

> If in our zeal to improve education we are tempted to concentrate on one type of education and to mold our college environment to that type, let us remember that we will rather quickly find ourselves giving education to only one type of student. Diversity itself provides some of the tension which keeps the system in movement and makes it responsive to new needs and new generations.

19. The ecological base of this analogy has been adapted from some remarks by Dr. Carl O. Sauer, Professor of Geography at the University of California.

20. Cohen, Jacob, and Struening, E. I. Opinions about mental illness in the personnel of two large mental hospitals. Journal of Abnormal and Social Psychology, 1962, 64, 349-360.

> This newer outlook is based on the general assumption that the well-being of mental patients is at least to some extent influenced by the social context. Derivations from this assumption include the more specific hypotheses that mental patients are sensitive to and influenced by the attitudinal atmosphere created by hospital employees, that the success of reintegrating former mental patients into society is affected by the attitudes of the general public toward mental illness, and that these attitudes play a role in determining the support of mental health programs by the general public as voters and tax payers.(349)

21. Halpin, Andrew W. "The Unvoiced Message," Midway, No. 3, The University of Chicago Press. Pp. 77-79.

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24. Bundy, McGeorge. An Atmosphere to Breathe. New York: The Woodrow Wilson Foundation, 1959, 29.

THE FACULTY AND THE "CLIMATE" OF A COLLEGE

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In the lead-off address yesterday, Dr. James Rice developed most adequately and interestingly that an institution has a "personality" or "climate." Because the junior college is a relatively new institution, because it is in most cases, a community college, because there are so many misconceptions concerning the junior college, I believe that it is of paramount importance that administrators and faculty members concern themselves with the "personality" or "climate" of their college. Much of what I shall say during the next thirty minutes will be personal--observations based on fifteen years experience in the junior college. Some of what I shall say has been shaped, of course, by my teaching at Mt. San Antonio College, a free, public community college of approximately 4,000 full-time day students and approximately 4,500 evening division students. It is an "open-door" and "comprehensive" junior college. Nevertheless, because I am a junior college teacher, I shall be speaking about material that will be of interest to administrators and teachers regardless of the type of junior college in which they work.

I see the junior college as America's most democratic school in higher education dedicated to giving the student the best two-year education possible. Public education in America has been based on the philosophy of providing educational opportunities for a large number of individuals. With the "open door" policy operative in so many states, the junior college with its comprehensive program of studies makes it possible for a student to --

1. transfer to a four-year college or university.
2. increase educational competence.

3. remove high school deficiencies.

4. attain a general education.

5. gain a continuing education through Evening Division and Summer Session Programs.

In order to carry out these objectives, the junior college, in my opinion, must be essentially a teaching institution in the true sense of the word teaching, for the lower division academic program for transfer students, the extensive salvage program for college ineligibles, and the technical and industrial courses demand the very best kind of teaching. Our faculties and administrators, therefore, have been and must continue to place primary emphasis on what takes place in the classroom, not on outside activities, such as academic research, competitive athletics, or community services of a non-academic nature. The personality that I see emerging here is that of an institution which offers the student every opportunity to realize his educational potential: an atmosphere conducive to learning, educational facilities that will aid learning--and above all--teachers that will stimulate, encourage, and guide the student who wishes to learn and eliminate that student who cannot or does not earnestly seek to learn.

To establish the "climate" of the institution that I envision, the junior college must be "one college" that will result from the cooperative effort of essentially four groups: the community, usually represented by a board of trustees, the students, the faculty, and the administration. Each group must be aware of its rights and its responsibilities and be cognizant of the rights and responsibilities of the other. Although I shall mention other groups in the subsequent discussion, I shall concern myself primarily with the faculty as it effects the climate of the college. I shall direct my attention to five aspects of the total program which, I feel contribute sig-

nificantly to the climate of the junior college outlined above:

1. Comprehensive Program
2. Academic Freedom
3. Faculty Club or Association
4. Faculty and Administration Differences
5. Role of the Teacher in Formulating and Accepting Philosophy.

The heterogeneous program of the comprehensive college, an outsider would probably comment, requires teachers and administrators with the wisdom of the ancient Greek, the loyalty and dedication of the conquering Roman, the faith of the Medieval knight, the versatility of the Renaissance courtier, the decorum of the Augustan, the heart of the Romantic rebel, the calm demeanor of the Victorian realist, and modern man's will to survive and be happy in an age of complexity, tension, and confusion.

Perhaps I can best illustrate the challenge with this kind of program by reading the schedules of some of the teachers at our college. Mr. Welsch, Chairman of Mathematics, has the following classes:

Math 1-C College Algebra and Analytical Trigonometry
Math 3-B Analytic Geometry and Calculus
Math D Intermediate Algebra
Math 51 Elementary Algebra

Included in this schedule are transfer, remedial, and terminal mathematics. Moreover, two of these courses have students with high school deficiencies in mathematics as well as college qualified students in mathematics.

Schedule of an English teacher:

English 1A Composition Course (transfer)
English 68M Remedial Grammar (non-transfer)
English 54 Terminal English (terminal student)
Speech 1A (Transfer Speech)
World Literature 11A (Transfer Literature)

The diversity of the program speaks for itself.

Technical and Industrial Education teachers:

Engineering Drawing
Descriptive Drawing (Transfer courses)
Technical Drawing
Introduction to Tool Design
Technical Drawing (advanced)
Introduction to Labor-Management Problems.

Included in this schedule are transfer and terminal courses. In addition, two of the courses have beginning and advanced students.

Such teaching diversity demands that the junior college teacher must receive pleasure from working with students whose attitudes toward learning he must modify or change so that they can accept the academic responsibilities which college places upon them. Moreover, he must by hours of arduous labor give the majority of his students a knowledge of the basic skills and techniques of study and academic performances that is essential for fruitful and purposeful learning. Through his own attitudes toward learning, he must instill in his students the desire to learn and open for them those new worlds that are exciting and rewarding.

Second, the junior college teacher cannot become "too centered on one academic speciality." To use a medical reference, he must be a general practitioner with the knowledge and skills of a specialist, for the broad range of his teaching assignment requires a comprehensive knowledge of the whole field and a penetrating knowledge into the individual subjects. Graduate training, I have found, is not sufficient to prepare the teacher for this kind of challenge; on-the-job teaching does. The great teacher in the transfer course may need to be even greater in the remedial and terminal courses.

Third, the junior college teacher cannot reach only the better students; he must communicate as well to the average and poor students. Oftentimes these hard, cold facts mean that he must be willing to spend many hours outside class

helping those who can be salvaged. In the classroom it means that he must create a teaching situation in which the motivated student, whether good, average, or poor, can realize his educational potential. In spite of the diversity of student abilities, he must maintain standards that will eliminate those who cannot do the job and encourage those who can. I emphasize this point by stating that the junior college teacher is not a well-paid "baby-sitter" for immature, purposeless adolescents. Neither is he an educational butcher, armed with pedantry, sarcasm, and examinations, cutting off the heads of those students who are not "scholar" material.

Finally, he must receive satisfaction from teaching introductory, fact-giving courses and remedial and terminal courses that, for the most part, do not offer the stimulation that the more intellectually challenging upper-division courses in his field offer. It is a frightening experience, I assure you, to face a remedial English class the first day of each semester. The enemy, they are sure, stands once more in front of them. I look into their eyes and see hostility nurtured by years of misunderstandings and failure. What a shock! But a few months later these students--those that survive my incessant bombing--are a different group. We are talking the same language and working together to solve their problems. It is still a heterogeneous group, but it now has a homogeneity of ideas, purposes, and meaning that the college program requires.

In addition to these particular challenges, the diversified program of studies requires teachers and administrators who are convinced that the goals of the comprehensive college are worthwhile and possible to attain. They must believe that "educational opportunities beyond the high school should be equalized" and that there are other important accomplishments besides "the intellectual mastery of certain disciplines." If this program is to work effec-

tively, teachers and administrators must be convinced that junior college service is a worthy career and "not a resting place for a person climbing the ladder of professional attainment" in the field of education.

As you can see, the open door policy with the resulting comprehensive program of studies has placed the junior college in a most difficult but enviable position. The kind of dedication which I have been talking about the last few minutes will eliminate the "image" of the junior college as a "glorified high school" or some other kind of educational abortion. It is this kind of dedication by administrators and faculty that will produce the "climate" that I envisioned earlier in this talk.

Academic freedom is another aspect of the total program that contributes to the climate of a college. I believe that as a result of the nearness of his community the junior college teacher needs to moderate his approach to controversial political, religious, and economic issues and treat sex cautiously and delicately. The intensity of outside pressure is, of course, a determining factor in the curtailment of his freedom. It varies with different communities. But his acceptance of the responsibilities in academic freedom and his administration's steadfastness in preserving his rights to teach the truth are two potent factors in preventing curtailment of his freedom.

By maintaining an intractable position against encroachment of academic freedom by community pressure groups, an administration becomes a cogent force in protecting the rights of a teacher in this crucial area. A weak administration that bends with the wind created by irate parents or by diverse pressure groups leaves the door open for community domination of the policy and philosophy of the college. When faced with necessary intellectual and academic decisions, an administration cannot become other directed. If it does, such an administration creates an atmosphere in which the teacher finds it impossible to function effectively. The wise administrator knows or soon learns that

there are many decisions that should not be made solely from a public relations standpoint. We have had cases at Mount San Antonio College where our administration has listened to the fulminations of irate parents and pressure groups and has placated them without compromising the rights of the teacher. I am sure that you too have had similar experiences. If the teacher is right, he deserves your support. He cannot teach productively without it.

Academic freedom, on the other hand, demands that the teacher accept responsibilities with that freedom. The junior college teacher should not beguile himself nor be so naive as to think that the community does not exist. He must remind himself that his words or actions that day or any day might well become the topic of table conversation in some homes in his community that evening. The junior college teacher, we agree, is in the classroom to serve his community by giving his students the best two-year education possible. I know that he can achieve this proud objective without being constantly at odds with his community if he will use common sense in his treatment of dangerous issues. The junior college teacher, I insist, is not a countervailing force in his society.

I am not implying that the junior college teacher is a community servant only, without voice or mind, blindly following the implacable dictates of his lord--the taxpayer. He knows education best, and he should rightly lead his citizens in that field. But he does not need to become a "white knight in shining armor" for a minority group of students or faculty members by breaking his lance in defiance of community beliefs and customs. He does not need to play the role of "Crusader Rabbit" darting here and there to nibble on issues that are not his primary concern in order to fatten his own image of a misunderstood, courageous rebel with a cause. He indoctrinates in order to teach, not teaches in order to indoctrinate.

The dedicated junior college teacher accepts this responsibility placed upon him. It is not an onerous restraint but a problem implicit in that kind of educational institution. Our selection of books for reports or supplementary readings, our choice of topics for students to investigate, the type of people whom we invite to speak at our convocations or to smaller student groups, our conduct off the campus, especially when we represent the college, our approach to controversial issues, our treatment of sex, our supervision of the campus publications are a few of the definite areas where I have discovered that responsible academic freedom must be exercised.

In order to show the dramatic impact of Tennessee Williams, our English department assigns The Glass Menagerie, a delicate, skillfully written play of a lonely, shy, lost woman who escapes from a world with which she cannot cope into a land of glass figures and tender music. We do not have them read for class the possibly offensive and difficult-to-teach studies of sexual deviancy, dope addiction, and immoral living that characterize Sweet Bird of Youth, Cat on a Hot Tin Roof, A Street Car Named Desire, and Suddenly, Last Summer. With consideration for the feelings and views of the different religious denominations in his class, Dr. Schumacher, a junior college history teacher for fourteen years, makes that subject come alive when he discusses Roman Catholicism in the Medieval World, the Reformation and Counter-Reformation, Deism, scientific thought, and the impact of science on nineteenth century thought. I know a political science teacher who lectures on such subjects as the ideology of Communism, the story of Capitalism, the American expansion in a manner that does not detract from the magnificence of the American experiment. In a course in Marriage and the Family, I have heard Dr. Butterfield, a friend of mine, treat sex as frankly as I have ever heard it treated without offending his students.

This approach to academic freedom will, I feel sure, contribute much to

the climate of an institution. The teacher will get the job done without violating the rights of his students to individual thought and action. He will be able to give his time and energy to his teaching rather than wasting himself in needless disputes with students, parents, community groups, and his administration which will only weaken his prestige and hurt the image and climate of the college. By this method of sensitive moderation, he will strengthen the image of the college in the eyes of the students and community, for his actions in class will be a constant demonstration of the privileges and responsibilities implicit in their own search for truth.

I believe that the Faculty Club or Association should be an organization that truly represents the college, not one segment of the college. The Faculty Club should consist not only of teachers but also of administrators and other individuals, such as librarians, the registrar, and counselors whose background, duties, and services to the college warrant placing them in the faculty group. I believe that the faculty organization should include those individuals whose work and interests are closely related to the faculty, whose services are essential to the daily functioning of the faculty, and whose sustained efforts have contributed considerably to the total college program over the years. As a matter of fact, without the sacrifice of time and energy on the part of many of these individuals, without their unique abilities which most of the faculty do not possess, the total college program would suffer and suffer badly.

Implementation of this philosophy will result in a spirit of friendliness and cooperation that will enable teachers to get things done, to reduce the red tape, to save valuable time--to cut right to the heart of the basic aim of the institution: the developing of a capable, thinking student. Let us look for the moment at some of the problems presented to the faculty at meetings of

that group: salary raises, sabbatical leave, membership in professional organizations, representation on college committees, blue cross or other insurance plans, retirement proposals. I cannot see how such items can be solely faculty concern. But I can see readily that these items are of vital concern to the whole college. I see the college as a single cooperative unit, not separate divisions with conflicting interests. It is ludicrous in my opinion to have an administrators' club, a faculty club, a counselors' club, a minor administrators' association, a Deans' group, a technical and Industrial Teachers' club, and so on; each organized to protect the vested interest of its members. It could happen. Maybe in some schools it has already reached this point. I sincerely hope not.

This discussion leads logically into my next major aspect, faculty and administration relationships as they affect the climate of the institution. I refuse to accept a serious dichotomy of interest or a serious conflict of attitudes and practices between administrators and faculty members. In junior colleges there are too many teachers with an understanding of the administration's problems to accept a hypothesis that administrators because of their interests, attitudes, and functions are, therefore, antithetical to faculty convictions. Moreover, there are too many administrators with experience and vision to believe that faculty members because their work is primarily subject centered are incapable of contributing to the total college program. In junior colleges there are too many administrators and teachers working smoothly together solving the problems of the present and preparing for the challenges of the future to permit differences of opinion to become a major problem.

For a teacher or an administrator to state that differences in views do not exist is to be as naive as to refuse to accept the nearness of the community. The administrator, for the most part, is more conscious of the image

of the college, principally because his position takes him into the community or the community to him more frequently. Some of his decisions, therefore, may be influenced or modified by this fact. Because he formulates the budget, presents it to the board, and is responsible for it, the administrator is more budget conscious. The classroom teacher sees the budget as it relates to his own or department needs. The administrator concerns himself with the whole college; the teacher essentially with his own department. But these differences, I believe, do not mean grave misunderstandings. Let's face it. They must not become a serious problem if the climate of the college is to be a friendly, cooperative, and productive one. In a junior college that operates democratically, differences between administrators and teachers, I feel sure, will not become a major problem.

Three practices, as I see it, stand out in this democratic junior college that are significant in building and maintaining high faculty morale and preventing serious breaches between the administration and faculty; they are as follows: (1) effective and swift communication to the faculty of administrative decisions that will affect them; (2) a cooperative effort of administration and faculty in formulating policies and philosophies, and (3) departmental autonomy. There are many decisions that the administrator must make independently, some of which will directly affect the faculty. I do not think that any administrator could function competently if he did not exercise this prerogative. However, by swift and effective communication to the faculty of the decision and his reasons for making it, an administrator can do much to eliminate tensions and misunderstandings among the faculty members. If a junior college administration encourages its faculty to share in the total college program by serving on important decision-making committees, by helping to devise philosophy and policy, and by assisting in the implementation of that

philosophy and policy, the faculty will benefit, the administration will benefit, and the college will benefit. If an administration allows a department the right to control its own affairs, using the chain of command technique, such confidence, and respect, and freedom, I have seen, will lead to the cooperation which that kind of administration so richly deserves.

But this democratically organized junior college demands that the faculty cooperate to its fullest extent in carrying out philosophy and policies that are cooperatively worked out. For a teacher who is four-year college or university orientated, this task may not be easy. In addition he must be willing to accept many seeming unnecessary non-academic chores such as attendance taking, saluting the flag with his class each morning, sponsoring of a club, assisting in various capacities at athletic events, not smoking in classroom buildings, chaperoning at dances, helping with graduation activities, accepting his required attendance at faculty meetings and other campus meetings, etc. Above all he must understand and--if he is going to do the superior job of teaching that the diversified program of studies requires--be enthusiastic about the comprehensive college. He must be certain that the aims of this kind of college are his own objectives. I might mention briefly, at this time, some other points in order that they might be considered in the afternoon session and the discussion groups. Among these points are the following:

1. Technical and Industrial Education Program
2. Evening Division and Summer Session Programs
3. Faculty-Administration Committees, especially the President's Council
4. Departmental Organization
5. Professional Code of Ethics by the school (each school formulates its own code)

The junior college, my friends, is my life and your life. If we do not believe that the work we are doing on our campuses each day is significant, if we are not convinced by this time that our efforts at that level of education

are valuable and our achievements worthwhile, if we are merely making the years of our junior college teaching or administration a whistle stop on the road to the top, what a waste! What a terrible, tragic, national waste of individuals, of time, of money, of student potential, of a magnificent and profound philosophy of education!

But we do believe in the junior college; moreover, we are certain that it is one of the finest educational institutions in the United States. Many of us in this room today have worked years in shaping its destiny and will remain at that esteemed task until we retire or die in the service. Our colleges evoke feelings of satisfaction and pride within us that are warm and good. I will not disguise or apologize for my bias about the junior college. I will not sell it short today or tomorrow.

With that completely objective, unbiased, unemotional, empirical, reasonable, and realistic conclusion out of the way, all that is left is to say: thank you for inviting me to share part of this week with you in beautiful Florida at this magnificent university.

STUDENT PERSONNEL POLICIES AND THE CLIMATE OF AN INSTITUTION

Joseph Fordyce, President
Central Florida Junior College

Two assumptions worthy of note underlie our thinking for the discussion of "Student Personnel Policies and the Climate of an Institution." The first of these is that students do, despite the voluminous evidence that many and many a college administrator believes to the contrary, constitute perhaps the most important of our publics. I have sometimes heard remarks concerning student evaluation of instruction to the effect that these immature young things can hardly be expected to know anything about the content of education much less the process. If businesses operated on the assumption that their customers lacked the maturity and ability to judge both the product and the process of their efforts, bankruptcies and business failures would indeed be commonplace. No institution has a better opportunity than education to gather for itself a large body of devoted followers. Yet, when the critics of public education loosed their recent tirades, still and quiet were the voices of the general public composed of people who themselves had more or less recently had years of opportunity for seeing for themselves what was good and what was bad in this institution. Certainly here was an instance to indicate the grave results of a failure to recognize each generation of students as a public whose active favor is greatly to be desired. It proved to be almost disastrous. Then too, the student population is closely linked to another important public, that composed of students' parents, their close friends and acquaintances. In a recent survey seeking opinions about the work of Florida's public junior colleges, respondents had an opportunity to indicate the major source of information upon which they based their opinions about the work of the junior college. In the sample pertaining to Central Florida Junior College the most frequently mentioned source

of information was from a relative or friend who himself had attended the college. Directly or indirectly, students are our most important public. It is rare indeed that either praise for or criticism of the junior college is couched in terms other than those of experiences of individual students.

The second assumption that underlies our thinking has to do with the word "climate" that appears in our topics prominently throughout the discussions of the week. Let the record show that I am no great admirer of this word except as it pertains to nature, the best aspects of which may be experienced daily in our own sunshine state. I must confess that for me the word climate, in the Madison Avenue connotation, has something of the quality of "Winning Friends and Influencing People," and for this concept I have no ambition except to sit back and watch the old cookies crumble, as I feel certain they will, if we put much reliance in merely putting on a show of concern. I am here trying to draw the same sort of distinction between climate and real personality that your mothers, fathers, and Sunday School teachers draw between the words "reputation" and "character". Certainly I hope that "climate", as we are discussing it, is more closely allied to all of the favorable aspects of character as compared with the more surface qualities presumed to be associated with mere reputation. Emerson, you will recall, quotes Michaelangelo in his advice to the young sculptor, "Do not trouble yourself too much about the light on your statue", he said, "the light on the public square will test its value." Emerson continues in like manner, "The effect of every action is measured by the depth of the sentiments from which it proceeds." The Hawthorn General Electric study indicated clearly that it is interest in and for people rather than the specifics of what we do to or for them that wins support and loyalty. In fact, such concern produces positive values even when the specific actions taken are those that would ordinarily be considered as negative and nonproductive.

To review our two assumptions: first, students and their friends constitute important publics, the careful nurturing of whom constitutes an essential role of the public junior college; and second, honest concern for the welfare of our students must be the keystone supporting the foundation of our attempts to build a favorable climate--gimmicks won't stick.

If you can then assume that the student public is an important one and that the beauty of our climate must be more than "skin deep", it follows that policies must be honest, straightforward, and conducive to the most effective utilization of the opportunities of the institution. I remember a distinguished professor who upon one occasion, his patience with certain aspects of the university's services having worn thin, proceeded to offer a tirade that went something like this: "I have seen some universities run for the professors, quite a number that have been run for the football team, a number of others that were run for the Board of Trustees, and even occasionally some run for the students, but this is the first university that I have ever seen that was run for the food services." Certainly one doesn't have to be on a campus for a long time before he can begin to discern the primary power structure that motivates much of the important behavior of the persons who are indicating policy of the institution either through action or through inaction. It is the bone of my contention that educational institutions, honestly and straightforwardly run for the students, are the ones that in the long run will produce the most favorable climates not only for the students themselves but for all of the other publics of the institution.

What are some of these areas of student relationships in which policies have been adopted, thoughtfully or carelessly, which have an important bearing upon the attitudes, feelings, and beliefs of the students and therefore the climate of the institution. I have chosen five such areas although I am sure

these are merely typical of a number of other areas that could be discussed if we had limitless time. They may serve the purpose of illustrating the point and for this reason I have chosen to look at the areas of regulations, offerings, activities, and student services and procedures.

How long has it been since you have given careful and searching reading of the regulations affecting student life at your institution? There are many institutions I know that give this careful scrutiny but I am firmly of the opinion that many have not done so within the memory of man, or if they have, the review has been made by the same individual who wrote the regulation with the result that if it conveys meaning it conveys it only to that individual. I have in mind such a regulation as this and even though I identify the guilty party I do it only for the sake of protecting the innocent. It reads, "In departments that regularly offer tutorial work for credit (courses #99) in the fall and spring terms, a Harvard or Radcliffe college junior or senior who is candidate for honors may, subject to the regular limitations and procedures in effect in his department, receive credit for one-half course of tutorial in the summer provided he is taking at least one other half course in the summer school and provided a regular tutor in the department who will be in residence throughout the session is willing to undertake the supervision of his work." That is the end of the sentence but I can assure you not the end of the regulation. Or take this one and in so doing I must confess that I come uncomfortably close to home. It reads, "No absences are allowed." As we go from the undecipherable and the impossible we sometimes encounter this other sort of situation: "For graduation the student must have earned in all academic work a "C" average." It seems straightforward, honest, easy to understand, and clearcut in its implications, but what happens? The student presents an average of 1.9999 and almost immediately he will find some champion on the campus who assures him the

"Regulations are made to be broken." How immoral can we be? What is the purpose of our education if students see this sort of attitude as its most conspicuous practical application.

What then is our recipe for a favorable climate as affected in the area of regulations? First, limit the scope of regulations to really important matters. Second, scrap the whole body of regulations periodically and begin with a new set as they are needed. Third, make them say what they mean and help everyone in the institution to understand that they mean what they say.

Let's look now at a few of the typical procedures and administrative devices held near and dear to the hearts of many institutions. I have only to name a few of these and your guilt feelings, I think in nearly every case, will be such as to make us consider strongly turning the rest of the day into a purely therapeutic and cathartic situation. Think with me for example about the admissions process, the registration procedures, our facilities and procedures for housing, the entire system of examinations and grading. I could add others, but already I feel as if I'm playing the role of Scrooge's spirit of Christmas past. At the risk, however, of adding to your discomfort for a few more minutes let me look in some detail at some of these procedures.

Take admissions for example. Most of our procedures and statements are designed primarily to enhance the prestige of the college. On the one hand we turn away deserving students who should be admitted and who deserve an opportunity to further education mainly on the grounds that some other college has denied him or will deny him and that the comparative picture would be unfavorable to our status, or, on the other hand, we admit students for whom we have no appropriate program and force them to go into programs in which their chances of success are intolerably restricted and then defend our high failure rate on the grounds of the most horribly misused and overused term in the whole educational

jargon, "academic standards". Even if we admit those we should admit and deny those we should deny, we seem to glory in making the entire procedure as confusing and as difficult for our prospective students and their parents as we possibly can.

And once admitted, we never for a moment give the students an opportunity to believe that their difficulties are over. We subject them to orientation programs and registration procedures that undoubtedly are the chief 20th century remnant of the Spanish Inquisition. It is a rare and unusual college or university that has improved on registration procedures since the time you and I first encountered this depressing activity. Even the advent of machines, it seems to me, has done little to help minimize the effects of this diversionary tactic except, perhaps, as one wise and hardened registrar has pointed out, it does give the student at some institutions the one ray of hope for some individual attention by bending his IBM Card.

In housing, only recently have most colleges and universities given attention to the fact that students are indeed persons in pursuit of education and that every aspect of their lives during the short period of time they spend in college should be so directed as to supplement and complement that which goes on within the classroom itself. In most colleges and universities we have only begun to scratch the surface in terms of understanding and translating into blueprints the factors that will contribute toward making students' housing a positive and direct contribution to students' development. In my own opinion, concern for housing conditions may be one of the greatest problems still to confront us in colleges that are essentially commuters' colleges. We have so far taken the attitude and largely adopted the policy that commuters' colleges have essentially no responsibility in this area. Actually in our own case some 15 to 20 per cent of our students live away from home and we have done relatively

little to insure that housing conditions for these students contribute to rather than detract from the total educational enterprise. Even for students who live at home we could do much more than we are presently doing. We could help parents to understand the nature of their childrens' chief occupation while enrolled at the college and we could find ways for supplementing and enriching the facilities that exist for the off-campus hours.

In our examinations and grading systems we continue the inquisitorial practices that began in admissions and registration. Perhaps the best thing we can say about them is that we at least continue a consistent pattern and thereby avoid taking students by surprise, even though a change in these procedures would undoubtedly be a happy surprise for all concerned. The extent to which these procedures have become objects of fear, suspicion and distrust has been well exemplified in this State in recent weeks with the expressions of concern over the possible adoption of a comprehensive Sophomore Testing Program. Certainly evaluation of educational achievement is necessary and desirable for all concerned. It remains for us to adopt policies and procedures that will enable students, their teachers, and parents alike, to see these devices as an integral part of the total educational process. Examination and grading, fairly devised and fairly administered, can be an educational opportunity rather than an opportunity for an educational pitfall. In grading we continue to play the mystical numbers game of percentages and we ascribe qualities to numbers hardly emulated in other affairs of life. Even highly respectable institutions have been quoted as saying that they propose to (and here again is that horrible expression) raise academic standards by requiring 71 as the passing grade rather than 70. This indeed is a giant step--but unfortunately a step in 40 directions all at once.

I shall not regale you with horrible examples from some of the other areas

in which we come in contact with students--namely, course offerings and our program of student activities--but I shall point to the need for a constant re-examination in terms of student needs, which in turn must frequently be interpreted in terms of social needs. In respect to course offerings the junior college, not being immersed in petrifying tradition, is in the best position to respond quickly and efficiently to the new demands of the society, as in the provisions of terminal occupational courses. Of all of these I think perhaps the programs leading to employment in the fields of technology are the most dramatic examples of response to student and social needs. But, we need to take care that in the discussions about these programs we do not merely make provision for meeting our own psychological deficits and tailor them in such a way that they are mere bobtailed duplicates of four-year programs. It serves us and our students little to make these special and expensive provisions only to frighten students away by reiterating statements concerning highly elevated requirements of aptitude and ability beyond the actual fact of the matter.

Much additional work needs to be done to explore programs designed to provide occupational outlets for students of average ability. Outside of technical programs for men and secretarial programs for women, we have offered relatively little. We cannot justify our claims of being open-door colleges unless the doors swing open to actual opportunities. I do not mean here to reveal an obsession for vocational outlets of education programs. Certainly, for many of our students, the values of a two-year liberal arts program need to be reinforced. It will remain true at the two-year level that distinctions between general and special education are merely pedantic.

As for student activities we need to remember that they provide for the students (to quote from a thoughtful one) "Our chance to live a little." This certainly suggests that an institution in which student activities are

largely determined and dictated by administration and/or faculty will quickly be relegated to a limbo of ineffectuality. On the other hand a laissez faire attitude on the part of faculty and staff would be in my opinion equally unfortunate. If activities do not have educational value, their place in and around an educational institution is certainly subject to question. If they do have such value, then true educators should have some contribution to make to them in order that these values can indeed by realized. Hopefully, we never reach the point when the discussions concerning student activities have to be couched in terms of students versus the faculty. It seems to me rather that we are striving for a democratic and cooperative arrangement that involves all of the members of the college community in activities that serve the purpose of the college as an educational institution.

As the final area in which climate, good, bad or indifferent, is created, let us look at student services themselves. Certainly here should have existed unbound opportunity for the creation of favorable climate because in theory at least the whole justification for student services is just that--service to the students. Unfortunately, however, this has not always been the case. Student service administrators, deans of students, and even advisors and counselors have been in some instances at least as guilty of serving their own ends as has been any other segment of the staff and faculty of educational institutions. Tests for tests' sake, records for records' sake, even interviews for interviews' sake, have perhaps been as common as art for arts' sake, and literature for literature 's sake. Students have not flocked to counselors for help with their problems and frequently they will report that they receive more assistance with the selection of courses, the selection of vocational choices, and with help with personal problems from other members of the institution and society than from these professional workers specifically designated for this purpose.

Too many student service administrators have been branded by the heavy hand of tradition and their only basis for evaluation of services has been in terms of quantification rather than qualification. They have asked the question of each other--"Do you have this and do you do that?" with apparently never a thought to the purpose or the effectiveness of the practice on their own campus. Again, too many counselors have been ambitious to use their role as a stepping stone to some administrative position, that their professional color blindness leads them to believe occupies a spot in a more verdant valley.

Lest, however, we create any impression that these shortcomings in the student service are the only ones in the educational scene, we must quickly point out that many of the poor relationships we have described are engineered by staff and faculty other than those belonging to student service and that the most efficient and conscientious program of student services can not create a healthy climate when the rest of the institution remains unventilated.

But, given a reasonable chance, student services can occupy a central and integral role in establishing and maintaining its character. To do so, they must look constantly at the total aims and purposes of the educational institution of which they are a part. If these have not been clearly defined, student services can serve an important function by helping the other members of the staff and faculty to recognize their vagueness and ambiguity. If and when the aims and purposes are clear, student services can cooperate with instructors and business services to insure that functions, activities, offerings are available to watch how the aims can be met. At least some of these activities must be provided directly by the primary obligation of working with each and every student to make sure that all of these opportunities are being used optionally for meeting the designated aims and purposes as they affect his particular and idiosyncratic development.

Particularly important in the category of student services provisions is that which we know as counseling, the process in which an individual student has the opportunity to examine himself and his relationships with his environment. If that relationship is faulty, and to a certain degree it will be for all of us inasmuch as we are in a continuous growth pattern, the student is presented through counseling the possibility for change. In the broad sense change can take any of three directions. There is, first, possibility for change within the student himself. Second, there is possibility for change within the situation and, third, there is possibility for change in the student's attitudes and feelings about the situation. The fact that there is a clearly discernible tendency for counselors to spend more of their time and energy in hoping to bring about changes of this third category merely suggests that many of our problems do exist primarily or exclusively in our minds, and that help designed to reduce emotional and attitudinal conflicts and frustrations may well be most happily productive of favorable climate. We might illustrate the three changes briefly through a simple example. John reports that he is having difficulty in trigonometry. The counselor might help to bring about changes in Johnny (Direction #1) by having him fitted with eyeglasses, by getting him tutorial help in basic arithmetic processes, by giving him timely, crucial information.

He could perhaps bring changes in the situation (Direction #2) by working with the instructor to indicate ways in which the instructional pattern had been ineffectual for Johnny; or perhaps in a more extreme case, where progress in a retrograde fashion seemed indicated, by having Johnny change sections or even courses.

The third possibility? Attitudinal change? Yes, possible and perhaps most important of all, it could be effected by helping Johnny think through his past experiences in mathematics, by helping release him from fears and tensions that

had been developed over years of ineffective relationships with mathematics and mathematics instructors. Any one of these changes or perhaps a combination of two or all three of them may well be what is needed to bring about an effective relationship between John and the situation in which he finds himself. Thus counseling as the peak and the crux of student services is seen as a process that may ameliorate even poor collegiate environments but that, in a more favorable atmosphere, may be the capstone that binds together the total efforts of a benign and effective educational community.

To begin, we assumed that the student public is an important public and that climate must indeed be a reflection of the true and abiding character of an institution. We have said that there are many areas and many relationships in which the institution has an opportunity to prove to the student that his development is the institution's most important product, and that the institution has indeed a character and constitution worthy of the student's time and energies. It follows that no gimmicks, nor Madison Avenue promotion and public relations, will suffice to create the desirable climate. Only seriousness of purpose, sincerity, and integrity will do. The only angle that is permissible is the <u>try</u> angle.

In all of these areas of relationships--student regulations, procedures, course and curricula offerings, student activities, student services--the need is for constant re-examination in respect to college aims and purposes defined in terms of student development. Participation by students themselves in the evaluation and conduct of these affairs, cooperative faculty-student participation in all of the educational activities of the institution, seriousness and sincerity of purpose, will produce a climate the salubriousness of which will never be a matter of concern.

FINANCIAL MANAGEMENT AND THE CLIMATE OF AN INSTITUTION

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This past week you have been engaged in discussions of the distinctive climate of a college and how this climate is influenced by a variety of factors, including faculty and student personnel policies, and administrative public relations. This morning we are to discuss another significant influence on morale and climate--the quality of the financial management of the institution. Included within this concept are such activities as budgeting and budgetary control, accounting and financial reporting, centralized purchasing, operation and maintenance of the physical plant, long-range planning and the management of auxiliary enterprises, such as, residence halls, bookstores and dining halls.

In developing this topic, I will outline what I consider to be the appropriate role and philosophy of financial management in the educational institution and then to explore selected areas of relationships between the faculty and the various facets of financial management which can have a substantial influence on institutional climate.

There are several guiding principles or concepts which seem to be generally accepted with respect to the appropriate role of financial and business management in the educational institution.

First, and perhaps foremost, there must be a real acceptance on the part of those in financial administration that finance and business are not the end purposes for which the educational organization exists. Instruction, research, and public service are the primary functions of the educational institution. A successful realization of these functions, however, is possible only through the joint and cooperative efforts of the faculty, the academic administration, and the financial administration. No one of these three is more or less important

than the others. All three are equally subordinate to the primary purposes of the institution and all are essential to the attainment of institutional objectives.

Second, financial management exists to serve the institution by maintaining and conserving institutional resources, by providing accurate and current financial information, by actively managing auxiliary activities and by assuming as much as possible of the financial responsibilities involved in the educational enterprise.

This concept relates to techniques. It signifies, among other things, that there must be a well organized staff to conduct the numerous business activities of the institution. There should be an adequate system of accounting records, based on generally accepted principles and practices. Procurement of goods and services and the management of the physical plant should be centralized and efficiently organized. There should be a comprehensive annual budget to guide the institution. Interim and annual financial reports, based on generally accepted standards of educational reporting, should be published. Auxiliary activities should be supervised by competent managers and should efficiently provide essential services to students and staff.

Third, financial management is an integral and inseparable part of educational administration, and as such, must be well informed as to the educational objectives and aims of the institution. Those in financial management may participate in formulating institutional objectives, and in any event, should understand and be sympathetic toward them. It follows from this concept that those in financial management positions in an educational institution, in addition to being businessmen, must qualify as educators as well.

Any attempt at separating business from academic, except on the narrow basis of techniques, is unreal and artificial. Any matter of importance to the

college as a whole is a matter of concern to all officers, whether their primary interest and responsibility be academic or business.

The extent to which those responsible for financial management are drawn into academic matters and conversely, the academic officers into business affairs, hinges not on the artificial distinction between business and academic in the educational institution, but solely on whether the individual, through his qualifications, background and experience, is able to contribute to the welfare of the institution. It is perhaps self-evident that only infrequently will a financial officer be able to contribute to a technical academic problem or an academic officer to a financial one. What is asserted here is simply the proposition that each officer has an obligation to contribute what he can to his institution, without being confined narrowly to the organization chart.

Fourth, financial management has the obligation of keeping abreast of new methods and techniques, which may result in increased efficiency. Ways constantly must be sought within the framework of institutional objectives of redirecting expenditures so that a maximum educational product results from the expenditure of every dollar. A word of caution here--the efficiency of the college, unlike that of the factory or the shoe store, cannot be judged solely on the basis of a low unit cost of production or a high percentage of facility utilization. Although ever sensitive to ways of increasing efficiency, financial officers have to exercise great judgment and discretion in determining appropriate ways of promoting desired efficiency in their institution.

With respect to the relationship between financial management and the faculty there is much to be said. Those in financial management positions must have a thorough understanding of the role of the faculty member. Cognizant that the major purpose of the institution is education, they must sincerely believe in the value and importance of those who teach. By no means servants of the

faculty, as is sometimes asserted, they serve their institution best by assisting faculty in every way possible in the conduct of the educational program. Financial management must demonstrate an interest in the general welfare of the faculty and must actively seek ways and means of improving working and living conditions. Opportunities must be seized upon and created for obtaining faculty participation in activities affecting finance and business management. All opportunities of explaining the finances of the institution to faculty members should be accepted, and presentations should be made honestly and candidly.

The wise financial manager recognizes that unfortunately there are elements of conflict in the educational institution and that the dichotomy that sometimes exists between the academic and the business areas may be real and may have a deleterious effect on institutional morale. If those in business management are to take the initiative in overcoming these conflicts, they must understand the reasons why they sometimes can exist in the educational institution. They should realize, for example, that faculty members instinctively fear an unbridled increase in administration which diverts urgently needed funds from the main purpose of the institution. Even though the faculty member himself is not willing or able to perform necessary tasks of administration, there frequently is real concern at the growth of nonteaching activities.

Another element of possible conflict is the faculty member's anxiety that finance officers, because of their participation in the budget-making process, and because of their intimate relationship to the president and trustees, may be the real power behind the throne.

And finally in some instances, a few faculty members still remember the "good old days" when life on the ivy covered campus was simple and uncomplicated. This nostalgic memory has led some to a sincere conclusion that those who administer in the educational institution are unnecessary baggage and are not

productive.

Financial management must take the initiative in resolving or at least in alleviating as many as possible of these conflicts. The failure to resolve or at least soften them may be a serious deterrent to high institutional morale.

In summary, if those in financial management are to contribute toward the maintenance of a favorable climate on their campus, they must be businessmen and educators all at once. They must radiate on the campus an attitude of helpfulness, not an attitude of negativism in which "no" or "it cannot be done" or "there is no money in the budget" is the ready and invariable answer. They must instill in their staff an attitude of sincere respect for those who labor in academic areas. They must blend in themselves the aspirations and the understanding of the professional educator, while at the same time insisting on the appropriate financial controls and techniques commonly accepted as requirements of sound financial management. Above all they must uphold institutional integrity in its broadest sense in their dealings with their own staff in relationships with the faculty and other campus officers, and in contacts with the trustees and the off-campus community.

Those involved in institutional financial management usually are not engaged in teaching or research and hence their contribution to the institution is indirect and is measured in terms of how much they are able to assist those engaged directly in the teaching processes and in research. Decisions made by business officers are made in the light of educational, not financial implications. The educational program, not the profit and loss statement is of paramount importance.

A proper understanding then of the role of financial management in the educational institution is an essential requisite to the establishment and maintenance of a favorable climate in the college.

Let us now consider specific areas of relationship between financial management and the faculty which may have influence on the climate of the college. Out of numerous points of close contact, eight may be discussed as being of primary importance.

1. The Preparation of the University Budget

Since needs in every educational institution exceed available resources, a plan of coordinating expenditures and income is essential. This plan, referred to as the budget, attempts to allocate available resources as equitably and as wisely as possible among the many coexistent needs of the college. The relationship between the faculty and the college administration as regards the budget is an area of great sensitivity and can have an important effect on institutional climate.

For instance, if the impression prevails among faculty that the college administration has been energetic obtaining adequate financing and that it has allocated available resources equitably and wisely, a favorable climate can be said to exist in regard to the budget. Confidence in the administration with respect to budgetary management can contribute substantially to the maintenance of high institutional morale. The converse is equally true. If the faculty lacks confidence in the manner in which funds have been allocated, this factor may contribute greatly to an unfavorable institutional climate.

Since the budget is essentially an academic document, faculty members should be permitted to participate in its preparation. The extent of this participation varies substantially among institutions and there is no accord as to what its extent should be. At one extreme are some faculty members who sincerely believe that the final authority over the budget should vest in the organized faculty. This point of view holds that the administration cannot be trusted to properly allocate institutional resources. At the other extreme, are some

administrators who believe that faculty members are wasteful and impractical and that they should have little or no role in the budget making process.

I hold both of these positions to be incorrect. Faculty members should participate in the budget process, particularly at the departmental level. Moreover, they should be fully informed as to the status of the institutional finances and, in a general way, how available resources are allocated. In some instances, faculty members may serve on college-wide budget committees which are advisory to the president. It is essential in the budget-making process that the educational plan, as comprehended in the budget, be subjected to a wide variety of opinions and ideas before it is finalized. For this reason, faculty members should participate in the formulation of the budget.

In the final analysis, however, the president, assisted by his immediate advisers, both academic and business, retains the ultimate authority to present the budget to the trustees. If one accepts the philosophy that all officers in an educational institution are educators in the broad sense, then the arguments advanced by some faculty for final budgetary authority lose validity.

Whatever the technique of budget preparation, it is imperative that faculty members have a feeling of confidence that institutional resources have been equitably apportioned among the various activities of the institution. College climate can be favorably affected if this feeling of confidence pervades the faculty. Those responsible for financial management should bend considerable effort toward convincing faculty that the institutional budget has been wisely and equitably established.

Control of the budget represents a point of possible conflict which if misunderstood can reflect adversely on the climate of the institution. The budget which has been conceived after considerable study, and which is the educational plan for the year, must be followed. Faculty members should understand

the reasons why budgetary control is essential and should cooperate by scrupulously conforming to budgets under their immediate jurisdiction.

2. Centralized Purchasing.

A second area in financial management that can react on institutional morale or climate arises out of the system of centralized purchasing. If conflict is permitted to arise out of this activity it is likely to be the result of a lack of proper understanding on the part of both faculty members and of business officers.

The system of having all institutional procurement channeled through one office and being the ultimate responsibility of one officer has many advantages from the point of view of the educational institution. Not only does centralized purchasing result in more economical and efficient buying, additionally it releases faculty members and department heads from a tedious and time consuming responsibility, thereby freeing academic personnel for teaching and research.

Centralized purchasing means that one office has the sole authority to obligate the institution for all institutional procurement. This is not to be interpreted as signifying that the purchasing office is completely independent of the various departments and that it purchases only as it desires. On the contrary, the department head originates the purchase by means of a requisition and generally makes the final decision as to what is procured, particularly in connection with the buying of technical equipment, laboratory supplies, and other items of an instructional nature. The purchasing office is responsible for negotiation, bids, contracting, issuance of purchase orders, and final receipt of materials.

Centralized purchasing, like other financial management functions, is not an end in itself; it is simply an additional means of serving the institution in its educational program through the provision of a supportive service.

Irritations arising out of central purchasing can be kept to a minimum if faculty members are properly informed of procedures and regulations, and if the system does, in fact, provide an efficient service to academic departments.

3. Work Performed by the Maintenance Department

Many of the daily conflicts and irritations which involve the faculty-financial management relationship arise in the area of physical plant administration. Several problem areas seem to occur most frequently.

One has to do with misunderstandings that sometimes exist on the part of the faculty relative to the failure of the maintenance department to perform necessary remedial or custodial services. Faculty members sometimes do not understand that the maintenance department operates on a fixed budget exactly as does an instructional department. Regardless of how badly a building needs painting, or lighting corrections need to be made in a faculty office, or how urgently the level of janitorial services needs to be elevated, if funds have not been made available to the maintenance department in the institutional budget, these projects cannot be carried out.

A chronic and most irritating source of conflict in this area can be the lack of communications between the maintenance department and the operating divisions of the institution. It is patently impossible for a maintenance department to comply with all work requests simultaneously. Some delays due to scheduling problems are inevitable. In such cases, however, the requisitioning department is entitled to know exactly when the work it has requested will be accomplished. It is the responsibility of the maintenance department to keep requisitioners fully informed as to schedule status of work to be performed.

Another area of potential conflict relates to work performed by the physical plant department and charged to instructional budgets. There should be a clear understanding as to the types of jobs performed by the maintenance depart-

ment that are appropriately charged to instructional budgets. Similarly, faculty members are often concerned at the cost of work performed by the maintenance department which has been charged to their budgets. Frequently such complaints are unfair and may be based on the faculty member's inexperience in dealing with the prevailing factors of maintenance costs.

Those in charge of physical plant departments should be keenly aware of these sensitive areas and should exert every effort to minimize their adverse effects.

The maintenance department and all of its personnel must endeavor to generate an atmosphere of interest and helpfulness. Proper communications, plus a courteous attitude on the part of maintenance department personnel will make a contribution toward the maintenance of a favorable climate in the educational institution.

4. Accounting Procedures

Another important point of relationship between faculty members and financial management involves the accounting system, financial reporting and the paper work involved as part of normal business routine. Criticisms are sometimes made by faculty members relating to the mass of "red tape" demanded by the accounting system and enforced by the business office. In fact, many fiscal systems are too involved and detailed, demanding too many approvals, signatures, and forms. On the other hand, it should be understood that the financial office has responsibilities and accountabilities to the state, to the public, and to the administration which cannot be disregarded. Frequently, that which is termed "red tape" may be essential to the completeness of the records.

It is essential that the accounting system provide department heads and faculty with intelligible, up-to-date, financial reports showing the status of

departmental budgets and research accounts. Moreover, the faculty member should feel free at all times to call upon the business office for additional financial information relating to his department or his accounts. Such assistance should be wholeheartedly proffered.

The accounting system should be as simple as possible, requiring the minimum number of signatures and least amount of paper work. In general, it should provide the information that will be most helpful to those responsible for the academic program. As much as possible of the accounting burden should be assumed by the central accounting office.

5. External Fiscal Controls

Frequently fiscal policies are imposed on the college from outside the institution--by the state legislature or by state agencies, such as state boards of education, state budget offices, state-wide purchasing or civil service systems. It is to be hoped that such external controls on higher education are kept to a minimum. The college is not like other institutions within a state and its financial and business affairs can best be managed on a local basis by institutional authorities. Where these external controls exist it may be beyond the power of the individual college to bring about changes. Therefore, in order to alleviate irritations and misunderstandings on the part of faculty members, those in charge of financial management should attempt to explain the reasons for these procedures and to make it as easy as possible for faculty members to follow the rules and regulations imposed from beyond the campus.

Where appropriate, institutional authorities should attempt to have objectionable policies modified and made acceptable.

6. Auxiliary Enterprises

Another area of misunderstanding between faculty members and those responsible for financial management is in the area of the so-called auxiliary

enterprise--bookstores, residence halls, dining halls, and the like. Faculty members may be concerned about the level of fees or charges in such units, or may feel that the educational activities of these enterprises have been subordinated to financial considerations. Profits on a college campus can become an ugly word.

Occasionally, these fears are well founded. Some business officers do not completely understand the proper role of auxiliary enterprises in the college. Their basic reason for existence is not to provide the institution with a profit, although this may be a perfectly legitimate by-product in some instances. They exist primarily to contribute to the education of the student.

On the other hand, many auxiliary activities, particularly residence halls, have been financed with borrowed funds, which may have to be repaid out of the revenues generated by the activity. This may set a higher level of charges than faculty think desirable or may preclude the provision of some academically-connected services.

Here again, proper communication between faculty and financial management can alleviate anxieties which may produce adverse effects on institutional climate.

7. Fringe Benefits

One of the areas of great interest to faculty and one that if properly arranged can have a very favorable effect on college climate, relates to the so-called fringe benefits, including retirement annuities, life, disability, and hospitalization insurance, tuition exemption for dependents, and assistance in housing.

Because of the existing high level of income taxes, frequently a fringe benefit program can result in more take-home pay to a faculty member than a salary increase. All legitimate tax saving advantages, which are available

under the law, should be made available to faculty members.

8. Long-Range Planning

In recent years much has been said and written about the necessity for adequate long-range planning and for the initiation of more efficient instructional methods on college campuses. Some proposals that have been advanced have been in the category of money-saving devices that might lead to a deterioration in the quality of higher education. On the other hand, it is important that good management practices be instituted in every institution and that all possible efforts be made to channel expenditures in the most productive paths.

In recent years, considerable attention has been devoted to bringing about improved practices in the area of business and financial administration. In the area of instruction, however, there has taken place much less research, study and statistical analysis, despite the fact that it is in this area in which the greatest need exists and in which there is great promise for better utilization of resources. It is imperative that full consideration be given to more efficient use of both our faculty personnel and our physical plant. It is the writer's conviction that faculty members will cooperate in these studies and will be willing to experiment or even change traditional teaching methods provided they fully understand the nature of the proposed changes and are permitted to participate in studies leading to such changes. Hastily conceived management surveys in the instruction area can bring about great injury to the morale of the institution.

In summary, it can be said that the irritations or the points of potential conflict which do exist on most college campuses can be minimized or alleviated if there exists an appropriate basis of communication between faculty members and those responsible for financial management. Policies affecting accounting, budgeting, purchasing, and physical plant maintenance should be reduced to writing

and should be made available to all faculty members. Additionally, financial officers should seize every available opportunity to explain business practices to faculty members. Above all, those in business management should sincerely demonstrate their desire to be of assistance to faculty by providing the supplies, the equipment, and the financial information, expeditiously and efficiently, necessary for teaching and research to be performed. It is emphasized that a proper understanding of the purposes of financial management in the educational institution can go a long way toward minimizing areas of potential conflict. There is no doubt but that misdirected financial management can result in great harm to the climate of the educational institution. Fortunately, the reverse is also true. Good financial management, competently performed by individuals who thoroughly understand their role in the educational institution, can contribute, along with sound faculty personnel policies, good student personnel policies, and administrative statesmanship in general, toward the establishment and the maintenance of a favorable institutional climate.

ADMINISTRATIVE STATESMANSHIP AS DEVELOPING RECOGNITION OF A FAVORABLE INSTITUTIONAL CLIMATE

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Today we complete our consideration of the theme of this institute: creating the college climate. The term was defined and analyzed in the opening session. Subsequently you discussed three other vital subjects: student personnel policies, faculty personnel policies, and financial management. Each was examined in terms of its relationshi p to the college climate.

This morning we face an impressive and formidable topic: Administrative Statesmanship as Developing Recognition of a Favorable Institutional Climate. What does it mean? Presumably it raises this question: what does the administrative team do to convince the public that it has developed a favorable institutional climate? Obviously it has two choices: to do something or to do nothing.

I am not sure that you want to be regarded as statesmen. Some of the historic comments are not reassuring:

1. Wendell Phillips asserted that you can "always get the truth from an American statesman after he has turned seventy."
2. Thomas B. Reed insisted that "a statesman is a successful politician who is dead."
3. Martk Twain advised thus: "In statesmanship get the formalities right, never mind about the moralities."
4. James Russell Lowell wrote thus: "A ginooine statesman should be on his guard. Ef he must hev beliefs, not to believe 'em too hard."

These remarks are disenchanting. They are also embarrassing. They are disenchanting and embarrassing because there is more truth in them than we would like to admit. While we may be unable to cite specific examples in the states

we represent--politically or educationally--we may be sure that there are plenty of them, particularly in Montana and Minnesota.

I believe that the purpose of this institute has been clear. We gathered here to disuuss how we can establish the college climate. In these how-do-it sessions we may have found some of the answers if not all the answers. As I have suggested, you may do something or you may do nothing to use these answers to establish a favorable climate for your junior college.

What is the best climate? You may compare the answers of an Eskimo from the Arctic Circle and a native of the Amazon Jungle, a Bedouin from Saudi Arabia and a Peruvian from the lofty Andes. The best climate for a junior college is nct that of some other junior college but rather the climate which is most appropriate for the environment in which it serves the public.

What is the best climate? When we ask this question, we really ask: what is the best education? If we don't know what the best education is, how can we recruit students or faculty? How can we build a budget? How can we budget for buildings? How can we act at all with the motives of an educational politician or an educational statesman?

What is education on your campus? Perhaps it is a tour of the academic Stonehenge of the humanists. Your students read the inscriptions on massive monuments, contemplating the epitaphs of unsuccessful civilizations. For their convenience these have been sanitized, certified, and sanctified in a magic number of great books which exclude as trivial the intellectual achievements of the Orient.

What is education on your campus? Perhaps it is prostration on the procrustean bed of the essentialists. Perhaps your students are tripped and trapped by traditional emphasis on the sacred solids. Perhaps they are brainwashed to remove imagination and originality; to prevent adventures of the

intellect. Perhaps education dehydrates, desiccates, and defeats student creativity.

What is education in your junior college? What does your public think it is--a post high school or sub-university, an academic country club, or convenient cafeteria? Is it a remnant counter or bargain basement, a terminal dead-end or academic detour? Is it an educational play pen in which we park teen-agers so they can enjoy an extended adolescence and refuge from responsibility in a Last Chance Saloon? It is futile to suppose that we can establish a favorable college climate unless we are sure of the aims and objectives of the junior college in our community. It is fruitless to examine the problems of faculty or students, the distances between books or buildings unless the administrative team agrees on the fundamental philosophy of education in junior college.

Formulation of a philosophy for the junior college movement in America can succeed only if we recognize these four facts:

1. We live in the twentieth century.
2. We recognize the progress made in the study of human behavior as it concerns the learner.
3. We recognize the rapid and sudden advances made in science, technology, and industry.
4. We dedicate ourselves irrevocably to the perfection of a free society.

The purpose of education in a free society is to liberate men. It should liberate men from fear and hate, prejudice and superstition, ignorance and illusions. It should liberate them to discover, explore, and develop their potentialities fully for their own good and the good of their fellow men.
If we believe in this dynamic philosophy of education in a democracy, we will establish a college climate in which learning becomes a challenge, not a chore.

We will select a faculty; recruit a student body; and establish a program of instruction, guidance, and placement consistent with this basic position. We will spend our money to achieve this goal.

When we gather we must consider why we do it as well as how we do it. The climate of your junior college actually reveals the philosophy of your administrative team. If it is a good climate, then the administrative team may take credit. If it is a bad climate, then the administrative team may take the blame. In either event, it will depend upon the philosophy of the administrative team. The administrative team, therefore, must consist, not of politicians, but of statesmen. It must consist of men with vision and courage, imagination and tenacity. It must consist of men who can never be lost in gadgets and gimmicks, minutia and maneuvers. It must consist of men who chart a course in their capsule and remain in orbit.

Perhaps all is well on your campus. Perhaps the college climate is salubrious--untouched by spells of economic drouth or political tempest. If so, you may live happily ever after, the cynosure of all eyes, particularly of those who do not yet enjoy a southern exposure in an Eden or Utopia.

On the other hand, have you taken a man who is tone deaf to a symphomy concert? Have you taken a man who is color blind to an art institute? Have you taken a foreigner to his first baseball game? Have you taken a child for his first ride in a train? If so, you may have discovered that you can see the same thing yet not see the same thing.

Wherever there is a junior college, there are at least two images of that junior college. First, there is the image projected by the president with the support of the administrative team and the faculty. Second, there is the image the public has of your college. Since there are two images, we may ask two questions: Which is the true image? Is either image true?

You know what your image is. Do you know what the public image is? Perhaps the public looks at the junior college in a convex or concave mirror. Perhaps it looks at the junior college through a rusty screen or a soupy fog. In any event, you may conclude that you have the clear image and the public has the blurred image. What, then, is the job of the administrative team? To un-blur the public image of the junior college?

Who should un-blur the public image? Before we answer this question, we must concede that the administrative team is concerned with curricula and guidance, with budgets and buildings, with public events and private problems. We must admit that there never seems to be enough time or energy to do all that needs to be done, to say nothing of looking at the isobars and isotherms which indicate the college climate.

Who should un-blur the image of the junior college? The administrative team or someone else? If someone else, who is it who knows more about the purpose of jhe junior college, its past history, its present status, its future possibilities than the administrative team, particularly than the president? If someone else is better qualified, perhaps he should be on the administrative team. If someone else is to un-blur the image, what could be a challenge may turn into a chore. Where there is vision, we may encounter division. What was a quest may turn into an inquest. This truth is inescapable, one of the prime functions of the administrative team is to keep the public image of the junior college in focus so the public will see it as the team sees it.

To put it bluntly, the administrative team should accept its public relations role. It whould develop a planned program to win the understanding, approval, and support of its publics. To state it simply, the administrative team should see that the junior college puts its best forward--and keeps it there.

Just what do you want?

1. You want your publics to know what you are doing.
2. You want your publics to understand what you are doing.
3. You want your publics to approve what you are doing.
4. You want your publics to support what you are doing.

The junior college has not one but many publics. It has these internal publics:

1. Students--full-time, part-time, day, evening.
2. Former students and alumni.
3. Academic employees--full-time and part-time.
4. Non-academic employees--full-time and part-time.
5. Parents--local and non-local.
6. Board of trustees.

Each of these internal publics may be subdivided into such publics as first-year and second-year students, English teachers and other teachers, office workers, food service employees, the custodial staff, and so on.

The external publics include the following:

1. Schools which send their students to junior college.
2. Junior colleges with which you have contacts.
3. Spectators and audiences at junior college events.
4. Suppliers and firms with which the junior college does business.
5. Institutions--churches, hospitals, libraries.
6. Organizations--veterans', ethnic, youth, civic, service, welfare, professional.
7. Government--city, county, state.
8. News media--newspapers, radio, television.

There are four steps in the public relations process. They are:

1. First, the administrative team analyzes the current situation. It

asks these questions: What is our junior college? Where is it going? What are its strengths and weaknesses? What are the problems it must solve? What are the issues that command public interest? What are decisions which acquire approval and support?

2. Second, the administrative team develops a plan. Obviously it has both short-range and long-range plans for the junior college. It also should have short-range and long-range public relations plans. That is, it should concern itself with both the day-to-day as well as year-to-year plans for systematic and sustained communication with its publics.
3. Third, the administrative team should put these plans into effective operation. It should establish basic policies. It should provide adequate personnel, facilities, resources, time. It should accept its responsibility as well as assign responsibility to others who may be involved, clarifying the responsibility of each person concerned.
4. Fourth, the administrative team should evaluate the extent to which the plans succeed or fail. Periodically it may be necessary to modify the plan. Or it may be necessary to junk the plan. Static policies may work in a static institution; dynamic policies will be required in a dynamic institution.

Consider the first step in the public relations process--that of self-analysis. What is your junior college? Is it a statement in a catalog? Is it a collection of buildings? Is it a curriculum? Is it a plan for the selection, guidance, instruction, and placement of young men and women? Is it a faculty, and administrative team, or a president?

Well, you have your image of the junior college, but what is that other image--the public image? Do you know what it really is? Did you ever really

try to find out? I suggest that we gather a sample of the views about your junior college to see what the public thinks about it. It would be interesting to have the frank opinion of representative members of the Chamber of Commerce and American Legion, the League of Women Voters and the American Association of University Women, the Rotary Club and the Business and Professional Women's Club, the high school coaches and any university alumni group. What is the image they have of the junior college? Somewhat different? Why? Their image is different because their sources of information are different. You may not believe that their information is so accurate or objective as that you would like to substitute, but whether it is or not, these publics form their images on the basis of what they think they know about the junior college.

Your junior college is covered by at least as many reporters as there are students. What do these students say when they go home, drop in at the barber shop or beauty clinic, or pass the time of day with local merchants? Perhaps they are not accurate or objective, but they are sincere and succinct.

Let's look in on the Johnson family on Tenth Street. Mother says, "Sally, you know we said you could start right out at the State University if you preferred. Are you happy or sorry about your decision?" What does Sally say when she talks about your junior college?

Now let's move to the Medwick home on Petunia Circle. Johnny is telling his folks the latest news. Johnny says, "We have a new teacher in social science--Ivan McTavishovich. He's traveled to Russia. He says the communists have improved conditions a lot since the days of the czars. He thinks the Russian people are friendly. He says the communist scare is greatly exaggerated." How will father report this in his fraternal order, service club, or veterans' organization?

Lon Boardman is getting a haircut. The barber says, "How about the

Saturday game?" "It will be a ball--a runaway," Lon predicts. "Isn't this Tim Slattery's third year on the team?" "So what," Lon replies. "Coach says our job is to win games. Tim won't be eligible for some games, but we'll use him every chance we get. Coach says you have to be practical when it comes to sports--like in real life."

The Bonnie View Bridge Club is meeting. Mrs. A reports, "As I was driving by the junior college I saw the Smith boy and the Thompson girl walking with their arms around each other." Mrs. B comments, "That campus is nothing but scabs and scars--not much lawn at all. The parking area is a litterbug's paradise." Mrs. C asks, "Did you hear about what happened on the way back from the junior college barn dance?"

Mr. Barton looks at the college paper and comments, "Sandra, what do you do at the junior college? When I read your paper I get all the gossip. I read about the latest queen and the recent athletic hero. Sometimes I wonder if there are any classes conducted. I know it's cheap, but I don't want it to be too cheap."

Multiply these comments by the hundred during the week and the thousand during the semester. Throw in the remark about the atheist and the thespian on the campus. Hint that some faculty member has been seen at the bar of the Purple Parrot Tavern. Note that junior college is more like a high school than a unversity. Suggest that the administrative team is not only extravagant but also incompetent. Toss in the impressions people have when they telephone the junior college. Add some of the comment of firms that employ junior college graduates. Note the number of students who dropped out to marry. In fact, interview the dropouts and see how they feel about the junior college. And how do the students who flunk out feel?

What is the net effect of the unplanned reporting so overwhelming in

magnitude? Perhaps you know or think you know. In any event if the unplanned reporting is not satisfactory, it is probable that you should engage in some planned reporting. If you don't want the public to rely on unofficial interpretation, provide some authoritative interpretation.

Consider also the reporting of your faculty members. Presumably they are somewhat active in civic and church affairs. No doubt they find occasional intervals for recreation. Usually they talk to their neighbors and generally--we hope--develop friendships outside as well as within the faculty. You employed them so you must regard them as sincere, conscientious, competent.

We have devoted considerable time to stressing the fact that the public image of your junior college may be different from your image. If this is true in your community, then either something should be done or you should leave things as they are. It is doubtful, however, whether that public image will improve unless you take positive steps.

At the same time let us note that you may ask yourself whether you have a blurred image of the community? How much do you really know about its history and environment, its people and their ideas, the pressures and problems that beset local government and welfare agencies? Perhaps you know less about the community than the community knows about you. Undergraduates at Florida State University who seek a teaching certificate usually enroll in a course in social foundations. Nearly all of them are required to make a comprehensive study of a community in which they would like to intern or to teach. Perhaps the junior college administrative team and the faculty should make such a study and keep it up to date.

The second step of the public relations process is the making of a plan of public relations. This program of two-way communication with the junior college publics should not be an imitation of what they do in Distant Junior

College or even in Nearby Junior College. It must be designed and custom-built for your junior college if it is to be satisfactory. Here are some suggestions for the plan:

1. Appoint a director of public relations. Use another title if you like it better--community relations director or public information director. Be sure he is qualified for the job. Be sure he has the time, means and facilities to do the job. Be sure he has the status and authority needed.
2. Appoint a faculty committee on community relations. Be sure the members are qualified and that the nature and scope of their assignment is clear. Again provide the time, means, and facilities they need. Such a committee should be active, not passive; positive, not negative.
3. Establish a community advisory committee if the conditions are propitious. Sometimes your worst critics will shut up if you give them something to do. Such a committee may be helpful, but it will not work automatically. Such a group should not be established simply to give status to the congenital meddlers.
4. Adopt a rifle policy, not a shotgun policy. Devise measures to hit specific targets. Be sure you have a plan to meet each public--to answer its questions and to clarify its misgivings. Think ahead and act promptly when you foresee difficulties.

How can you communicate with your internal public? On the campus there is an opportunity through face-to-face communication, individual conferences, committee meetings, faculty meetings and student assemblies. The administrative staff should use these opportunities to communicate and to be communicated to. They should not seal themselves inside isolation wards.

Student publications can be effective. They require adequate financial

assistance and effective professional supervision. Junior college student publications that are inferior to high school publications embarrass all concerned. Students participating in newspaper, yearbook, and other activities need the opportunity to enroll in journalism courses in which highly qualified teachers give instruction. As junior colleges grow, the need for a weekly house organ for faculty and staff grows rapidly. The official publications, of course, need to be re-examined critically to determine whether they are accurate and truthful as well as interesting. Bulletins, brochures, and pamphlets are neither legal handbooks nor direct mail, but they should be clear and readable. The bulletin board--if not used as a museum--is useful. Current posters, exhibits, displays, and the like may be used. Significant events whether open to the students or the public should be announced. As soon as these visual materials are out-of-date they should be removed.

The members of the administrative team may reach external publics by the spoken word. Daily they engage in face-to-face communication off the campus. Each has a telephone. Each may make verbal announcements as well as speeches. Opportunities to appear on radio and television may expand the audience.

Each member of the administrative team is a vital news source. He should cooperate fully with reporters of news media on the campus and in the community. He should know what news is, how it is gathered, how it is written, how it is edited. He should recognize the problems of news diffusion just as he hopes that his own problems may be recognized. He cannot expect cooperation if he fails to cooperate.

Sometimes administrative teams become petulant and peevish about news media. They make sweeping criticisms of news media while deploring sweeping criticisms of the junior college. In my judgment newsmen are as dedicated to their form of public service as our administrative teams. Moreover news media

can do more for the junior college than it can do for them. To be sure, if the administrative team feels that the press of today falls short of its possibilities, it may foster the sustained and comprehensive study of the press and its freedom as an essential part of the program of liberal studies. Perhaps we need more responsible news gatherers. We also need more responsible news consumers and responsible news sources.

The tools and techniques of public relations are described fully in a number of books as well as pamphlets and periodicals. It will profit the administrative team to learn all it can about these tools and techniques. In fact the members of the administrative team would benefit by a more sustained inquiry about public relations than can be provided in a single session.

The president, of course, is the chief executive so far as public relations are concerned. A pleasant smile, a breezy manner, a hearty handshake, and a ready jest may be assets, but they are no substitute for thoughtful and thorough study of the image of the junior college in the community it serves. The issues must be given as much attention as those of finance and curriculum.

The junior college today serves many causes. It concerns itself with terminal courses and continuing education, with preparation for vocations and exposure to culture. It provides for the wise use of leisure and success in status seeking. It accommodates its public by acting as a placement office and a marriage bureau. Nobly the junior college may preserve and transmit the cultural heritage. Proudly it may extol social conformity and life adjustment. Insistently it may glory in the gloss it spreads thinly over its students who may preserve the follies and failures, the shams and shibboleths of a foolish generation.

Whatever may be the causes and concerns of the junior college in America, it must exalt one function above all others for the only favorable institutional

climate for a junior college is one in which there is a free and open encounter with new ideas--ideas that stimulate, challenge, and activate the minds and hearts of men. The junior college should be a community of learners in which students learn to think, to act, and to live as free men. It should be an invitation to explore the new as well as to exalt the old. It should be an adventure in which the raw material of education is transformed into something which we may term the educated man--a man ready to cope with a new century when it comes.

If you have such a junior college--or something close to it-- you will have successful products and satisfied customers. You will have a favorable institutional climate. They will help to give the publics an unblurred image of your junior college. You will have a success story which you can tell and tell again and tell some more.

This is the real challenge to educational statesmanship.

RECORD OF THE DISCUSSION GROUPS

edited by Martin La Godna
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First Day

Opening the first general session of the Summer Institute for Junior College Administrative Teams, Dr. James Rice spoke of several factors crucial to the institute's focus--"Creating the College Climate." The most important stimulant to discussion presented by Dr. Rice was his remarks about campus architecture. Following the speech, six separate discussion groups met and devoted much time to determine what influence architecture has on the college climate. Most all participants agreed that architecture was of vital concern and the discussions revolved around how the architecture was important; who was to design the school buildings; and what problems arose in developing an adequate architectural style.

Answering the first question, the groups decided that buildings should be laid out to facilitate personal contact between students and faculty outside the classroom. At one school a loss in student-faculty contacts resulted when a new faculty snack-bar was installed. The frequency of student-faculty "coffee klatches" was diminished.

The members further agreed that the library should be close to the administration building and the student center. Many thought "tea rooms" in the library would be desirable. The concensus was that students and faculty should have a common and convenient place to take a respite from formal work and study. This informal gathering place should be subject to the college climate and conducive to learning.

The question about who should design the buildings and lay out the campus produced several replies. Most everyone concurred that an architect

should be employed, but he should be guided by the advice of faculty and administrators. That the architect should be fully aware of the purposes and aims of the institution was also pointed out. Many members felt that the college president should protect the architect from undue demands by administrators and faculty, yet the architect should be responsive to suggestions about space, equipment, and particular needs. In essence the architect, though independent within his realm, should cooperate with faculty and administrators.

Finally in the discussion of school buildings, the groups presented some problems of campus development. One was the conflict arising when the junior college shared a campus with the high school. Another was the common occurrence of having a new college take over old buildings which were designed for other purposes. A third was the limitations of funds and space. Hopefully, all these problems were to be solved by long-range planning and adoption of a "master plan." Over the years the master plan would allow the junior college to develop an expressive and impressive architectural style.

Other topics also interested the groups in their first day's discussions. The influence of admissions policy on the college climate was one of the topics. Here the public and the private school administrators each presented a different policy. Usually selective, the private schools tended to admit students for their academic excellence or promise of such excellence. The public schools, with an open-door policy, were not selective but favored "well-rounded" students. Representatives of both school types--public and private--agreed that many predicters--i.e., tests, interviews, and previous grades--should be consulted before admitting a student.

The final area of major discussion concerned student activities which affect the climate of a junior college. Though this topic was considered more thoroughly later, a few groups treated the topic on the first day. With some

qualifications, most participants maintained that a strong activities program was important in building loyalty to the school. Particularly where a junior college and a high school shared facilities, the student activities program was deemed necessary in having junior college students focus attention on their own school. In most cases the influence of student activities was said to build loyalty rather than set the college climate. With this in mind, the activities should be subordinate to factors directly influencing the college climate.

Scattered through the six separate discussions were several other topics, but these received no general attention. The topics mentioned above produced the major emphasis for the day. Some time for introductions was taken by all the groups. Primarily, the sessions helped the participants get acquainted with the broad aspect of "college climate." The groups prepared themselves for more intensive concentration in subsequent meetings.

Second Day

The second day's discussions were marked by a variety of topics with no particular topic common to all six discussions. Dr. P. Joseph Canavan's lecture on "Faculty Personnel Policies and the Climate of an Institution" was laden with ideas for examination and debate. One area for consideration was the "comprehensive" or "community" college aspect of many junior colleges. It was pointed out that private junior colleges did not have to act as community colleges while the public junior colleges had to assume the community outlook. Mentioned also was the occasional difficulty in getting instructors to appreciate the community role. One man said that a faculty orientation program often led to acceptance of the "community" aspect of the junior colleges.

A second topic arising from Dr. Canavan's remarks was "academic freedom". One discussion group spent most of the second day debating this topic. In the debate six noteworthy principles were presented:

1. Academic freedom presupposes the teacher's assumption of responsibility and thereby proscribes certain actions.

2. Academic freedom may be violated by the community as well as by the faculty or administration.

3. Regardless of his stating fact or opinion, the teacher always speaks as a teacher and may not abdicate his role temporarily.

4. The instructor must demonstrate loyalty to the administration and loyalty to his field of study. (The latter loyalty is more important.)

5. If the instructor finds that he cannot be loyal to the administration, he should resign.

6. As professional people, teachers should be (and generally are) ethical.

Another aspect of the academic freedom discussion was faculty participation in local politics. One group decided that only with great discretion should the individual teacher participate. It was felt that the college, as a whole, should rarely endorse or oppose a political issue or candidate.

Another discussion centered around the peculiar faculty requirements for the open-door junior colleges. One phase of the topic was the multi-subject load of many junior college teachers. One group stated that the small junior colleges needed teachers who could handle general courses or several special courses. The same group stated that the larger schools used teachers more efficiently by having them teach a single subject.

Another phase of the open-door topic was the consideration of teacher qualifications. Some teachers would handle remedial courses and they should be chosen accordingly. Others would teach in general education or technical programs. Teachers with different attitudes and abilities would be required in an open-door community college.

The discussions on all the aspects of faculty personnel policies were directed toward the college climate. Realizing that the faculty was the key instrument in effecting the proper attitude and atmosphere for the junior

college, the discussion groups explored several topics affecting teachers' attitudes. According to the groups, academic freedom allowed the teacher a certain serenity and kept him happy at his task. Proper faculty participation in the open-door comprehensive program was reputed by the discussion groups to be essential to the success of the program. All these topics pointed toward the importance of faculty personnel policy in building a favorable junior college climate.

Third Day

Student personnel policies affecting the climate of an institution comprised the discussion for the third session. Dr. Joseph Fordyce produced several points for consideration. His speech was devoted to expanding two general statements: (1) students constitute the most important "public" for a junior college; (2) serious and honest concern for the welfare of students is the cornerstone of a junior college.

The discussion groups reacted to Dr. Fordyce's talk by considering several problems presented in his speech: student counseling; student evaluation; sophomore comprehensive examination; student orientation; and enforcement of published regulations.

One discussion was opened when a person voiced a doubt about the efficacy of counseling. He maintained that the counseling process did not overcome long neglected weaknesses. This doubt was not shared by the participants, but many offered proposals that might make counseling more effective. One important suggestion was that counseling should be spread over a student's two years at the junior college. Secondly, timing was held to be important since the student should receive counseling when he needs it.

The next topic--evaluation by students--prompted much agreement. Most

participants concluded that student evaluation, used properly, was beneficial to the school. When the evaluation was promoted by an instructor, the groups agreed that the instructor was free to use the evaluation or disregard it. When evaluation of administration was solicited, the groups suggested that the administration use it to revise handbooks and regulations; review policies and procedures; and align their efforts with student welfare.

The sophomore comprehensive examination came in for much criticism by the administrators and teachers. Most felt that it should not be the sole criterion for admission to a senior college. Like any other test, the sophomore test was classed as one of several measures to be used as admissions criteria.

Groping for solutions to the problems which Dr. Fordyce posed, one discussion group proposed a plan for an effectual orientation program. The plan was derived from the procedure in a particular school. At the school a semester-long orientation program was instigated. The group to be oriented was divided into several classes. The classes met three to five times a week depending on the students' needs. Each group comprised students with one or several shared deficiencies. For example, one group stressed remedial reading while another offered extra counseling. The admissions personnel were responsible for steering the students into the proper orientation group.

The above orientation policy delighted many members in the discussion group. The policy was said to give students a feeling of being treated as individuals. Nurtured properly the feeling could grow into a climate implemented by the administration and enjoyed by the students.

In the case of the orientation program, the discussion group came up with a solid solution to a vexing problem in the junior colleges. Additionally, the solution offered a chance to better the college climate by catering to student welfare. Whether the solution was practical would be discovered in

time. At least the assembled administrators were given something with which to experiment at their own schools.

The last phase of the third day's discussion concerned the enforcement of published regulations. In his lecture Dr. Fordyce had insisted on the strict compliance with published school regulations. Several of the groups agreed with this policy and averred that their own schools closely complied with the rules. Particularly in requirements for graduation, i. e., grade-point average, was this deemed to be true. The discussion groups agreed with Dr. Fordyce on three points: (1) the regulations should be appropriate; (2) they should be clear and concise; (3) they should be enforced.

The discussion on the third day of the institute elaborated on various student personnel policies. Generally, the participants felt that students were to be made aware that their welfare was the prime consideration of the junior colleges. This awareness was avowed to be the special climate at the junior college. As the speaker noted, the climate must reflect a seriousness; sincerity; and integrity regarding devotion to the students.

Fourth Day

"Financial Management and the Climate of an Institution" was the general theme for the fourth day's sessions. Dr. Clarence Scheps prepared the subjects for debate in his morning speech. Afterward the groups assembled to discuss several topics. One of the more common discussions involved the role of faculty in formulating the budgets. Most individuals agreed that the faculty, without coercion, should have a part in making out the budget. Their assistance should be in the form of advice and suggestions. The specifically designated administrators should handle the mechanics of budget construction. Lastly, the college president should have the power to put the budget in final form.

Another similar matter, budget secrecy, was then treated by the discussion groups. Most agreed that the complete budget should be open to examination by any faculty member. Some schools reported that they included a copy of the budget in the faculty handbook. Some exceptions were noted to the open-budget policy. Individual salaries were said to be sacrosanct and should not be listed in the published budget. The discussions about budget formulation and budget secrecy produced two basic points of accord: (1) the faculty should assist in formulating the budget; (2) with a few reservations, either the final or proposed budget should be published for the faculty to read.

The issue of budget secrecy was carried to the student level. Many advocated enlightening students about the budget. Especially when lack of funds meant no student center could be built, the students should be informed of fiscal policy. The handling of student activities fees was also thought to be a proper item for student scrutiny. With both faculty and students, budget secrecy was considered to detract from a proper college climate. The administrators considered an open financial plan to be an important part of the college climate.

A few other important points were raised in the discussion of finances. One was that proper allowances for expenses and travel should be made. Another was that wider use of "fringe benefits" might allow the school to enhance teacher incomes and save money at the same time. These suggestions were pertinent to the well-being of the faculty and thus indirectly helpful in establishing a favorable junior college climate.

The formal discussion periods ended on the fourth day of the institute. The groups had wrestled with many problems affecting the college climate. In

summary, two general statements can be derived from the discussions: (1) the proper college climate is an acknowledged and recognized devotion to student welfare; (2) the faculty of an institution is the key group that must develop the college climate. Other points were well made, too. For example, many administrators agreed that more than one climate may reasonably exist on a campus. But, of all the climates, the attitude prevalent toward student welfare was endowed as the principal climate on the junior college campus.

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