

A STUDY OF THE ACADEMIC BACKGROUNDS, PROFESSIONAL
EXPERIENCES, AND ADMINISTRATIVE DUTIES OF TEXAS
PUBLIC JUNIOR COLLEGE ADMINISTRATORS

A Dissertation
Presented to
the Faculty of the College of Education
University of Houston

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Harold Fochone Landrith
August 1960

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A B S T R A C T

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Purpose of the Study. One of the purposes of this study was to discover the administrative duties performed by Texas public junior college administrators and to analyze the allocation of duties in junior colleges arranged in four student enrollment categories. A second purpose was to determine whether the academic backgrounds and professional experiences of Texas public junior college administrators provided a good educational basis for junior college administration.

Procedures and Sources of Data. Data utilized in this study were obtained from personal visits to twenty-eight Texas public junior colleges, professional literature in the field, catalogues, bulletins, and administrative handbooks from Texas public junior colleges, questionnaires submitted in person by the investigator, and private interviews with one hundred twenty-nine Texas public junior college administrators.

Two questionnaires were submitted to each administrator. One contained questions dealing with the assignment and allocation of administrative duties. A different questionnaire was constructed for each of eleven administrative positions,

The second inquiry sheet included a series of questions designed to obtain information on the academic backgrounds and professional experiences of each administrator. Both of these questionnaires were completed by the investigator during private interviews with each junior college official.

One hundred twenty-nine administrators in twenty-eight Texas public junior colleges were interviewed. The results were tabulated and analyzed, and comprehensive lists of duties for eleven administrative positions were constructed. These lists were combined into a master list in order to indicate the allocation of duties within institutions of different student enrollments.

Conclusions. Some of the most important findings of this study are:

1. Relatively little research has been conducted on Texas public junior college administration.
 - a. Private junior colleges in Texas were among the first in the United States to incorporate the junior college principle.
 - b. Texas public junior colleges have tended to emphasize the transfer function of two-year institutions.
2. Texas public junior college organizational patterns have been influenced by both external and internal factors. Analysis of state laws dealing with public junior colleges and data on organizational patterns revealed that:
 - a. Except for restrictions placed on public junior colleges by the state legislature and the general control exercised by the State Board of Education, public junior colleges have

- been left free to organize and operate as their local boards of trustees prescribe.
- b. Type of control and the relationship between the junior college and the local public school system have affected the organization of the junior college.
 - c. Size of student enrollment and availability of funds have been partially responsible for determining the organizational patterns of Texas public junior colleges.
3. Duties in Texas public junior colleges are not allocated for maximum efficiency. Results of the analysis of interviews with one hundred twenty-nine Texas public junior college administrators indicated the following:
- a. Thirty-eight different administrative titles are used in Texas public junior colleges.
 - b. Relatively few Texas public junior colleges have surveyed positions, made duty analyses, and assigned duties according to an organized plan.
 - c. All of the Texas public junior colleges except one employ a president as the chief administrator.
4. Texas public junior college administrators are moderately well trained to perform their assigned duties. Survey of the academic backgrounds and professional experiences showed that:
- a. Fifty-four per cent of the one hundred twenty-nine administrators have had formal training in junior college administration.
 - b. Sixty-one per cent had junior college experience prior to assuming their current positions.
 - c. Twenty-five per cent of the administrators gained their junior college experience in the institution in which they are currently employed.
 - d. Forty-one per cent of the administrators have had public school administrative experience.
 - e. Pre-service and in-service-training programs have been developed by relatively few Texas public junior colleges.
 - f. Ten per cent of the administrators have completed courses pertinent to their positions since receiving their current appointments.

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CHAPTER I

STATEMENT OF THE PROBLEM AND PROCEDURES

The public junior college movement has experienced a rapid development in Texas since World War I. Often, with little more than determination and an unswerving belief in education, zealous citizens organized junior colleges in towns and communities all over the state.

The primary concern of the first two-year colleges was preparing students for advanced standing in senior colleges and universities. As the movement grew, junior colleges expanded their functions. They began to supplement traditional curricula with terminal programs and courses for adults.

One of the problems was setting up an organization which would meet the needs of the new institution. Administrators, responsible for the organization and operation of the junior college, recognized its uniqueness. They realized the new two-year college could neither be organized nor administered effectively by using traditional senior college methods.¹ The two types of institutions differed in functions and objectives.

¹John Bartky, "Nature of Junior College Administration," Junior College Journal, 28:3-5, September, 1957.

Administrators directed their search for organizational information toward existing junior colleges. Printed materials were meager. The few existing studies indicated that these institutions, though founded basically upon the same general philosophy, varied widely in organization and administration from institution to institution.²

With inadequate information and minimum guidance, junior college administrators began to develop their own organizations to carry out the administrative needs and functions of their institutions.

A. NEED FOR THE STUDY

The public junior college is well established as an important supplement to the system of higher education in Texas. However, little is known about the administrative policies, allocation of functions, and lines of responsibility in the various two-year institutions. Even less is known about the educational backgrounds and professional experiences of persons performing administrative duties. If public junior colleges are to fulfill their obligations to the people of Texas effectively, educators who are responsible

²L. V. Koos, "Junior College Administrators and Their Scope of Function," School Review, 52:143-150, March, 1944.

for their success must develop a broader understanding of the administration of various two-year institutions.

This study has grown out of a specific and felt need of some junior college educators for more information on administrators and administrative policies in Texas public junior colleges. Some administrators have indicated a need for guidance in allocating duties and in selecting personnel to fill these positions. Others, faced with the problem of planning organizations to accommodate increased enrollments, expressed interest in obtaining a comparison of duty assignments in junior colleges of various sizes. Some persons concerned with the training of administrators desired information on the educational backgrounds and professional experiences of those successfully performing administrative duties.

Studies dealing with administrative policies and the educational backgrounds and professional experiences of public school officials have been beneficial to both administrators and training institutions. A similar study seems warranted for Texas public junior colleges.

B. THE PROBLEM

1. Statement of the problem. This study was designed to discover and analyze the administrative policies,

educational backgrounds, and professional experiences of administrators in Texas public junior colleges; and, in light of these findings, to draw such conclusions as would help to answer the following questions:

- a. What research pertinent to Texas public junior college administration has been conducted?
- b. What factors have influenced the organizational patterns of Texas public junior colleges?
- c. How are administrative duties and responsibilities allocated in Texas public junior colleges?
- d. Does the administrator's academic background and professional experiences provide a good educational basis for junior college administration?

2. Objectives of the study. The specific objectives of this study were:

- a. To review literature dealing with junior college administration in order to select materials which were pertinent to the organization and operation of Texas public junior colleges.
- b. To investigate the internal organization and the relationship between each junior college in this study and the school district or districts in which it is located in order to discover the organizational pattern of Texas public junior colleges.
- c. To classify duties performed by administrators in Texas public junior colleges of various sizes.
- d. To discover the educational backgrounds and professional experiences of administrators in Texas public junior colleges of various sizes.

- e. To determine to what degree the public junior college administrator is trained in terms of preservice study programs.
- f. To present systemized information that can be utilized by junior college administrators in evaluating administrative positions and in selecting personnel.

3. The premise. This study was based on the premise that only through thorough understanding of the allocation of administrative duties, educational backgrounds, and professional experiences of administrators in public junior colleges of different sizes can more effective administrative organizations be formulated. This information would assist administrators and boards of trustees in defining duties and responsibilities, in evaluating positions, and in selecting personnel.

Additional premises which underlie this study are that:

- a. Training institutions and persons studying to become administrators in junior colleges should be familiar with the scope of administrative duties as they are allocated in various public junior colleges.
- b. Analysis of the administrative approach is one of the best methods to utilize in studying the junior college movement.

4. Limitations. This study was concerned with an analysis of the administrative duties, educational backgrounds, and professional experiences of Texas public junior college administrators. Three limitations were established

to prevent the specific problem being investigated from extending into broader areas:

- a. Administrators in private junior colleges were not included in this study because of the differences in the type of control.
- b. Classification of junior colleges in this study was based on total student enrollment because part-time and full-time students follow similar registration procedures.
- c. Public junior colleges used in this study were those classified as public junior colleges by the Texas Education Agency. However, junior colleges which were operated as a division of senior colleges and universities were omitted.

C. PROCEDURES AND SOURCES OF DATA

Numerous types of procedures and various sources of data were utilized in obtaining information for this study.

1. Personal visits to Texas public junior colleges.

Data for this study were secured partly by personal visits to public junior colleges in Texas. In 1960 these institutions were visited for the purpose of securing information relative to the (a) administrative organization; (b) allocation of administrative duties and responsibilities; (c) educational background of administrators; and (d) professional experiences of those performing administrative duties.

Texas public junior colleges visited from which data were secured are listed below:

Alvin Junior College, Alvin.
 Amarillo Junior College, Amarillo.
 Blinn Junior College, Brenham.
 Cisco Junior College, Cisco.
 Clarendon Junior College, Clarendon.
 Del Mar Junior College, Corpus Christi.
 Frank Phillips College, Borger.
 Gainesville Junior College, Gainesville.
 Henderson County Junior College, Athens.
 Howard County Junior College, Big Spring.
 Kilgore Junior College, Kilgore.
 Laredo Junior College, Laredo.
 Lee Junior College, Baytown.
 Navarro County Junior College, Corsicana.
 Odessa Junior College, Odessa.
 Panola County Junior College, Carthage.
 Paris Junior College, Paris.
 Ranger Junior College, Ranger.
 San Angelo Junior College, San Angelo.
 San Antonio Junior College, San Antonio.
 South Plains Junior College, Levelland.
 Southwest Texas Junior College, Uvalde.
 Temple Junior College, Temple.
 Texarkana Junior College, Texarkana.
 Texas Southmost Junior College, Brownsville.
 Victoria Junior College, Victoria.
 Weatherford Junior College, Weatherford.
 Wharton County Junior College, Wharton.

2. Personal interviews with Texas junior college administrators. Valuable data were obtained through personal interviews on the following topics: (a) educational backgrounds of each administrator; (b) professional experiences; (c) duties performed; and (d) administrative relationships. Each administrator was interviewed in private.

3. Formulation and checking of a master list of administrative duties arranged according to administrative positions. One of the initial steps in the solution of the problem was to formulate a comprehensive list of administra-

tive duties that could be used as a definite guide in securing data through interviews. These data included a duty analysis of the various administrative positions in Texas public junior colleges. Information was obtained from (a) literature dealing with the duties of administrators; (b) results of conferences on administration; (c) administrator handbooks; and (d) consultation with administrators and authorities in the field.

Comprehensive job descriptions were written for these positions:

- a. President
- b. Vice president-dean combination
- c. Dean
- d. Dean-registrar
- e. Registrar
- f. Business manager
- g. Director of guidance
- h. Non-academic deans (deans of men, women, student life)
- i. Director of evening college
- j. Administrative assistant
- k. Public relations

4. Formulation of inquiry sheet relative to administrative duties. Inquiry sheets containing these comprehensive job descriptions were compiled in order to secure information on the duties performed by Texas public junior college administrators. These inquiry sheets were submitted in person and completed by the investigator during personal interviews.

Results of the data obtained from these question-

naires are tabulated and analyzed in Chapter IV.

5. Formulation of inquiry sheet relative to educational background and professional experiences of Texas public junior college administrators. The questionnaire was organized in two sections. Part one was designed to obtain information on academic backgrounds. Part two contained questions dealing with professional experiences and work histories. This inquiry sheet was submitted in person and completed by the investigator during personal interviews. Data obtained by use of this questionnaire are tabulated and analyzed in Chapter V.

6. Correspondence with administrators in Texas public junior colleges. Following the personal visits to the different Texas public junior colleges, additional materials were obtained by correspondence with administrators. This additional information often assisted in the clarification and interpretation of data secured from inquiry sheets.

7. Study of catalogues, manuals, and bulletins. Bulletins, catalogues, and manuals were obtained from the Texas public junior colleges visited and were consulted as sources of comparison of data secured on the administrative organizations.

8. Determining criteria for organizing Texas public

junior colleges into categories. Among the criteria considered were (a) total student enrollment; (b) full time student equivalents; (c) type of control or support; (d) cost per full time student equivalent; and (e) administrative organization. All of these except total student enrollment were discarded because this criteria more nearly reflects the work load of the registrar, business manager, director of guidance, and other administrators.

Texas public junior colleges were grouped into four classifications as follows:

<u>Size</u>	<u>Number In Each Group</u>
0-500	10
501-1000	10
1001-2000	6
Over 2001	3

9. Investigation of literature in the field.

Materials dealing with the duties and qualifications of junior college administrators were consulted in order to obtain information pertinent to understanding junior college administration in Texas. Articles, books, and studies on the junior college movement were studied in order to (a) obtain information for interpreting administrative organizations in Texas; (b) study problems and responsibilities connected with the various administrative positions; and (c) obtain data which could be used to verify certain

statements and conclusions made in this study.

Results of this review of literature in the field are presented in Chapter II.

10. First-hand experience of writer as instructor in a junior college and as chairman of committee on standards. Information concerning junior college organization and administration obtained as an instructor in a junior college and as chairman of the committee on standards for Southern Association accreditation have proved valuable in the organization and interpretation of the data used in this study.

D. JUSTIFICATION OF PROCEDURES USED IN SECURING DATA

Personal visits, private interviews, and conferences were valuable aids in securing data for this study. By using these procedures in conjunction with the questionnaire method and other forms of correspondence, it was possible to obtain data which (1) reflected more accurately the thinking of a larger cross section of those actively engaged in Texas public junior college administration; (2) was fuller in content; (3) was more reliable because materials could be checked and rechecked from several primary sources. Many of the statements were further verified and elaborated by means of correspondence, college catalogues, bulletins, manuals, and other printed sources.

E. DEFINITION OF TERMS

Junior college, as defined by the American Association of Junior College, is an institution offering two years of instruction of strictly collegiate grade. The program may include: (1) the first two years of a standard senior college or university; (2) terminal courses having immediate occupational objectives; and (3) a variety of short non-credit courses for adults.³ A junior college may be operated as a self-administered institution, in conjunction with a high school, or as the first two years of a senior college or university.

Transfer program indicates a course of study designed to prepare a student for advanced standing upon transfer to a senior college or university. It approximates the first two years of a standard senior college or university.⁴

Terminal program is used to indicate a course of study for students planning to end their formal training at the junior college level. Courses may be classified as

³Jesse Parker Bogue, The Community College (New York: McGraw-Hill Book Company, 1950), p. xvii.

⁴Grace V. Bird, "Preparation for Advanced Study," The Public Junior College, The Fifty-fifth Yearbook of the National Society for the Study of Education (Chicago: The University of Chicago Press, 1956), pp. 78-80.

general education, technical or vocational.⁵

Full time student equivalent (FTSE) is defined as the equivalent of a student taking five courses, meeting three clock-hours per week for eighteen weeks, earning fifteen semester hours credit.⁶

F. SUMMARY

Rapid growth of the public junior college movement in Texas has created a number of problems. Many of the two-year institutions were organized with minimum guidance and supervision. A fundamental assumption of this study was that the future success of the junior college depends upon a thorough understanding of the organization and administration of junior colleges of various sizes.

The present study was undertaken to provide educators with: (1) a reliable list of duties and responsibilities as they are allocated in the various Texas public junior colleges, and (2) an analysis of the educational backgrounds and professional experiences of persons performing administra-

⁵Lawrence L. Bethel, "Vocational Education," The Public Junior College, The Fifty-fifth Yearbook of the National Society for the Study of Education (Chicago: The University of Chicago Press, 1956), pp. 94-95.

⁶The Public Junior Colleges of Texas, A General Report for the Academic Year 1957-1958 (Austin: Texas Education Agency, March, 1959), p. 4.

tive duties in Texas public junior colleges.

Data for this study were obtained by questionnaires and personal interviews with each administrator in Texas public junior colleges. This information was checked and correlated by means of colleges catalogues, administrators handbooks, and correspondence with Texas junior college officials.

CHAPTER II

REVIEW OF PREVIOUS RESEARCH

Influence of the following factors were analyzed, evaluated, and related to the present study: (1) origin and growth of the junior college movement; (2) factors in the rise of the junior college movement; (3) functions of the junior college; and (4) developments in junior college administrative organizations.

A. ORIGIN AND GROWTH OF THE JUNIOR COLLEGE

Growth of the junior college in the United States since 1900, according to Seashore, was perhaps "the most significant movement in education that this or any country has ever witnessed in an equal period of time."¹

Hillway's research revealed that President Henry P. Tappan of the University of Michigan and President William Watts Folwell of the University of Minnesota laid early foundations for the movement by advocating the establishment of two-year colleges.² Milward pointed out that in 1892

¹Carl E. Seashore, The Junior College Movement (New York: Henry Holt and Company, 1940), p. iii.

²Tyrus Hillway, The American Two-Year College (New York: Harpers and Brothers, 1958), p. 34.

President William Rainey Harper of the newly-founded University of Chicago urged universities to eliminate the first two years. He encouraged other institutions to concentrate on training lower division students.³

One of the first systems of correlated colleges to incorporate the junior college principle was established in Texas in 1897-1898. Colvert reported that under this plan, formulated by the American Baptist Educational Society, Baylor University at Waco became the head of the affiliated system. Another senior College, Baylor at Belton, and three junior colleges, Decatur Baptist College, Rusk Baptist College, and Howard Payne College, completed the group. These junior colleges agreed to terminate their programs at the sophomore level. In return, their graduates were given full standing in the junior class at either senior institution.⁴

By 1900, according to a study by Milward, eight private junior colleges with a total enrollment of about 100 had been established in the United States.⁵

³Arthur Milward, "What Educational Program is Needed for the 13th and 14th Years," National Association of Secondary School Principals Bulletin, 41: 242-4, April, 1957.

⁴C. C. Colvert, "A Half-Century of Junior Colleges," Junior College Journal, 17:244-7, February, 1947.

⁵Milward, loc. cit.

In 1902 the first public junior college in the United States was organized at Joliet by the Illinois Board of Education.⁶ Colvert reported that two years later J. Stanley Brown of Joliet stated that a number of high schools in different sections of the country were working on a six-year plan to offer college work in connection with the high school.⁷

Further research by Colvert revealed that the first specific state law providing for a public junior college was passed by the California legislature in 1907. Three years later, Fresno established the first distinctive publicly controlled junior college.⁸

By 1920 the number of public junior colleges in the United States had increased to 200 and had an enrollment of over 15,000 students. The findings of Hillway indicated that this rapid growth was accounted for by: (1) the addition of two years of college work to a number of high schools; (2) a number of senior colleges dropping the first two years of

⁶Seashore, op. cit., pp. 43, 45.

⁷Colvert, loc. cit.

⁸C. C. Colvert, "Development of the Junior College Movement," American Junior Colleges (fourth edition; Washington: American Council on Education, 1956), p. 12.

studies; and (3) the establishing of new two-year institutions.⁹

In 1922 the first public junior college was established in Texas. During the next six years, seventeen two-year colleges were organized. These institutions were created by action of local boards and supervised by the public school system. The state assumed no legal authority over them until 1929.¹⁰

Barnes noted that the trend in the junior college movement since 1940 had been toward establishing the community college.¹¹ Johnson, in citing the following speech by President Franklin D. Roosevelt, corroborated this contention:

These men and women will wish, in many cases, terminal courses which combine technical or other vocational preparation with courses which assure a basic understanding of the issues confronted by them as Americans and world citizens.¹²

⁹Hillway, op. cit., p. 41.

¹⁰The Public Junior Colleges of Texas, A General Report for the Academic Year 1957-1958 (Austin: Texas Education Agency, March, 1959), p. 1.

¹¹John B. Barnes, "The Community College's Newest Obligation," Junior College Journal, 28: 247-50, January, 1958.

¹²William H. Johnson, "A Suggested Public Junior College Education for the GI," School and Society, 62:324, November 17, 1945.

In the period following the close of World War II, the junior college movement expanded to meet the needs of communities. In Texas eleven new public junior colleges were established.¹³

In 1960 the American Junior College Association reported that 677 junior colleges were in operation in the United States. Of these junior colleges, 390 were publicly supported and had an enrollment of 804,817 students. The remaining 276 were privately controlled and had 97,700 students enrolled.¹⁴ Texas had 29 two-year institutions and three junior colleges which were divisions of four-year colleges.¹⁵ Enrollment in Texas public junior colleges in 1960 was 66,423 students.¹⁶

By September, 1959, 39 states had organized publicly supported junior colleges.¹⁷

¹³The Public Junior Colleges of Texas, loc. cit.

¹⁴Junior College Journal, 30: 278-81, January, 1960.

¹⁵The Public Junior Colleges of Texas, op. cit., p. vii.

¹⁶Junior College Journal, 30: 278, January, 1960.

¹⁷Ibid.

B. FACTORS IN THE RISE OF THE JUNIOR COLLEGE MOVEMENT

Changes in demography, technology, societal customs, and attitudes since 1900 were largely responsible for the rapid growth of the junior college movement.

1. Changes in population. The magnitude of the educational problems in the United States have been amplified by changes in population.

a. Birth rate. MacLean and Dodson discovered that the birth rate was 16.9 per 1000 inhabitants in 1935. By 1940 it had jumped to 25.8 and has remained fairly constant since then.¹⁸ In 1950 the number of persons of junior college age, 18 to 20, was 6,582,000 and was expected to increase to 7,407,000 by 1960, according to a report by Wood and Kempfer.¹⁹

b. Death rate and life expectancy. Accompanying the phenomenal birth rate has been a decline in the death

¹⁸Malcolm S. MacLean and Dan W. Dodson, "Educational Needs Emerging from Changing Demands of Society," The Public Junior College, The Fifty-fifth Yearbook of the National Society for the Study of Education (Chicago: The University of Chicago Press, 1956), pp. 15-6.

¹⁹William R. Wood and Homer Kempfer, "Community College Education-A National Need," School Life, 33: 29, November, 1950.

rate and an increase in the life expectancy.²⁰ In 1956 MacLean's study showed that over 50 per cent increase in the number of persons over 65 had occurred since 1940.²¹

MacLean and Dodson discovered that in 1954 over 59 per cent of the enrollment in junior colleges was classified as adults and special students.²² By 1958 the percentage had dropped to 34. In Texas public junior colleges, 12 per cent of the students were classified as adults and special students in 1958.²³

c. Immigration. Immigration has contributed to population growth. Compilations by Bailey reveal that between 1907 and 1914 the average annual flow of immigrants to the United States was over 800,000. World War I temporarily decreased the number of aliens, but in one year ending June 30, 1921, some 800,000 persons came to these shores. Isolation sentiment following the war produced the Immigration Act of 1924 which limited Europeans to a definite quota.²⁴

²⁰MacLean and Dodson, loc. cit.

²¹Malcolm S. MacLean, "Social Forces and the Junior College," National Education Association Journal, 45: 233, April, 1956.

²²MacLean and Dodson, op. cit., pp. 6, 17.

²³Junior College Journal, 30: 278-81, January, 1960.

²⁴Thomas A. Bailey, The American Pageant, A History of the Republic (Boston: D. C. Heath and Company, 1956), pp. 780-1.

During the depression in the 1930's and World War II, immigration dropped sharply. Since World War II, however, displaced persons, war brides, and quotas of Europeans and certain Asiatics have increased the foreign element in the United States.²⁵

d. Internal migration. Migration within the United States has changed the population picture. By 1950, according to MacLean and Dodson, 55.7 per cent of the American people were residing in 168 metropolitan cities. Several states recorded decreases in population; others, mostly in the West, gained from 28 to 53 per cent.²⁶

These population changes caused a number of revisions in the course offerings of the junior colleges. MacLean and Dodson noted that institutions located in areas having large foreign elements were teaching English for foreigners and United States history to those who desired to become American citizens. Colleges located in decreasing population centers made adjustments to meet these changing conditions. The Supreme Court decision in 1954 banning segregation affected education in the South and in areas where the Negro

²⁵Frederic A. Ogg and P. Orman Ray, Introduction to American Government, The National Government (New York: Appleton-Century-Croft, 1951), pp. 104-6.

²⁶MacLean and Dodson, op. cit., p. 20.

and other minority groups reside in large numbers.²⁷

These changes in population have posed two major educational problems: What form should education take and how it should be financed. Frank C. Moore, chairman of the Board of Trustees of the State University of New York, stated that the junior college was the best means, both educationally and financially, to meet the needs for more post-secondary education.²⁸ Johnson's study cited a report by Thomas D. Bailey, State Superintendent of Public Instruction in Florida, who pointed out that setting up fifteen community junior colleges would be cheaper for the state than establishing one or two four-year institutions.²⁹

California took the lead in coping with these problems. The junior college was made an integral part of the secondary school system. Two-thirds of the financial support was

²⁷Ibid., pp. 18, 19, 21.

²⁸Illinois Looks to the Future in Higher Education, Report of the Higher Education Commission to the Governor and Legislature of the State of Illinois (Springfield: The State of Illinois, 1957), p. 100.

²⁹B. Lamar Johnson, "A Look to the Future," The Public Junior College, The Fifty-fifth Yearbook of the National Society for the Study of Education (Chicago: The University of Chicago Press, 1956), pp. 15-6.

obtained from district and county taxes.³⁰

In 1955 the Texas legislature adopted the practice of appropriating a fixed amount for each junior college. This amount was determined by a formula based on the full-time student equivalents. In 1957-1958 each junior college received \$232.18 per FTSE. This was approximately 30 per cent of the operating expenses.³¹

2. Changes in technology. Changes in technology presented some of the most perplexing problems for junior college educators. Since 1940 the demand for junior engineers, electronics technicians, practical nurses, medical technicians, and other semi-skilled workers as helpers has ranged from six for every engineer to as high as sixteen for every professional engineer.³²

Starrak and Hughes concluded that the decreases in the average age of graduation from high school and minimum age labor laws passed by a number of states have increased

³⁰Illinois Looks to the Future in Higher Education, op. cit., p. 117.

³¹The Public Junior College of Texas, op. cit., pp. 2, 60.

³²A Restudy of the Needs of California in Higher Education (Sacramento: California State Department of Education, 1955), pp. 56-7.

the popularity of higher education.³³

The impact of technological advances is evident in the organization of semi-professional and vocational courses to meet the needs of the masses of people in the community.

3. Changes in societal customs and attitudes. Wood and Kempfer viewed higher education as a powerful factor in permitting the individual to move from one socio-economic group to another and as a combatant against undesirable social stratification.³⁴

a. Attitude toward education. Seashore pointed out that society demanded an education commensurate with increased technical skills and an educational system dedicated to the preservation of our democratic way of life.³⁵

b. Changing status of women. According to MacLean the changing concept of the place of women in our industrial society has increased the demands for education. In 1956 over 21 million women needed education as preparation for jobs or for living in a technical society.³⁶

³³James A. Starrak and Raymond M. Hughes, The New Junior College - The Next Step in Free Public Education (Ames: The Iowa State College Press, 1948), p. 5.

³⁴Wood and Kempfer, op. cit., p. 31

³⁵Seashore, op. cit., p. 31.

³⁶MacLean, op. cit., p. 7.

c. Increased amount of leisure time. Seashore concluded that increased leisure time has created a greater demand for education by providing more opportunity for part-time study in local junior colleges.³⁷

C. PURPOSES AND FUNCTIONS OF THE JUNIOR COLLEGE

Eells viewed the junior college as a unique development in the American educational system, tending to supplement traditional colleges and universities in areas not heretofore recognized as realms needing special attention.³⁸ Placed as the intermediate stage between the high school and the senior college, Gray believed the two-year institution was "just another step in the overall educative process."³⁹

As the junior college movement grew, various attempts were made to identify the objectives and responsibilities of the new two-year institution.

Representatives at a junior college conference in California agreed on the following functions:

³⁷Seashore, loc. cit.

³⁸Walter C. Eells, "Junior College," Encyclopedia of Educational Research (New York: MacMillan Company, 1950), p. 630.

³⁹William S. Gray (ed.), The Junior College Curriculum, Proceedings of the Institute for Administrative Officers of Higher Institutions (Chicago: The University of Chicago Press, 1929), I, p. 4.

1. The program should include occupational education for persons who end their formal training in the junior college.
2. The junior college should offer general education courses to prepare students to become effective citizens in the community, state, and nation.
3. It should offer college education for transfer credit in liberal arts, pre-scientific engineering, and professional fields.
4. The junior college program should include guidance to assist the student in selecting an occupation and in preparing him for the successful pursuit of the work.
5. It should perform a service to the community by helping all persons in the community with their occupational and general educational needs.⁴⁰

The Office of the Superintendent of Public Instruction in Illinois defined the functions of the junior college as being designed to offer tuition-free courses to all normal youths through the fourteenth year and to adults who had been denied college training. Courses of study would include transfer and terminal programs.⁴¹

Sexon and Harbeson listed four major objectives of the two-year institution:

1. To provide all students with an adequate foundation in general education.

⁴⁰A Restudy of the Needs of California In Higher Education, op. cit., pp. 52-3.

⁴¹Illinois Looks to the Future in Higher Education, op. cit., p. 103.

2. To provide qualified students for junior standing in four-year colleges.
3. To provide vocational training for those desiring immediate and effective entry into the business world.
4. To develop a comprehensive program of community education and culture.⁴²

Seashore pointed out that the junior college was responsible for popularizing higher education and assisting the home in training the individual during the years of immaturity.⁴³

Barnes noted that the available education had to be in harmony with local traditions and customs.⁴⁴

In general the functions of the junior college have been centered around five broad areas: (1) popularizing education; (2) offering transfer courses; (3) offering terminal courses; (4) adult education; and (5) guidance.

1. Popularizing function. In 1953 President Dwight D. Eisenhower stated that every community and locality should furnish a minimum of two additional years of education to everyone regardless of economic or social status.⁴⁵

⁴²John A. Sexson and John W. Harbeson, The New American College (New York: Harpers and Brothers, 1946), p. 49.

⁴³Seashore, op. cit., p. 49.

⁴⁴Barnes, loc. cit.

⁴⁵Illinois Looks to the Future in Higher Education, op. cit., p. 101.

Surveys conducted by Reynolds indicated that two to three times as many high school students attended college when one was available in or near their home town. The number of persons registered in adult-educational programs increased 120 per cent from 1949 to 1955.⁴⁶

Ways in which the junior college has popularized education were summarized by Starrak and Hughes as: (a) educating young men and women who can not for the moment attend a distant senior college; (b) providing vocational and semi-professional training for local industry; and (c) enabling adults the opportunity to improve their occupational skills or socio-economic positions.⁴⁷

2. Transfer function. According to Eells's report, J. H. Hollingsworth in 1930 found that 69 per cent of the courses offered in public junior colleges and 71 per cent of those offered in private junior colleges were transfer courses.⁴⁸ Enrollments in California public junior colleges in 1947 indicated a heavy concentration in courses parallel to

⁴⁶James W. Reynolds, "Community Services," The Public Junior College, The Fifty-fifth Yearbook of the National Society for the Study of Education (Chicago: The University of Chicago Press, 1956), p. 155.

⁴⁷Starrak and Hughes, op. cit., pp. 1, 2.

⁴⁸Walter E. Eells, The Junior College (Boston: Houghton Mifflin Company, 1931), pp. 483-4.

those in senior colleges. Mushlitz reported that almost half of those graduating indicated they were continuing at a four-year institution.⁴⁹ Stilwell expressed the belief that in Texas the largest number of students were enrolled in transfer programs primarily because of the method of allocating state aid.⁵⁰

The findings of Snyder showed that the two-year program in most junior colleges paralleled that of the senior colleges so most students could transfer without loss of credit.⁵¹ Studies by Mortorana, Williams, and Siemans pointed out that junior college transfer students did as well academically as the non-transfer students.⁵²

3. Terminal function. This function of the junior college was designed to meet the needs of students who desired to enter immediately into one of the semi-skilled

⁴⁹M. E. Mushlitz, "Subject Trends in California Public Junior Colleges," California Journal of Secondary Education, 22: 366-9, October, 1947.

⁵⁰Statement by Henry W. Stilwell, President of Texarkana Junior College, personal interview, July, 1958.

⁵¹William H. Snyder, "Curriculum Development," National Education Association Journal, 22: 87-8, March, 1933.

⁵²S. V. Mortorana and L. L. Williams, "Academic Success of Junior College Transfer Students at the State College of Washington," Junior College Journal, 24: 403, March, 1954; Cornelius H. Siemans, "Predicting Success of Transfer Students," Junior College Journal, 14: 28, September, 1943.

professions. According to a number of studies conducted in California, two-year colleges furnish approximately 70 per cent of the "hands" for local industry.⁵³

Since the public junior college depends upon the immediate area for students, it must train workers for community jobs. Terminal courses must be organized to meet the needs of local industry.

According to Ward, techniques of organizing terminal courses varied from institution to institution, but in general the same principles were followed. Two surveys were usually conducted: one to determine what courses the students needed and a second to discover what the needs of the occupation were. The typical survey used questionnaires and interviews with persons who were successfully working in the field.⁵⁴

The contents of the terminal course must be determined carefully. Ward contended that each course had a two-fold objective: to prepare students for the occupation and to prepare them for living in a world of people.⁵⁵ Since

⁵³A Restudy of the Needs of California in Higher Education, op. cit., pp. 56-7.

⁵⁴Phebe Ward, Terminal Education in the Junior College (New York: Harpers and Brothers, 1947), pp. 28-53.

⁵⁵Ibid., p. 17.

the needs of industry change frequently, terminal programs must be supervised continuously.

Colleges offering terminal curricula need good guidance programs. Priest pointed out that numbers of students entering junior colleges were not yet aware what their occupations should be. He concluded that some students were not interested in studying terminal courses for fear they would be relegated to inferior economic and social positions.⁵⁶

In Texas, the terminal curricula continues to be a "poor relation" to the transfer programs. Stilwell contended that Texas junior college terminal programs would continue to be inadequate until the method of allocating state aid was revised.⁵⁷

4. Adult function. In a number of junior colleges the adult program is closely identified with the terminal curricula since neither is concerned with granting transfer credit. However, according to Moore, adult courses differed in several respects from the terminal programs. Adult courses were usually shorter. Many were designed to prepare the adult for more enjoyable living. Typical adult programs

⁵⁶Bill J. Priest, "The Most Significant Problems of Junior Colleges in the Field of Student Personnel Services," Junior College Journal, 29: 304, February, 1959.

⁵⁷Stilwell, loc. cit.

consisted of courses in flower arranging and art.⁵⁸

5. Guidance function. Dressel's survey revealed that students of junior college age often lacked experience in self-discipline and self-direction. Many had recurring problems about their health, religion, social activities, and academic studies.⁵⁹

Greenshields, Lindsay, and Crawford expressed the view that guidance must begin to cope with student problems at orientation and continue until the training was terminated.⁶⁰ Priest pointed out that these programs must assist the student in developing self-understanding and leadership qualities and in selecting an occupation commensurate with his abilities.⁶¹

Guidance in the junior college differs significantly from the senior college program. Low cost tuition and a variety of terminal and transfer courses enable the student

⁵⁸Statement by J. D. Moore, President of Victoria Junior College, personal interview, July, 1958. See The Victoria College General Catalogue, 1957-1959.

⁵⁹Paul L. Dressel, "Individual Needs and Purposes," The Public Junior College, The Fifty-fifth Yearbook of the National Society for the Study of Education (Chicago: The University of Chicago Press, 1956), p. 45.

⁶⁰Myrel J. Greenshields, Frank B. Lindsay, and William H. Crawford, "Junior College Teachers as Guidance Workers," Junior College Journal, 29: 368, March, 1959.

⁶¹Priest, op. cit., p. 303.

to experiment with a number of programs before choosing a profession. This experimentation reduces the drop out rate below the 60 per cent recorded by many senior colleges.⁶² Priest further concluded that a guidance program had the responsibility of informing the community and the students that pursuing terminal courses did not relegate them to inferior social and economic positions.⁶³

D. DEVELOPMENTS IN PUBLIC JUNIOR COLLEGE ADMINISTRATIVE ORGANIZATION

Literature dealing with developments in public junior college administrative organizations has tended to follow two broad outlines: legal provisions for establishing the public junior college and internal organization and administration.

1. Legal provisions for establishing the public junior college. Acquiring legal recognition for the new public junior college meant overcoming a number of obstacles. Bogue noted that senior colleges were suspicious of the quality of work and of institutions which would compete for

⁶²Illinois Look to the Future in Higher Education,
op. cit., p. 100.

⁶³Priest, op. cit., p. 304.

students and public funds. The new two-year colleges had to win the support of the state legislature if they were to receive state aid and permission to organize as public institutions. They had to win support of the community if they were to survive.⁶⁴

The public junior college proved to be "not a fad-but a fundamental." States began to grant permission to establish local junior colleges provided certain specified criteria were met. Bogue and Burns listed approval by local voters, student potential, and financial ability to support an institution.⁶⁵

According to Medsker, state laws provided for both local and state aid. Local funds were to be secured by a given tax rate on the assessed value of property in the junior college district. State funds were allocated according to FTSE, average daily attendance or on an equal basis.⁶⁶

⁶⁴Jesse Parker Bogue, The Community College (New York: McGraw-Hill Book Company, 1950), pp. 263-6.

⁶⁵Jesse P. Bogue and Norman Burns, "Legal and Extralegal Influences for Improving Junior Colleges," The Public Junior College, The Fifty-fifth Yearbook of the National Society for the Study of Education (Chicago: The University of Chicago Press, 1956), p. 232.

⁶⁶Leland L. Medsker, "Financing Public Junior College Operation," The Public Junior College, The Fifty-fifth Yearbook of the National Society for the Study of Education (Chicago: The University of Chicago Press, 1956), p. 252.

Relationship between the public junior college and the state department of education was established by law. Bogue and Burns discovered that authority to regulate public junior colleges was usually based on the power of the state to supervise appropriated funds and to enforce standards for public education. Statues in fifteen states provided that the state department of education would act as a standardizing agent for public two-year institutions. In three states the superintendent of public instruction was authorized to set the standards.⁶⁷

Legal authority and responsibility for operation of the public junior college was invested in a local board of control. Comparisons made by Scroggs showed that in most states their election and responsibilities were governed by law. Boards received instructions on organizing and implementing the two-year colleges from state laws and directives and from local citizens.⁶⁸

Bogue contended that the progress of the local junior college depended, in part, upon the wisdom, judgment, and conduct of the local board. He pointed out that the boards

⁶⁷Bogue and Burns, op. cit., p. 236-7.

⁶⁸Shiller Scroggs, "Administration and Organization," The American College (New York: Philosophical Library, 1949), p. 442.

were responsible for determining the objectives and the general policies of the institution.⁶⁹ Scroggs listed the selection of the chief administrative officer as one of their principal duties.⁷⁰

2. Public junior college administration and organization. After the objectives of the institution have been determined, administrators must carry them out.⁷¹ Because two-year colleges differed in objectives, size, and financial conditions, Bogue stated that administrative organizations and principles had to be modified to meet the needs of the specific institution.⁷²

In surveying the early stages of the development of the junior college movement, Koos discovered that two-year colleges were closely associated with the local high schools. The public school superintendent was charged with the responsibility of supervising both the secondary school and the junior college. Koos found that 99 out of 168 public junior colleges he surveyed had a dean as the chief administrator.

⁶⁹Bogue, op. cit., pp. 281-2.

⁷⁰Scroggs, op. cit., pp. 242-3.

⁷¹Ibid.

⁷²Bogue, op. cit., p. 275.

Only 37 out of the 168 used the office of president.⁷³

Bogue concluded that the administrative offices used in a junior college depended upon the local situation. However, such functions as supervision of instruction, registration, business management, and student services were common to all junior colleges.⁷⁴ Table I, page 39, is a simplification of the organizational chart suggested by the American Association of Junior Colleges for large two-year institutions. The offices most commonly found include:

a. President. Scroggs noted that with the separation of the administration of the public junior college from the public school system, the president became the chief administrator in most institutions. He was appointed by the local board of control and acted as chief advisor to the board and as liaison between the board and the institution.⁷⁵

Bogue classified the president's major responsibilities into three areas. First, he was responsible for augmenting and carrying out the objectives outlined by the board of control. With assistance from the board, he was

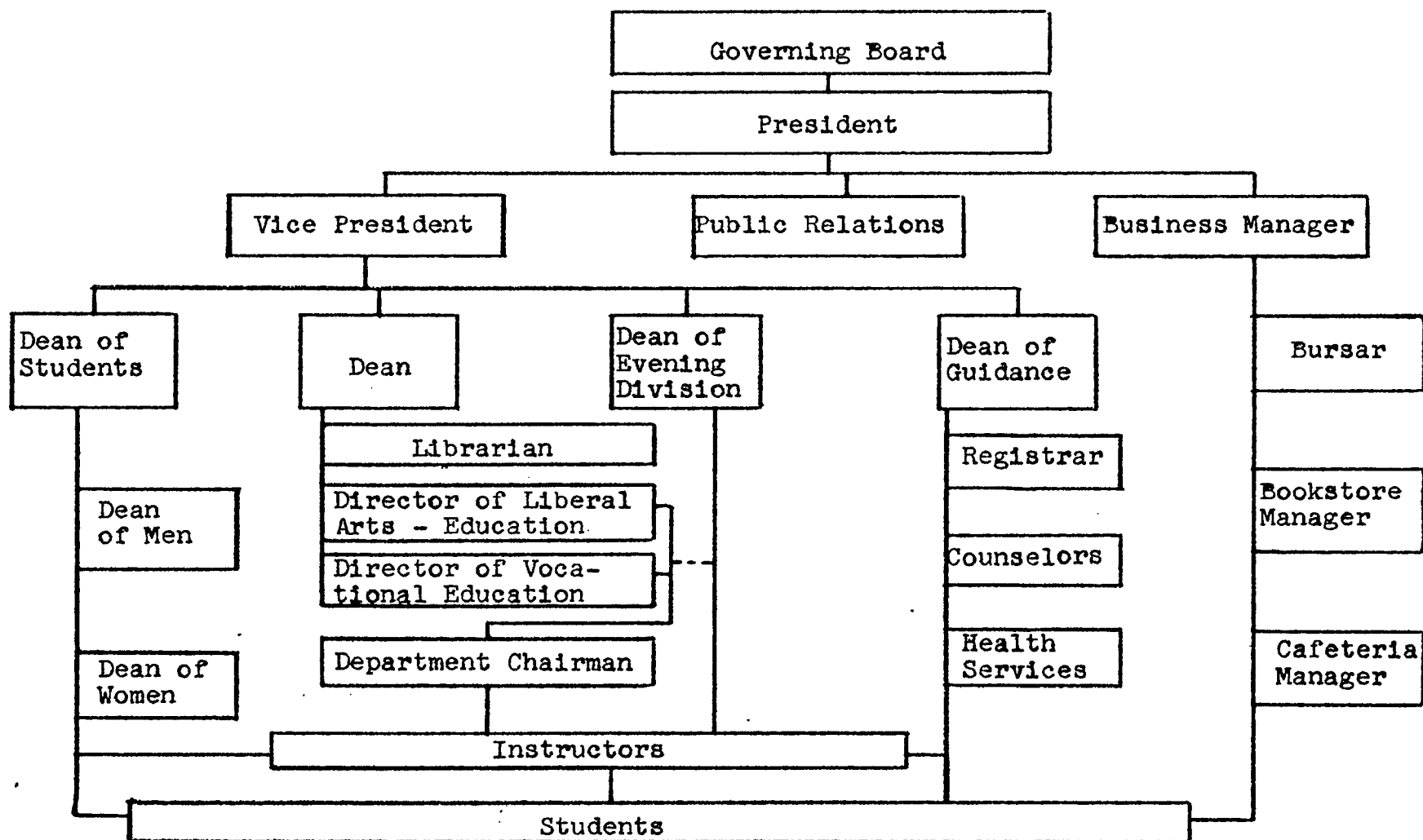
⁷³L. V. Koos, "Junior College Administrators and their Scope of Functions," School Review, 52: 144, March, 1944.

⁷⁴Bogue, op. cit., p. 279.

⁷⁵Scroggs, op. cit., pp. 458-9.

TABLE I

PROPOSED ORGANIZATIONAL CHART FOR A JUNIOR COLLEGE (SIMPLIFIED)



responsible for developing an organizational chart and publishing it so administrators and faculty would understand their duties and functional lines of responsibility.⁷⁶

Secondly, the chief administrator was responsible for developing and maintaining a climate for learning. He must provide educational facilities and services and financial security for the staff. He must furnish the opportunity for the faculty and administrators to improve their skills and competencies.⁷⁷

The third concern of the president was the community. The chief administrator must study the needs of the local area and find means for meeting them. He must organize a public relations program designed to acquaint the community with the total role of the junior college.⁷⁸

b. Vice President. Duties of a vice president in the junior college have not been fully studied. Bogue's study reported that, as second in command in the institution, the vice president performed duties as assigned by the president. He assumed full responsibility for the operation

⁷⁶Bogue, op. cit., p. 284.

⁷⁷Ibid.

⁷⁸Ibid., 279.

of the college in absence of the president.⁷⁹

Woodburne stated that in some junior colleges the vice president was responsible for the educational direction of the institution.⁸⁰ In these organizations administrators dealing with instruction, guidance, and student services were directly responsible to him. Long pointed out that in other junior colleges, the vice president was more directly concerned with the preparation of the budget.⁸¹

c. Dean. Frequency of the office of dean in the junior colleges depended upon the size of the institution. In 1951 Pierce indicated that, of the junior colleges used in his survey, the office of dean existed in (1) 52 per cent of them with a student body over 1000 students; (2) 37 per cent with a student body of 301 to 999 students; and (3) in only 27 per cent of the two-year colleges with less than 300 students.⁸²

Higgins discovered that the duties of the dean varied

⁷⁹Ibid., p. 294.

⁸⁰Lloyd S. Woodburne, Principles of College and University Administration (Stanford: Stanford University Press, 1958), p. 8.

⁸¹H. J. Long, "Why College Presidents," Association of American Colleges Bulletin, 37: 279-82, October, 1951.

⁸²A. C. Pierce, "Deans in the Organization and Administration of Junior College," Junior College Journal, 21: 364-5, February, 1951.

from one institution to another. The majority of them possessed independent authority in (1) the academic counseling of students; (2) dismissal of students; (3) enforcement of academic regulations; and (4) teacher assignment.⁸³

According to Davis, junior college deans shared administrative responsibility with the chief executive and with the faculty.⁸⁴ Higgins stated they shared educational responsibilities with the president and the faculty. With the aid of department heads, deans advised the chief executive on the academic budget. They shared the responsibility of selecting and dismissing faculty with both the president and department heads. When the institution had no vice president, deans coordinated the registration and guidance programs.⁸⁵

How deans utilized their time varied. Higgins indicated that (1) students, (2) faculty, (3) committees, and (4) teaching, in that order, required the most attention.⁸⁶ Pierce concluded that more than 75 per cent of the

⁸³Ruth L. Higgins, "Functions of the Academic Dean," Association of American Colleges Bulletin, 33: 393-4, May, 1947.

⁸⁴H. H. Davis, "Selection of College Deans," Journal of Higher Education, 21: 147-8, March, 1950.

⁸⁵Higgins, op. cit., pp. 394-7.

⁸⁶Ibid., pp. 398-9.

deans in his survey spent most of their time (1) advising the chief executive; (2) supervising curricula; (3) scheduling classes and registration; and (4) administering standards.⁸⁷

Other studies indicate the changing position of the dean in the two-year institution. In 1947 Reynolds stated that only 28 per cent of the junior colleges surveyed made the dean responsible for the curriculum development. In 1956 Baxter found that curriculum planning was the principal function of the dean.⁸⁹

Other studies on the junior college dean deal with their qualifications. Eells reported that a 1929 survey of 139 institutions revealed that 75 per cent of the deans had a master's degree.⁹⁰ In 1951 Pierce found that 91 per cent of those surveyed had a master's degree. The same study indicated that 83 per cent of the deans had high school teaching experience and that 71 per cent had done college

⁸⁷Pierce, op. cit., p. 366.

⁸⁸James W. Reynolds, "Administrative and Supervisory Practices for Improving Instruction," Junior College Journal, 18: 181-90, December, 1947.

⁸⁹J. P. Baxter, "Some Functions of the Academic Dean," Association of American Colleges Bulletin, 42: 247, May, 1956.

⁹⁰Eells, op. cit., p. 368.

teaching.⁹¹

d. Registrar. The position of registrar varies from junior college to junior college. Lewis and Henderson's study illustrated that the registrar and admissions officer was often combined into one position.⁹² Scroggs showed that the office of registrar was often known as the dean of admissions or director of admissions.⁹³

Bogue's findings pointed out that the registrar in larger junior colleges often functioned under the direction of the dean of guidance.⁹⁴ In other institutions, he was directly responsible to the vice president. In smaller junior colleges, he worked directly with the chief administrator.

Registrars are often assigned similar responsibilities. Scroggs noted that the position embraced the administration of admissions and degree requirements, the recording and transcribing of academic records, and preparing the progress and performance reports of students.⁹⁵

⁹¹A. C. Pierce, "Junior College Deans: Their Qualifications and Training," Junior College Journal, 21: 393-4, March, 1951.

⁹²R. L. Lewis and L. N. Henderson, "Principles for Organizing and Administering the Registrar's Office in Private Junior Colleges," Junior College Journal, 28: 326-8, February, 1958.

⁹³Scroggs, op. cit., p. 462.

⁹⁴Bogue, op. cit., p. 286.

⁹⁵Scroggs, op. cit., p. 462.

Ferry discovered that registrars often work with deans in preparing the catalogue and in setting up registration procedures which involve faculty assistance.⁹⁶ Lewis and Henderson included in their list of duties assisting with academic counseling and furnishing guidance information to counselors.⁹⁷

Criteria for use in selecting registrars were suggested by Lewis and Henderson. They should be trained in some field and possess knowledge of counseling procedures, history of education, and curricular developments.⁹⁸

e. Dean of guidance. The two-years spent in a junior college are a period of transition. According to the views of Greenshields, Lindsay, and Crawford guidance was a continuous process which did not end when a student had completed registration.⁹⁹ Priest pointed out that a program had two objectives: to help students to select an occupation and to develop leadership abilities.¹⁰⁰

⁹⁶F. C. Ferry, "Reducing Busy Work," Junior College Journal, 25: 310-18, February, 1955.

⁹⁷Lewis and Henderson, op. cit., p. 327.

⁹⁸Ibid., pp. 322-8.

⁹⁹Greenshields, Lindsay, and Crawford, op. cit., p. 368.

¹⁰⁰Priest, loc. cit.

After surveying guidance programs in various junior colleges, Meyer and Hannelly concluded that they were organized in a number of different ways. Larger junior colleges often employed a full time dean of guidance. More frequently in smaller institutions, guidance functions were performed by the president, the registrar, or the financial officer.¹⁰¹

Junior college guidance programs were administered in different ways. The typical program, outlined by Carpenter and Hopkins, utilized one or more of the following: (1) trained non-teaching counselors; (2) subject matter teachers; (3) every instructor in the institution; and (4) selected instructors in the institution.¹⁰²

Meyer and Hannelly discovered that counseling techniques varied from one institution to another. Among the most common approaches used were: (1) observation; (2) rating scales; (3) autobiography and other personal documents; (4) interview; (5) case study; and (6) projective techniques.¹⁰³

¹⁰¹A. M. Meyer and Robert J. Hannell, "The Student Personnel Program," The Public Junior College, The Fifty-fifth Yearbook of the National Society for the Study of Education (Chicago: The University of Chicago Press, 1956), p. 206.

¹⁰²M. K. Carpenter, E. H. Hopkins, and H. E. Hilton, "College Guidance, Whose Job is it?" National Education Association Journal, 42: 273, May, 1953.

¹⁰³Meyer and Hannelly, op. cit., p. 199.

Functions performed by guidance personnel differ from one junior college to another. However, both Mitchell and Johnson concluded that the various programs purport to accomplish the same objectives. All were concerned with pre-college counseling, testing and selecting students, and vocational, academic, and social counseling.¹⁰⁴

f. Dean of students. According to Woodburne, this office appeared in junior college organizational charts under a variety of titles. Often it was called dean of students; sometimes dean of student activities or dean of student affairs. In larger junior colleges, the office was often subdivided into positions of dean of men and dean of women. Smaller junior colleges often assigned duties of this office to other personnel.¹⁰⁵

Duties of deans of students in junior colleges differed from those in senior colleges and universities. Among the major differences noted by Woodburne was that two-year institutions frequently did not provide dormitory

¹⁰⁴Guy C. Mitchell, "Guidance in Higher Education," Junior College Journal, 22: 207-15, December, 1951; B. L. Johnson, "Advising, Guidance, and Counseling of Junior College Students," National Association of Secondary School Principals, Bulletin 37, pp. 19-36.

¹⁰⁵Woodburne, op. cit., pp. 169-78.

facilities or permit students to join social fraternities.¹⁰⁶

Jackson discovered a similarity between the functions performed by deans of men and by deans of women. Both were concerned with advising students, formulating social policies, and supervising student activities.¹⁰⁷

g. Director of public relations. Public relations, according to Clarke, was an integrated program designed to broaden the public's understanding of the junior college.¹⁰⁸ The well planned program outlined by Brown covered every phase of the institution.¹⁰⁹

Harlacker's study pointed out that in 1948 no public relations officers were reported by the American Association of Junior Colleges.¹¹⁰ In 1954 Brown discovered that two out of three two-year institutions still did not have a planned public relations program.¹¹¹

¹⁰⁶Ibid.

¹⁰⁷H. Jackman, "Topics of Concern to Deans," National Association of Deans of Women Journal, 18: 83-5, January, 1955.

¹⁰⁸J. F. Clarke, "Is a Public Relations Office Needed?" Junior College Journal, 23: 150, November, 1952.

¹⁰⁹F. R. Brown, "Current Methods of Handling Public Relations in Junior Colleges for Women," Junior College Journal, 25: 83, November, 1954.

¹¹⁰E. L. Harlacker, "Public Relations in the Junior Colleges of California," Junior College Journal, 29: 34, September, 1958.

¹¹¹Brown, op. cit., pp. 83-90.

A survey by Blakely in 1954 stated that administrators began to realize the importance of keeping the public informed. Larger junior colleges had appointed a director of public relations, but in the smaller institutions the chief administrator continued to plan and execute the program.¹¹²

h. Business manager. The office of business manager functions directly under the supervision of the chief administrator. Scroggs pointed out that the business manager was responsible for accounting of the college funds, the purchase of supplies and equipment, and preparing the budget.¹¹³ Morey in preparing his list of duties emphasized the operation of the service departments.¹¹⁴

The budget is the life blood of the institution. Bogue demonstrated that many a dead college has "Died of pernicious anemia - the white corpuscles of deficit destroyed the red ones of asset."¹¹⁵ Bogue found that budgets were

¹¹²T. A. Blakely, "Adequate Public Relations Program for A Public Junior College," Junior College Journal, 24: 484 April, 1954.

¹¹³Scroggs, op. cit., p. 462.

¹¹⁴Lloyd Morey, "What the President should know about Business Management," Educational Record, 39: 348-56, October, 1958.

¹¹⁵Bogue, op. cit., p. 290.

drawn up with the greatest care. The chief administrator either prepared them or supervised them closely.¹¹⁶

E. SUMMARY

Private two-year colleges in Texas were among the first to incorporate the junior college principle. In 1900 only eight private junior colleges were in operation in the United States. By 1960 the number had increased to 677, of which 390 are publicly supported.

The expanding objectives of the junior college partially accounts for its acceptance and growth. The curricula of the first junior colleges were primarily transfer. Increased demands for semi-professional workers in the community lead to the addition of terminal courses. Adult programs were organized to meet the needs of local citizens. Emphasis on guidance and the opportunity to take a variety of transfer and terminal programs enhanced the desirability of attending the local two-year institution.

The first public junior college was organized in Joliet, Illinois, in 1902. California was the first state to give legal recognition to the two-year institution. By 1960, 39 states had passed laws providing for the organiza-

¹¹⁶Scroggs, op. cit., p. 462.

tion and administration of the junior college.

The first junior colleges were organized as an extension of the high school system. Today California considers them as secondary education. Other states, including Texas, have included the junior college in the system of higher education.

The organization and administration of the junior college have been influenced by a number of factors. Statutes give permission to organize, but place the responsibility for operating and financing on the local board of control. Other state laws provide for state aid and general supervision.

Junior colleges are not merely the first two years of a four-year institution. Administrators found they could not be operated under the standards of the senior colleges. Principles and organizations had to be modified to meet the needs of the specific junior college.

In general, public junior colleges have the same functions, but such factors as size, finances, specific objectives, and administrative organizations have required the allocation of duties and functions to meet the local situation.

CHAPTER III

ORGANIZATIONAL PATTERNS OF TEXAS PUBLIC JUNIOR COLLEGES

Texas public junior college organizational patterns have been influenced by numerous factors. State laws have been passed to cover: (1) provisions for control; (2) conditions for establishing; (3) procedures for organizing; and (4) provisions for support.

Other factors which affect organizations of public junior colleges include such considerations as institutional objectives, size, finances, and availability and training of personnel.

Chapter III presents an analysis of the basic junior college laws in Texas and a discussion of the organizations patterns of twenty-nine Texas public junior colleges.

A. PROVISIONS OF BASIC PUBLIC JUNIOR COLLEGE LEGISLATION

The eighteen public junior colleges which were organized in Texas prior to 1928 were established by the action of local boards of trustees. They were controlled locally and supervised by the superintendent of the public school system. The State had no legal authority for their super-

vision.¹

In 1929 the Texas legislature passed a law giving legal status to public junior colleges organized before 1928. This validating act with its amendments and subsequent enactments has provided for a number of different types of junior college districts.²

Under these provisions thirty-two operating junior college districts have been created. Three of these are operated in conjunction with senior colleges and have been omitted from this study. The remaining twenty-nine districts are classified as (1) independent junior college districts; (2) independent school districts; (3) union districts; (4) county wide districts; and (5) joint county districts. Table II, page 54, indicates the Texas public junior colleges classified under each heading.³

1. Conditions under which public junior colleges may be established. Minimum requirements for each type of public junior college are specified as follows:

¹The Public Junior Colleges of Texas, A General Report for the Academic Year 1957-1958 (Austin: Texas Education Agency, 1959), p. 1.

²Ibid.

³Ibid, p. 7; Junior College Journal, 30: 301-2, January, 1960.

TABLE II

TYPES OF TEXAS PUBLIC JUNIOR COLLEGE DISTRICTS, 1959-1960

College	Inde- pendent Junior College District	Inde- pendent School District	Union Dis- trict	County Wide	Joint County
Alvin		X			
Amarillo	X				
Blinn				X	
Cisco	X				
Clarendon		X			
Del Mar	X				
Frank Phillips	X				
Gainesville		X			
Henderson				X	
Howard				X	
Kilgore			X		
Laredo	X				
Lee	X				
Navarro				X	
Odessa	X				
Panola				X	
Paris			X		
Ranger	X				
San Angelo				X	
San Antonio			X		
South Plains					X
Southwest Texas					X
Temple	X				
Texarkana	X				
Texas Southmost			X		
Tyler	X				
Victoria				X	
Weatherford				X	
Wharton				X	
Total	11	3	4	9	2

a. Independent junior college districts. Any independent school district or city which has assumed control of its school system can establish a junior college district, provided specified requirements are met. The proposed district must have an assessed property valuation of not less than twelve million dollars or an equivalent income provided by endowment. It must have an average daily attendance of not less than 400 students in the last four years in the classified high school or high schools in the district during the next preceding year.⁴

The State Board of Education is authorized to deviate from these requirements provided the proposed district is located in a growing section of the state or has a need for a junior college. Under these conditions a proposed district having an assessed value of twenty million dollars of taxable property and 300 students in average daily attendance in the last four years of the classified high school may establish a junior college.⁵

b. County or joint county junior college district. Provisions are made for organizing a county or joint county junior college district. One county or a combination of

⁴Public School Law Bulletin Number 587 (Austin: Texas Education Agency, December, 1956), p. 213.

⁵Ibid., pp. 213-4.

contiguous counties with \$9,500,000 of taxable property and a school population of not fewer than 7,000 students in the next preceding school year or less than 400 in the last four years of the classified high schools may establish a joint county public junior college.⁶

c. Union junior college district. Permission is granted to organize union junior colleges. Two or more contiguous independent school districts or two or more contiguous common school districts or combinations of contiguous common and independent school districts may organize a public union junior college. The combined taxable wealth must not be less than \$9,500,000 and the scholastic population not less than 7,000 during the next preceding school year or fewer than 400 students in the last four years of the classified high schools in the proposed district.⁷

2. Procedures for organizing public junior colleges. Steps for organizing a public junior college in Texas have been outlined by the state legislature. After the financial and scholastic requirements have been met, a petition signed by at least ten per cent of the qualified tax paying voters of the proposed territory is submitted to the county board

⁶Ibid., pp. 220-1.

⁷Laws of the 55th and 56th Sessions of the Legislature Relating to Public Education in Texas (Austin: Texas Education Agency, January, 1960), pp. 33-4.

of education. The board determines the genuineness of the petition and submits it to the State Board of Education.

In the case of a union junior college the petition must be signed by not fewer than ten per cent of the qualified tax paying voters in each school district within the proposed district and submitted to the county board of education. If no county board of education exists, the petition is submitted to the commissioners court.

In the case of a joint county junior college, ten per cent of the qualified taxpayers in each county must approve the petition which is transmitted to the board of education of each county. Where boards of education do not exist, petitions are submitted to the commissioner's court.⁸

The State Board of Education determines whether conditions for establishing a public junior college have been met and the feasibility and desirability of organizing an institution in that area. This decision is communicated to the local board of education. If permission is granted, the local board orders an election in the proposed territory. The order contains a description of the boundaries of the proposed district and the date for the election. If the majority of the votes cast by qualified property owners of the

⁸
Ibid.

territory favor the creation of a public junior college, one is formed.⁹

3. Provisions for supervising public junior colleges.

After the organization of the public junior college, the State Board of Education continues to exercise general control over its operation. Each must follow the standards, operational rules and regulations prescribed by the State Board.¹⁰

The Commissioner of Education has the authority to appoint an Assistant Commissioner of Education for Public Junior Colleges and to prescribe his duties. The Commissioner is also responsible for filing with the state auditor a list of junior colleges which have met all the state requirements for state funds.¹¹

All authority not vested in the Texas Education Agency and its components is reserved and retained locally by each public junior college district or the governing board as provided by law.¹²

⁹Public School Law Bulletin Number 587, op. cit.,
p. 214.

¹⁰House Bill 454, Section 3 signed by the Governor,
May 11, 1959.

¹¹Ibid., Section 4.

¹²Ibid., Section 1.

Control over a union, county, and joint county junior college district is exercised by a board of trustees who are elected at large by qualified voters to serve for six year terms.¹³

Supervision over the other types of public junior colleges in Texas is exercised by the board of trustees for the independent school district. Provisions for obtaining a board of regents for these institutions have been established. The trustees of the independent school district may request the county judge to call an election for a board of regents. Qualified voters of a district may request the election of a separate board of regents by submitting a petition signed by ten per cent of the qualified voters to the county judge. A board of regents secured under these provisions consists of nine members who are elected for three year terms.¹⁴

Alternate methods for obtaining a separate board of regents are provided. One may be appointed by the board of trustees of the independent school system. If the trustees do not appoint a separate board of regents, ten per cent of the qualified voters may petition for an election to force

¹³Public School Law Bulletin Number 587, op. cit., p. 242.

¹⁴Ibid., pp. 246-7.

trustee action. Appointive boards of regents consist of nine members who serve for six-year terms.¹⁵

Broad powers have been granted by the state legislature to these local boards of control. After bond issues and tax rates have been approved by a majority of the qualified voters of the districts, local boards can issue bonds, levy and collect taxes. They have the authority to acquire property and to accept donations for the junior college.¹⁶

Local boards are empowered to select a president, a dean, and other administrative officers. They are authorized to hire faculty, fix fees, and determine salaries.¹⁷

4. Provisions for support of public junior colleges.
Funds to operate and maintain public junior colleges in Texas are obtained from state appropriations and from local sources.

Beginning in 1941, the legislature passed biennially a series of laws which provided state aid for public junior colleges. Allocation of funds is based on the number of full time student equivalents currently enrolled in the institution. The amount has been steadily increased from fifty

¹⁵Ibid., pp. 247-8.

¹⁶Ibid., pp. 215-6.

¹⁷Ibid., p. 219.

dollars for each FTSE in 1941-1942 to a maximum of \$232.18 in 1957-1958.¹⁸

In order to receive state funds a public junior college must be classified as a first class two-year institution by the State Department of Education. It must prescribe to all pertinent rules and regulations and offer a minimum of twenty-four semester hours of terminal and/or vocational courses.¹⁹

Local junior college districts are authorized to issue bonds and to levy and collect taxes. Bond issues and tax rates must be approved by a majority of the qualified voters in the junior college district at a special election called for these purposes. The total amount of taxes levied cannot exceed one dollar on the one hundred dollars of property valuation in the district.²⁰

Public junior colleges are granted permission to make loans from public or private sources for the purpose of erecting buildings or purchasing equipment.²¹ They may erect

¹⁸The Public Junior Colleges of Texas, A General Report for the Academic Year 1957-1958, op. cit., pp. 1-2.

¹⁹Public School Law Bulletin Number 587, op. cit., p. 232.

²⁰General and Special Laws, 1947, 50th Legislature, Regular Session, Chapter 76, p. 101.

²¹Public School Law Bulletin Number 587, op. cit., p. 252.

museums, libraries or other such buildings jointly with the school district or municipality.²²

B. ORGANIZATIONAL STRUCTURES OF TEXAS PUBLIC JUNIOR COLLEGES

The operation of each of the Texas public junior colleges is directed by a chief administrator who is appointed by the local board of trustees. In twenty-seven of the thirty-two public junior college districts, a president exercises exclusive supervision over the institution. In four junior colleges the president also serves as superintendent of the public school system. One junior college administrator is under the administrative responsibility of the public school superintendent.²³

1. Office of the president. Of the twenty-nine Texas public junior colleges used in this study, twenty-eight of them list the president as the highest administrative office. In one institution, Alvin Junior College, the title of superintendent is used.²⁴

²²Ibid., p. 250.

²³The Public Junior Colleges of Texas, A General Report for the Academic Year 1957-1958, op. cit., pp. 3, 7.

²⁴Catalogues and bulletins from the twenty-nine Texas public junior colleges; personal visits by the investigator to each of the twenty-nine institutions.

2. Office of the vice president. Table III indicates the frequency of the office of vice president in the twenty-nine Texas public junior colleges. None of the 29 employ a full time vice president. Three of the 29 use a vice president-dean combination. Of these 3 institutions with the office of vice president, 2 of them are in the over 2,001 students category.

TABLE III

FREQUENCY OF THE OFFICE OF VICE-PRESIDENT BY NUMBER AND PERCENTAGES IN TWENTY-NINE TEXAS PUBLIC JUNIOR COLLEGES ARRANGED IN CATEGORIES FROM LESS THAN 500 TO MORE THAN 2000 STUDENTS^a

Office	Enrollment									
	Less		501		1001		Over		Total	
	than		to		to		2001			
	500		1000		2000					
	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per
	ber	cent	ber	cent	ber	cent	ber	cent	ber	cent
Vice-president-dean combination.	0	00	1	10	0	00	2	67	3	10
No office of vice president.....	10	100	9	90	6	100	1	33	26	90
Totals	10	100	10	100	6	100	3	100	26	100

^aCatalogues and bulletins from the twenty-nine Texas public junior colleges; personal visits by the investigator to each of the institutions.

3. Office of the dean. The office of dean is included in 97 per cent of the organizational charts of the twenty-

nine Texas public junior colleges. The positions most commonly used are a full time dean, a dean-registrar combination, a dean-vice president combination, or a dean-director of guidance combination.

Frequency of the office of dean in each category is indicated in Table IV, page 65. Of the 29 Texas public junior colleges, 32 per cent of them have the services of a full time dean and 49 per cent use a dean-registrar combination. All of the institutions in less than 500 students category and in 1,001 to 2,000 students category use either a full time dean or a dean-registrar combination.

4. Office of the registrar. As indicated in Table V, page 66, of the 29 Texas public junior colleges used in this study 51 per cent of them employ a full time registrar and 49 per cent use a dean-registrar combination. All of the institutions in the over 2,001 students category and 67 per cent of those in the 1,001 to 2,000 students group have full time registrars.

5. Office of counseling and guidance. Though one of the stated objectives of Texas public junior colleges is to provide counseling and guidance services, 71 per cent of the twenty-nine public institutions do not maintain an office of counseling and guidance.

As shown in Table VI, page 67, titles used for these

TABLE IV

FREQUENCY OF THE OFFICE OF DEAN BY NUMBERS AND PERCENTAGES
IN TWENTY-NINE TEXAS PUBLIC JUNIOR COLLEGES
ARRANGED IN CATEGORIES FROM LESS THAN 500
TO MORE THAN 2000 STUDENTS^a

Office	Enrollment									
	Less than 500		501 to 1000		1001 to 2000		Over 2001		Total	
	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per
	ber	cent	ber	cent	ber	cent	ber	cent	ber	cent
Dean, full time.....	2	20	2	20	4	67	1	33	9	32
Dean-registrar, combination.....	7	70	5	50	2	33	0	00	14	49
Dean-vice president combination.....	0	00	1	10	0	00	2	67	3	10
Dean-business manager combina- tion.....	1	10	0	00	0	00	0	00	1	3
Dean-director of guidance combina- tion.....	0	00	1	10	0	00	0	00	1	3
No office of dean...	0	00	1	10	0	00	0	00	1	3
Totals	10	100	10	100	6	100	3	100	29	100

^aCatalogues and bulletins from the twenty-nine Texas public junior colleges; personal visits by the investigator to each institution.

TABLE V

FREQUENCY OF THE OFFICE OF REGISTRAR BY NUMBERS AND PERCENTAGES
IN TWENTY-NINE TEXAS PUBLIC JUNIOR COLLEGES
ARRANGED IN CATEGORIES FROM LESS THAN 500
TO MORE THAN 2000 STUDENTS^a

Office	Enrollment									
	Less		501		1001		Over		Total	
	than		to		to		2001			
	500		1000		2000					
	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per
	ber	cent	ber	cent	ber	cent	ber	cent	ber	cent
Registrar, full time.....	3	30	5	50	4	67	3	100	15	51
Registrar-dean combination.....	7	70	5	50	2	33	0	00	14	49
Totals	10	100	10	100	6	100	3	100	29	100

^aCatalogues and bulletins from the twenty-nine Texas public junior colleges; personal visits by the investigator to each institution.

TABLE VI

FREQUENCY OF THE OFFICE OF DIRECTOR OF GUIDANCE BY NUMBERS
AND PERCENTAGE IN TWENTY-NINE TEXAS PUBLIC JUNIOR
COLLEGES ARRANGED IN CATEGORIES FROM LESS
THAN 500 TO MORE THAN 2000 STUDENTS^a

Office	Enrollment									
	Less		501		1001		Over		Total	
	than		to		to		2001			
	500		1000		2000					
	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per
	ber	cent	ber	cent	ber	cent	ber	cent	ber	cent
Director of guidance.....	1	10	1	10	1	17	2	67	5	17
Counselor.....	0	00	1	10	0	00	0	00	1	3
Guidance for men; guidance for women.....	0	00	0	00	1	17	0	00	1	3
Dean-director of guidance combi- nation.....	0	00	1	10	0	00	0	00	1	3
Assistant dean- director of guidance combi- nation.....	0	00	1	10	0	00	0	00	1	3
No office of director of guidance.....	9	90	6	60	4	66	1	33	20	71
Totals	10	100	10	100	6	100	3	100	29	100

^aCatalogues and bulletins from twenty-nine Texas public junior colleges; personal visits by the investigator to each institution.

services vary from institution to institution. Of the 29 Texas public junior colleges, 17 per cent of them use the title of director of guidance.

Ninety per cent of the institutions in less than 500 students category, 60 per cent in the 501 to 1,000 students group, 66 per cent in the 1,001 to 2,000 students category, and 33 per cent of the institutions in the over 2,001 students group do not maintain an office of counseling and guidance.

6. Office of business manager. Table VII, page 69, indicates that 47 per cent of the 29 Texas public junior colleges maintain the office of business manager. The title most commonly used is business manager which is found in 31 per cent of the 29 public institutions.

Seventy per cent of the Texas public junior colleges in the less than 500 students group, 70 per cent of those in the 501 to 1,000 students category, and 17 per cent of those in the 1,001 to 2,000 students group do not use the office of business manager in their organizational charts.

7. Office of non-academic deans (student life and activities). Student activities and affairs are supervised by different administrators from institution to institution. As indicated in Table VIII, page 70, 7 different titles are used in the 29 Texas public junior colleges used in this study.

TABLE VII

FREQUENCY OF THE OFFICE OF BUSINESS MANAGER BY NUMBERS AND PERCENTAGES IN TWENTY-NINE TEXAS PUBLIC JUNIOR COLLEGES ARRANGED IN CATEGORIES FROM LESS THAN 500 TO MORE THAN 2000 STUDENTS^a

Office	Enrollment									
	Less than 500		501 to 1000		1001 to 2000		Over 2001		Total	
	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per
	ber	cent	ber	cent	ber	cent	ber	cent	ber	cent
Business manager....	1	10	3	30	4	66	1	33	9	31
Bursar.....	0	00	0	00	1	17	0	00	1	3
Comptroller.....	0	00	0	00	0	00	1	33	1	3
Director of business.....	1	10	0	00	0	00	1	33	2	7
Business manager- dean combination..	1	10	0	00	0	00	0	00	1	3
No office of business manager..	7	70	7	70	1	17	0	00	15	53
Totals	10	100	10	100	6	100	3	100	29	100

^aCatalogues and bulletins from twenty-nine Texas public junior colleges; personal visits by the investigator to each institution.

TABLE VIII

FREQUENCY OF THE OFFICE OF NON-ACADEMIC DEANS (STUDENT LIFE AND ACTIVITIES) BY NUMBERS AND PERCENTAGES IN TWENTY-NINE TEXAS PUBLIC JUNIOR COLLEGES ARRANGED IN CATEGORIES FROM LESS THAN 500 TO MORE THAN 2000 STUDENTS^a

Office	Enrollment									
	Less than 500		501 to 1000		1001 to 2000		Over 2001		Total	
	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per
	ber	cent	ber	cent	ber	cent	ber	cent	ber	cent
Dean (director) of student life.....	0	00	1	10	1	17	0	00	2	7
Dean of women.....	2	20	1	10	0	00	1	33	4	15
Dean of men; separate dean of women.....	1	10	0	00	1	17	1	33	3	10
Social director.....	0	00	1	10	0	00	0	00	1	3
Director of student personnel; separate dean of men; separate dean of women.....	0	00	1	10	0	00	0	00	1	3
Dean of student life; separate dean of women.....	0	00	0	00	1	17	0	00	1	3
No offices.....	7	70	6	60	3	46	1	34	17	59
Totals	10	100	10	100	6	100	3	100	29	100

^aCatalogues and bulletins from the twenty-nine Texas public junior colleges; personal visits by the investigator to each institution.

Ten per cent of the institutions use a dean of men and a dean of women. In 15 per cent of the 29 junior colleges, a dean of women is the only administrative office for student activities listed in the organizational chart.

One institution, in the 501 to 1,000 students group, lists a director of student personnel, a dean of men, and a dean of women.

Seventy per cent of the institutions in the less than 500 students category, 60 per cent of those in the 501 to 1,000 students group, 46 per cent in the 1,001 to 2,000 group, and 34 per cent of those in the over 2,001 students group do not maintain an office for the supervision of student life and activities.

8. Director of the evening college. Organizational structures reflect the role Texas public junior colleges are playing in training students in evening classes. Table IX, page 72, shows 37 per cent of the 29 public junior colleges have an administrator for evening classes.

The title of director of the evening college is used in 31 per cent of the 29 institutions.

Sixty per cent of the Texas public junior colleges in the 501 to 1,000 students category use an administrator for evening college. The office is maintained in 50 per cent of those in the 1,001 to 2,000 students category, and in 67 per

TABLE IX

FREQUENCY OF THE OFFICE OF DIRECTOR (DEAN) OF THE EVENING COLLEGE BY NUMBERS AND PERCENTAGES IN TWENTY-NINE TEXAS PUBLIC JUNIOR COLLEGES ARRANGED IN CATEGORIES FROM LESS THAN 500 TO MORE THAN 2000 STUDENTS^a

Office	Enrollment									
	Less		501		1001		Over		Total	
	than		to		to		2001			
	500		1000		2000					
	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per
	ber	cent	ber	cent	ber	cent	ber	cent	ber	cent
Director (dean) of the evening college.....	0	00	4	40	3	50	2	67	9	31
Director of the evening college- assistant dean combination.....	0	00	1	10	0	00	0	00	1	3
Director of the evening college- assistant to the president combi- nation.....	0	00	1	10	0	00	0	00	1	3
No office.....	10	100	4	40	3	50	1	33	18	63
Totals	10	100	10	100	6	100	3	100	29	100

^aCatalogues and bulletins from twenty-nine Texas public junior colleges; personal visits by the investigator to each institution.

cent of the institutions in over 2,001 students category.

9. Office of administrative assistant. Table X indicates that 16 per cent of the 29 public junior colleges in Texas have an administrative assistant to the president.

TABLE X

FREQUENCY OF THE OFFICE OF ADMINISTRATIVE ASSISTANT BY NUMBERS AND PERCENTAGES IN TWENTY-NINE TEXAS PUBLIC JUNIOR COLLEGES ARRANGED IN CATEGORIES FROM LESS THAN 500 TO MORE THAN 2000 STUDENTS^a

Office	Enrollment									
	Less		501		1001		Over		Total	
	than		to		to		2001			
	500		1000		2000					
	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per
	ber	cent	ber	cent	ber	cent	ber	cent	ber	cent
Administrative assistant.....	1	10	2	20	0	00	0	00	3	10
Coordinator.....	0	00	1	10	0	00	0	00	1	3
Assistant to the president-director of the evening school combination.....	0	00	1	10	0	00	0	00	1	3
No office.....	9	90	6	60	6	100	3	100	24	84
Totals	10	100	10	100	6	100	3	100	29	100

^aCatalogues and bulletins from twenty-nine Texas public junior colleges; personal visits by the investigator to each institution.

10. Office of public relations. In 7 per cent of the 29 Texas public junior colleges a public relations office is used in the organizational structure. Table XI, indicates that 20 per cent of the institutions in the 501 to 1,000 students category maintain a separate office of public relations.

TABLE XI

FREQUENCY OF THE OFFICE OF PUBLIC RELATIONS BY NUMBERS AND PERCENTAGES IN TWENTY-NINE TEXAS PUBLIC JUNIOR COLLEGES ARRANGED IN CATEGORIES FROM LESS THAN 500 TO MORE THAN 2000 STUDENTS^a

Office	Enrollment									
	Less		501		1001		Over		Total	
	than		to		to		2001			
	500		1000		2000					
	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per
	ber	cent	ber	cent	ber	cent	ber	cent	ber	cent
Public relations.....	0	00	2	20	0	00	0	00	2	7
No office.....	10	100	8	80	6	100	3	100	27	93
Totals	10	100	10	100	6	100	3	100	29	100

^aCatalogues and bulletins from twenty-nine Texas public junior colleges; personal visits by the investigator to each institution.

Analysis of the twenty-nine Texas public junior colleges reveals that more than thirty-eight different administrative titles are used in their organizations. These thirty-eight positions have been classified under 11 administrative titles and summarized in Table XII, page 75.

TABLE XII

SUMMARY OF THE FREQUENCIES OF THE ADMINISTRATIVE POSITIONS
BY NUMBERS AND PERCENTAGES IN TWENTY-NINE TEXAS PUBLIC
JUNIOR COLLEGES ARRANGED IN CATEGORIES FROM LESS
THAN 500 TO MORE THAN 2000 STUDENTS

Office	Enrollment									
	Less		501		1001		Over		Total	
	than		to		to		2001			
	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per
	ber	cent	ber	cent	ber	cent	ber	cent	ber	cent
President.....	10	100	10	100	6	100	3	100	29	100
Vice president- dean combination..	0	00	1	10	0	00	2	67	3	10
Dean.....	2	20	2	20	4	67	1	33	9	32
Dean-registrar combination.....	7	70	5	50	2	33	0	00	14	49
Registrar.....	3	30	5	50	4	67	3	100	15	51
Director of guid- ance and guidance combination.....	1	10	4	40	2	33	2	67	9	32
Business manager....	3	30	3	30	5	83	3	100	14	49
Director of student life and non-aca- demic deans combination.....	3	30	4	40	3	50	2	67	12	42
Director (dean) of evening college...	0	00	6	60	3	50	2	67	11	38
Administrative assistant.....	1	10	4	40	0	00	0	00	5	17
Public relations....	0	00	2	20	0	00	0	00	2	7

In the less than 500 students category, the typical Texas public junior college has a president and a dean-registrar combination as the only administrators in its organization chart.

In the 501 to 1,000 students group the typical Texas

junior college has (1) a president; (2) a dean-registrar; and (3) a director of the evening college. Only 30 per cent employ a business manager and 40 per cent maintain a director of counseling and guidance.

The typical public junior colleges in the 1,001 to 2,000 students category maintain offices of (1) president; (2) dean; (3) registrar; (4) business manager; (5) director of student activities; and (6) director of counseling and guidance. No institution in this category has an administrative assistant to the president.

In the over 2,001 students category the typical Texas public junior college has (1) a president; (2) a vice president-dean combination; (3) a registrar; (4) a business manager; (5) a director of counseling and guidance; (6) a director of the evening college; and (7) some type of non-academic dean (student life).

C. SUMMARY

Texas state laws provide for the creation of independent junior college districts, county or joint county junior college districts, and union junior college districts.

Petitions to establish a junior college district must be signed by at least ten per cent of the qualified tax paying voters and submitted to the State Board of Education.

After approval by the Board, the creation of the junior college district must be sanctioned by the tax paying voters of the proposed district.

According to the findings of this study, Texas public junior colleges are supervised loosely by the State Board of Education. Provisions are made for supervision and operation of the junior college by a local board of trustees or a separate board of regents.

The findings of this study point out that funds to support the public junior colleges are obtained from local taxes, student fees, and state appropriations. State aid is allocated according to the number of full-time student equivalents enrolled in each institution.

Of the 29 Texas public junior colleges that participated in this study, 28 have a president as the chief administrator. Analyses of the administrative organizations show that, in addition to the president, 37 administrative titles are used in the different institutions.

For the sake of clarity in this study, the 37 administrative titles used in the 29 Texas public junior colleges have been grouped under the following categories with the percentage frequencies:

1. Dean or dean combination, 97 per cent.
2. Registrar or registrar combination, 86 per cent.
3. Dean-registrar combination, 49 per cent.

4. Business manager, 49 per cent.
5. Dean of student activities, 42 per cent.
6. Director of the evening college, 38 per cent.
7. Director of guidance, 32 per cent.
8. Administrative assistant, 17 per cent.
9. Vice president-dean combination, 10 per cent.
10. Public relations officer, 7 per cent.

CHAPTER IV

ALLOCATION OF ADMINISTRATIVE DUTIES

More than two-thirds of the Texas public junior colleges do not have organizational charts, written job descriptions, nor handbooks outlining administrative duties and responsibilities. To gain insight into administrative organizations it was first necessary to compile a list of duties most frequently performed by these administrators.

Allocation of duties of Texas public junior college administrators was obtained from available handbooks and by means of questionnaires completed by the investigator during personal interviews with these officials. A total of 129 administrators were interviewed relative to their duties and responsibilities. Twenty-eight of the twenty-nine Texas public junior colleges operating as separate institutions were used as sources of data for this study.

Chapter IV presents (1) an analysis of the allocation of administrative duties performed by administrators in Texas public junior colleges arranged in categories from less than 500 to more than 2,000 students; (2) a synthesized master check list of the most frequently performed duties, indicating how these duties are allocated in Texas public junior colleges arranged in categories from less than 500 to more

than 2,000 students; and (3) an analysis of the factors influencing the allocation of duties.

A. ANALYSIS OF THE FREQUENCY OF ADMINISTRATIVE DUTIES

In this section administrative duties have been grouped according to eleven administrative positions. Frequency of task performance by Texas public junior college administrators has been tabulated by duty item and analyzed.

1. Duties performed by presidents in Texas public junior colleges arranged in categories from less than 500 to more than 2,000 students. Table XIII, page 81, contains a list of 15 duties most frequently performed by presidents in twenty-eight Texas public junior colleges. Analysis of the frequency of performance of these duties reveals that duties do not vary significantly from one institution to another except in one respect. Presidents of smaller institutions more frequently prepare the budget and purchase equipment than do presidents of larger junior colleges.

Duties performed by presidents can roughly be classified into these areas:

a. Advisor to the board. Duty items 2, 3, and 5, which indicate the relationship between the board and the chief executive, are executed by 100 per cent of the presidents in each of the four categories.

TABLE XIII

FREQUENCY OF THE DUTIES PERFORMED BY PRESIDENTS BY NUMBERS AND PERCENTAGES
IN TWENTY-EIGHT TEXAS PUBLIC JUNIOR COLLEGES ARRANGED IN CATEGORIES
FROM LESS THAN 500 TO MORE THAN 2000 STUDENTS^a

Duties	Enrollment									
	Less		501		1001		Over		Total	
	than		to		to		2001			
	500		1000		2000					
	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per
	ber	cent	ber	cent	ber	cent	ber	cent	ber	cent
1. Coordinates the activities of the various divisions of the college.....	10	100	10	100	5	100	3	100	28	100
2. Acts as professional advisor to the board.....	10	100	10	100	5	100	3	100	28	100
3. Keeps the board advised of the appointment and discharge of staff members....	10	100	10	100	5	100	3	100	28	100
4. Is responsible for the execution of policies and regulations of the governing board.....	10	100	10	100	5	100	3	100	28	100
5. Directs the public relations work of the college.....	10	100	9	90	4	80	3	100	26	93
6. Presides at faculty meetings.....	3	30	2	20	2	40	0	000	7	25
7. Presides at commencement and confers degrees and diplomas.....	10	100	10	100	5	100	3	100	28	100
8. Teaches regularly scheduled classes.....	2	20	1	10	0	000	0	000	3	11
9. Is responsible for the preparation of the budget.....	7	70	10	100	3	60	1	33	21	75
10. Is responsible for the purchase of equipment and supplies.....	7	70	7	70	1	20	0	000	15	54
11. Is responsible for maintaining an accurate inventory of college properties and equipment.....	6	60	5	50	0	000	0	000	11	39

TABLE XIII (continued)

Duties	Enrollment									
	Less		501		1001		Over		Total	
	than		to		to		2001			
	500		1000		2000					
	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per
	ber	cent	ber	cent	ber	cent	ber	cent	ber	cent
12. Is responsible for accounting for all monies of the college.....	7	70	5	50	2	40	0	00	14	50
13. Maintains supervision and direction of all persons employed in the care, custody, and operation of the plant.....	8	80	5	50	0	00	1	33	14	50
14. Is responsible for the operation of the bookstore.....	5	50	3	30	1	20	0	00	9	32
15. Is responsible for seeing all faculty members carry a proper teaching load and maintain a satisfactory quality of work.....	3	30	1	10	0	00	0	00	4	17

^aPersonal interviews by the investigator with each of the administrators in Texas public junior colleges.

b. Public relations. Duty item 5 indicates that 93 per cent of the 28 presidents direct the public relations program of their institutions.

c. Finances. This investigator has found that 75 per cent of the presidents are responsible for preparing the budget; 54 per cent for making all purchases of supplies and equipment; and 50 per cent for the accounting of all monies.

Of the 28 presidents interviewed, more than 50 per cent supervise all maintenance personnel; 25 per cent preside at faculty meetings; and 11 per cent teach regularly scheduled classes.

2. Duties performed by vice president-dean combinations in Texas public junior colleges arranged in categories from less than 500 to more than 2,000 students. Table XIV, page 84, contains a list of 19 duties most frequently performed by vice president-dean combinations in the three Texas public junior colleges maintaining this office. Analyses of the duty assignments reveal that vice president-dean combinations in these institutions perform about the same duties. Their responsibilities may be group as follows:

a. Supervising instruction. Duty items 2, 3, 7, 8, 14, 15, 18, and 19, which comprise 42 per cent of the 19 items,

TABLE XIV

FREQUENCY OF THE DUTIES PERFORMED BY VICE PRESIDENT-DEAN COMBINATIONS
 BY NUMBERS AND FREQUENCIES IN TWENTY-EIGHT TEXAS PUBLIC
 JUNIOR COLLEGES ARRANGED IN CATEGORIES FROM LESS
 THAN 500 TO MORE THAN 2000 STUDENTS^a

Duties	Enrollment									
	Less		501		1001		Over		Total	
	than		to		to		2001			
	500		1000		2000					
	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per
	ber	cent	ber	cent	ber	cent	ber	cent	ber	cent
1. Is responsible for recommending budget for academic activities.....	0	00	1	100	0	00	2	100	3	100
2. Supervises instruction, courses, and methods of instruction.....	0	00	1	100	0	00	2	100	3	100
3. Is responsible for making recommendations for promotions, employment, and discharge of faculty.....	0	00	1	100	0	00	2	100	3	100
4. Advises students on academic matters and assists them in planning their programs.....	0	00	1	100	0	00	2	100	3	100
5. Supervises academic progress of students.....	0	00	1	100	0	00	2	100	3	100
6. Is responsible for the conduct and discipline of students.....	0	00	1	100	0	00	2	100	3	100
7. Presides at faculty meetings.....	0	00	1	100	0	00	2	100	3	100
8. Supervises faculty in-service-training...	0	00	1	100	0	00	2	100	3	100
9. Is responsible for editing the catalogue.....	0	00	1	100	0	00	1	50	2	67
10. Is responsible for interpreting and enforcing academic regulations.....	0	00	1	100	0	00	2	100	3	100
11. Prepares schedules of classes.....	0	00	0	00	0	00	1	50	1	33

TABLE XIV (continued)

Duties	Enrollment									
	Less		501		1001		Over		Total	
	than		to		to		2001			
	500		1000		2000					
	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per
	ber	cent	ber	cent	ber	cent	ber	cent	ber	cent
12. Advises registrar on arranging registration.....	0	00	1	100	0	00	2	100	3	100
13. Directs social life on the campus.....	0	00	0	00	0	00	2	100	2	67
14. Determines the educational needs of the college.....	0	00	1	100	0	00	2	100	3	100
15. Initiates and recommends changes in curricula.....	0	00	1	100	0	00	2	100	3	100
16. Coordinates student activities.....	0	00	0	00	0	00	2	100	2	67
17. Is responsible for formulating and directing the guidance program.....	0	00	1	100	0	00	0	00	1	33
18. Is responsible for the coordination, correlation, and supervision of the work of the various departments.....	0	00	1	100	0	00	2	100	3	100
19. Directs and supervises the educational activities of the college.....	0	00	1	100	0	00	2	100	3	100

^aPersonal interviews by the investigator with each of the administrators in Texas public junior colleges.

deal with supervision of instruction. These items are performed by 100 per cent of the vice president-dean combinations.

b. Supervising student progress and activities.

Duty assignments 4, 5, 6, 10, and 12 are executed by 100 per cent of these administrators. Items 13 and 16 are performed by 67 per cent of them.

c. Recommending the academic budget. The vice president-dean combinations are responsible for recommending the budget for academic affairs.

Duties performed by vice president-dean combinations are assigned either to the president or dean in junior colleges not having the office of vice president-dean.

3. Duties performed by deans in Texas public junior colleges arranged in categories from less than 500 to more than 2000 students. Table XV, page 87, contains a list of 17 duties most frequently performed by deans in Texas public junior colleges. Analysis of these duties reveals that they do not differ significantly from one institution to another.

a. Supervision of instruction. Fifty-three per cent of the 17 duties deal with supervision of instruction. Items 2, 8, 10, and 14 are performed by 100 per cent of the deans. Duty items 3, 6, 7, and 11 are executed by 75 per cent of them.

TABLE XV

FREQUENCY OF THE DUTIES PERFORMED BY DEANS BY NUMBERS AND PERCENTAGES
IN TWENTY-EIGHT TEXAS PUBLIC JUNIOR COLLEGES ARRANGED IN CATEGORIES
FROM LESS THAN 500 TO MORE THAN 2000 STUDENTS^a

Duties	Less than 500		501 to 1000		1001 to 2000		Over 2001		Total	
	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per
	ber	cent	ber	cent	ber	cent	ber	cent	ber	cent
1. Is responsible for recommending budget for academic activities.....	1	50	0	00	2	66	1	100	4	50
2. Supervises instruction, courses, and methods of instruction.....	2	100	2	100	3	100	1	100	8	100
3. Is responsible for making recommendations for employment, discharge, and promotion of faculty.....	2	100	0	00	3	100	1	100	6	75
4. Advises students on educational matters and assists them in planning their programs.....	2	100	2	100	3	100	1	100	8	100
5. Supervises academic progress of students.....	2	100	2	100	3	100	1	100	8	100
6. Is responsible for the conduct and discipline of students.....	1	50	2	100	2	67	1	100	6	75
7. Presides at faculty meetings.....	1	50	2	100	2	67	1	100	6	75
8. Supervises faculty in-service-training.....	2	100	2	100	3	100	1	100	8	100
9. Is responsible for editing the catalogues.....	1	50	2	100	3	100	0	00	6	75
10. Is responsible for interpreting and enforcing academic regulations.....	2	100	2	100	3	100	1	100	8	100
11. Prepares schedules of classes.....	1	50	1	50	3	100	1	100	6	75

TABLE XV (continued)

Duties	Enrollment									
	Less		501		1001		Over		Total	
	than		to		to		2001			
	500		1000		2000					
	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per
	ber	cent	ber	cent	ber	cent	ber	cent	ber	cent
12. Cooperates with the registrar in arranging registration.....	2	100	2	100	3	100	1	100	8	100
13. Directs social life on the campus.....	2	100	2	100	1	33	1	100	6	75
14. Is responsible for seeing all faculty members carry proper teaching loads and maintains a satisfactory quality of work.....	2	100	2	100	3	100	1	100	8	100
15. Is responsible for formulating and directing the counseling and guidance program.....	2	100	1	50	0	00	1	100	4	50
16. Is responsible for the coordination, correlation and supervision of the work of the various departments.....	2	100	2	100	2	67	0	00	6	75
17. Teaches regularly scheduled classes.....	2	100	1	50	0	00	0	00	3	48

^aPersonal interviews by the investigator with each administrator in Texas public junior colleges.

b. Supervising student progress and activities.

About one-third of the duty assignments cover supervision of student progress and activities. Duty items 4, 5, and 12 are performed by 100 per cent of them; items 6, 13, and 15 by 75 per cent.

Forty-eight per cent of the deans teach regularly scheduled classes.

4. Duties performed by registrars in Texas public junior colleges arranged in categories from less than 500 to more than 2,000 students. According to Table XVI, page 90, duties performed by registrars are almost uniform from one junior college to another. Differences do exist, however, in such activities as teaching assignments, preparing class schedules, and editing the catalogue.

5. Duties performed by dean-registrar combinations in Texas public junior colleges arranged in categories from less than 500 to more than 2,000 students. According to Table XVII, page 91, duty assignments dealing with registration differ little from one institution to another.

Other duties performed by dean-registrar combinations vary widely. Only one item, number 2, dealing with supervision of instruction, is accomplished by 100 per cent of them, and only one item dealing with student progress is executed by all of them.

TABLE XVI

FREQUENCY OF THE DUTIES PERFORMED BY REGISTRARS BY NUMBERS AND PERCENTAGES
IN TWENTY-EIGHT TEXAS PUBLIC JUNIOR COLLEGES ARRANGED IN CATEGORIES
FROM LESS THAN 500 TO MORE THAN 2000 STUDENTS^a

Duties	Enrollment									
	Less		501		1001		Over		Total	
	than		to		to		2001			
	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per
	ber	cent	ber	cent	ber	cent	ber	cent	ber	cent
1. Has custody of all academic records of the college.....	3	100	5	100	3	100	3	100	14	100
2. Is responsible for the registration of all students.....	3	100	5	100	3	100	3	100	14	100
3. Compiles statistics on student enrollment and academic progress.....	3	100	5	100	3	100	3	100	14	100
4. Is responsible for editing the catalogue.....	1	33	2	40	0	00	1	33	4	29
5. Performs teaching duties.....	1	33	2	40	0	00	0	00	3	21
6. Makes periodic reports of academic progress to students, their parents, and other administrative officials of the institution.....	3	100	5	100	3	100	3	100	14	100
7. Furnishes transcripts of student records.	3	100	5	100	3	100	3	100	14	100
8. Examines and passes on credentials for admission.....	3	100	5	100	3	100	3	100	14	100
9. Assists students in planning academic programs.....	3	100	3	60	2	67	3	100	11	79
10. Is responsible for the preparation of class schedules.....	1	33	4	80	1	33	0	00	6	43

^aPersonal interviews by the investigator with each administrator in Texas public junior colleges.

TABLE XVII

FREQUENCY OF THE DUTIES PERFORMED BY DEAN-REGISTRAR COMBINATION BY NUMBERS AND PERCENTAGES IN TWENTY-EIGHT TEXAS PUBLIC JUNIOR COLLEGES ARRANGED IN CATEGORIES FROM LESS THAN 500 TO MORE THAN 2000 STUDENTS^a

Duties	Enrollment									
	Less		501		1001		Over		Total	
	than		to		to		2001			
	500		1000		2000					
	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per
	ber	cent	ber	cent	ber	cent	ber	cent	ber	cent
1. Is responsible for recommending budget for academic activities.....	3	43	0	00	1	50	0	00	4	29
2. Supervises instruction, courses, and methods of instruction.....	7	100	5	100	2	100	0	00	14	100
3. Is responsible for making recommendations for employment, discharge and promotion of faculty.....	2	29	0	00	1	50	0	00	3	21
4. Advises students on educational matters and assists them in planning their programs.....	7	100	5	100	2	100	0	00	14	100
5. Supervises academic progress of students.	7	100	5	100	2	100	0	00	14	100
6. Is responsible for the conduct and discipline of students.....	6	86	5	100	2	100	0	00	13	93
7. Presides at faculty meetings.....	5	71	4	80	1	50	0	00	10	71
8. Supervises faculty in-service-training...	6	86	4	80	1	50	0	00	11	79
9. Is responsible for interpreting and enforcing academic regulations.....	4	59	2	40	2	100	0	00	8	51
10. Prepares schedules of classes.....	6	86	4	80	1	50	0	00	11	79
11. Directs social life on the campus.....	7	100	4	80	1	50	0	00	12	81
12. Is responsible for editing the catalogue.....	5	71	5	100	2	100	0	00	12	81

TABLE XVII (continued)

Duties	Enrollment									
	Less		501		1001		Over		Total	
	than		to		to		2001		Num Per	
	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per
	ber	cent	ber	cent	ber	cent	ber	cent	ber	cent
13. Is responsible for seeing all faculty members carry proper teaching loads and maintain a satisfactory quality of work.....	5	71	4	80	2	100	0	00	11	79
14. Is responsible for formulating and directing the counseling and guidance program.....	6	86	5	100	2	100	0	00	13	93
15. Is responsible for the coordination, correlation, and supervision of the work of the various departments.....	4	59	3	60	1	50	0	00	8	51
16. Teaches regularly scheduled classes.....	4	59	3	60	0	00	0	00	7	50
17. Has custody of all academic records of the college.....	7	100	5	100	2	100	0	00	14	100
18. Is responsible for the registration of all students.....	7	100	5	100	2	100	0	00	14	100
19. Compiles statistics on student enrollment and student progress.....	7	100	5	100	2	100	0	00	14	100
20. Makes periodic reports of academic progress to students, their parents, and other administrative officials of the college.....	7	100	5	100	2	100	0	00	14	100
21. Furnishes transcripts of student records.	7	100	5	100	2	100	0	00	14	100
22. Examines and passes upon credentials for admission.....	7	100	5	100	2	100	0	00	14	100

^aPersonal interviews by the investigator with administrators in Texas public junior colleges.

Comparison of Table XV, page 87, and Table XVI, page 90, with Table XVII, page 91, reveals that significant differences exist between duties performed by dean-registrar combinations and separate deans and registrars.

6. Duties performed by business managers in Texas public junior colleges arranged in categories from less than 500 to more than 2,000 students. Table XVIII, page 94, lists 8 duty assignments performed by business managers. Study of this table indicates that not one duty item is performed by all of the business managers. Eighty-five per cent are responsible for maintaining an accurate inventory. Seventy-seven per cent are responsible for operation of the bookstore.

7. Duties performed by directors of guidance in Texas public junior colleges arranged in categories from less than 500 to more than 2,000 students. According to Table XIX, page 95, duty assignments of directors of guidance differ widely from one institution to another. Providing precollege counseling services is the one duty performed by 100 per cent of them. Of the directors of guidance, 78 per cent plan and direct the standardizing testing program and an identical percentage teach regularly scheduled classes.

8. Duties performed by non-academic dean (dean of men, women, student life) in Texas public junior colleges arranged

TABLE XVIII

FREQUENCY OF THE DUTIES PERFORMED BY BUSINESS MANAGERS BY NUMBERS AND PERCENTAGES
IN TWENTY-EIGHT TEXAS PUBLIC JUNIOR COLLEGES ARRANGED IN CATEGORIES
FROM LESS THAN 500 TO MORE THAN 2000 STUDENTS^a

Duties	Enrollment									
	Less		501		1001		Over		Total	
	than		to		to		2001			
	500		1000		2000					
	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per
	ber	cent	ber	cent	ber	cent	ber	cent	ber	cent
1. Is responsible for the preparation of the budget.....	2	67	0	00	2	50	0	00	4	31
2. Is responsible for the purchase of the supplies and equipment used by the college.....	1	33	1	33	4	100	3	100	9	69
3. Is responsible for maintaining an accurate inventory of all properties and equipment owned by the college.....	2	67	3	100	3	75	3	100	11	85
4. Is responsible for the accounting of all monies for the college.....	2	67	2	67	2	50	3	100	9	69
5. Is responsible for the custody of the physical property and condition of the plant in general.....	1	33	1	33	3	75	2	67	7	54
6. Maintains supervision and direction of all persons employed in the custody, care, and operation of the plant.....	1	33	1	33	4	100	2	67	8	62
7. Is responsible for the operation of the bookstore.....	2	67	3	100	3	75	2	67	10	77
8. Teaches regularly scheduled classes.....	1	33	1	33	0	00	0	00	2	15

^aPersonal interviews by the investigator with administrators in Texas public junior colleges.

TABLE XIX

FREQUENCY OF THE DUTIES PERFORMED BY DIRECTORS OF GUIDANCE BY NUMBERS AND PERCENTAGES IN TWENTY-EIGHT TEXAS PUBLIC JUNIOR COLLEGES ARRANGED IN CATEGORIES FROM LESS THAN 500 TO MORE THAN 2000 STUDENTS^a

Duties	Enrollment									
	Less		501		1001		Over		Total	
	than		to		to		2001			
	500		1000		2000					
	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per
	ber	cent	ber	cent	ber	cent	ber	cent	ber	cent
1. Is responsible for formulating and directing the guidance program.....	1	100	1	25	1	50	2	100	5	56
2. Keeps personnel files and records which reveal the counseling needs of individual students.....	1	100	2	50	2	100	2	100	7	78
3. Provides pre-college counseling service.....	1	100	4	100	2	100	2	100	9	100
4. Plans and directs the standardized testing program.....	1	100	2	50	2	100	2	100	7	78
5. Provides a program of pre-registration, orientation, and guidance to acquaint students with scholastic work and with the activities and life of the institution.....	1	100	2	50	1	50	2	100	6	67
6. Plans remedial and follow-up programs....	1	100	2	50	2	100	2	100	7	78
7. Teaches regularly scheduled classes.....	1	100	2	50	2	50	2	100	7	78

^aPersonal interviews by the investigator with administrators in Texas public junior colleges.

in categories from less than 500 to more than 2,000 students. Table XX, page 97, lists 11 duties most frequently performed by these administrators. Not one duty assignment is performed by 100 per cent of them. Assignments most frequently executed include counseling students on social problems, chaperoning students, and teaching.

9. Duties performed by directors of evening colleges in Texas public junior colleges arranged in categories from less than 500 to more than 2,000 students. Twelve duty tasks are listed in Table XXI, page 98. Analysis of these items indicate that only one item, number 12, is performed by 100 per cent of these administrators. However, similarity of duties does exist among the various junior colleges. Ten of the 12 duties are executed by more than 70 per cent of the directors of evening colleges.

10. Duties performed by administrative assistants in Texas public junior colleges arranged in categories from less than 500 to more than 2,000 students. Table XXII, page 100, contains a list of 10 duty assignments most frequently executed by administrative assistants. Of the 10 duties only 2 items, number 5, dealing with performing assignments made by the president, and number 8, dealing with public relations, are performed by 100 per cent of the administrative assistants. The table reveals that only 2 other items are accomplished by more than one-half of these administrators.

TABLE XX

FREQUENCY OF THE DUTIES PERFORMED BY NON-ACADEMIC DEANS (DEANS OF MEN, WOMEN, STUDENT LIFE) BY NUMBERS AND PERCENTAGES IN TWENTY-EIGHT TEXAS PUBLIC JUNIOR COLLEGES
ARRANGED IN CATEGORIES FROM LESS THAN 500 TO MORE THAN 2000 STUDENTS^a

Duties	Enrollment									
	Less		501		1001		Over		Total	
	than		to		to		2001			
	500		1000		2000					
	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per
	ber	cent	ber	cent	ber	cent	ber	cent	ber	cent
1. Supervises student activities.....	1	33	3	75	3	100	2	100	9	75
2. Counsels students on social problems.....	2	67	3	75	3	100	2	100	10	83
3. Makes dormitory assignments.....	1	33	0	00	1	33	0	00	2	17
4. Supervises dormitories.....	1	33	0	00	1	33	0	00	2	17
5. Recommends social probation and dismissal of students.....	1	33	2	50	3	100	2	100	8	67
6. Chaperons students in a body.....	1	33	4	100	3	100	2	100	10	83
7. Formulates social policies.....	2	67	2	50	3	100	2	100	9	75
8. Directs social life on the campus.....	1	33	3	75	3	100	2	100	9	75
9. Passes on academic qualifications of candidates for school office.....	1	33	1	25	2	67	2	100	6	50
10. Maintains employment bureau for students who desire to part-time work..	0	00	0	00	0	00	1	50	1	8
11. Teaches regularly scheduled classes.....	2	67	3	75	3	100	2	100	10	83

^aPersonal interviews by the investigator with administrators in Texas public junior colleges.

TABLE XXI

FREQUENCY OF THE DUTIES PERFORMED BY DIRECTORS OF EVENING COLLEGES BY NUMBERS
AND PERCENTAGES IN TWENTY-EIGHT TEXAS PUBLIC JUNIOR COLLEGES ARRANGED
IN CATEGORIES FROM LESS THAN 500 TO MORE THAN 2000 STUDENTS^a

Duties	Enrollment									
	Less		501		1001		Over		Total	
	than		to		to		2001			
	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per
	ber	cent	ber	cent	ber	cent	ber	cent	ber	cent
1. Recommends evening college objectives and operating policies to the president and/or dean.....	0	00	5	83	3	100	2	100	10	91
2. Plans and develops academic and community service courses for the evening college.....	0	00	5	83	3	100	2	100	10	91
3. Recommends for employment part-time faculty for the evening college.....	0	00	5	83	2	67	2	100	9	82
4. Counsels with prospective and currently enrolled evening college students.....	0	00	5	83	3	100	2	100	10	91
5. Approves schedule changes and withdrawals for evening college students....	0	00	6	100	2	67	2	100	10	91
6. Assumes responsibility for evening college academic disciplinary matters..	0	00	5	83	3	100	2	100	10	91
7. Recommends estimated annual budget for the evening college.....	0	00	2	33	0	00	2	100	4	36
8. Presides at evening college faculty meetings.....	0	00	4	67	2	67	2	100	8	73
9. Supervises evening college faculty in-service-training.....	0	00	2	33	0	00	1	50	3	27

TABLE XXI (continued)

Duties	Enrollment									
	Less		501		1001		Over		Total	
	than		to		to		2001			
	500		1000		2000					
	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per
	ber	cent	ber	cent	ber	cent	ber	cent	ber	cent
10. Is responsible for interpreting and enforcing evening college academic regulations.....	0	00	5	83	3	100	2	100	10	91
11. Prepares schedule of classes for evening college.....	0	00	6	100	2	67	2	100	10	91
12. Cooperates with registrar in arranging registration.....	0	00	6	100	3	100	2	100	11	100

^aPersonal interviews by the investigator with administrators in Texas public junior colleges.

TABLE XXII

FREQUENCY OF THE DUTIES PERFORMED BY ADMINISTRATIVE ASSISTANTS BY NUMBERS AND PERCENTAGES IN TWENTY-EIGHT TEXAS PUBLIC JUNIOR COLLEGES ARRANGED IN CATEGORIES FROM LESS THAN 500 TO MORE THAN 2000 STUDENTS^a

Duties	Enrollment									
	Less		501		1001		Over		Total	
	than		to		to		2001			
	500		1000		2000					
	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per
	ber	cent	ber	cent	ber	cent	ber	cent	ber	cent
1. Plans and directs standardized testing programs.....	0	00	1	25	0	00	0	00	1	20
2. Coordinates the student activity program.....	0	00	1	25	0	00	0	00	1	20
3. Assists in the preparation of the budget.	1	100	2	50	0	00	0	00	3	60
4. Is responsible for veteran affairs.....	0	00	1	25	0	00	0	00	1	20
5. Assists in the public relations program.....	1	100	4	100	0	00	0	00	5	100
6. Manages the college bookstore.....	0	00	1	20	0	00	0	00	1	20
7. Is responsible for the operation of the evening college.....	0	00	2	50	0	00	0	00	2	40
8. Performs duties as assigned by the president.....	1	100	4	100	0	00	0	00	5	100
9. Is responsible for the purchase of supplies and equipment used by the college.....	0	00	1	25	0	00	0	00	1	20
10. Teaches regularly scheduled classes.....	0	00	3	75	0	00	0	00	3	60

^apersonal interviews by the investigator with administrators in Texas public junior colleges.

11. Duties performed by public relations officers in Texas public junior colleges arranged in categories from less than 500 to more than 2,000 students. According to Table XXIII, page 102, 7 duties are listed as being frequently performed by public relations administrators. These include teaching, sponsoring the yearbook, and preparing press releases.

B. ALLOCATION OF ADMINISTRATIVE DUTIES

Tables XIII through XXIII contain lists of administrative duties most frequently performed by administrators in Texas public junior colleges. These tables listed both the numbers and percentages of junior college administrators who executed each task.

1. Correlation of Tables XIII through XXIII with Tables XXIV through XXVII. In order to indicate the overall operation and correlation of duties within institutions, a master check list of tasks was compiled from the duties listed in the tables in Section A. This master check list contains four tables, Tables XXIV through XXVII. Each of these four tables contains a list of 59 of the most frequently performed duties. These tables of duties have the same sequence numbers to indicate how the duties are allocated in the four enrollment categories.

TABLE XXIII

FREQUENCY OF THE DUTIES PERFORMED BY PUBLIC RELATIONS OFFICERS BY NUMBERS AND PERCENTAGES IN TWENTY-EIGHT TEXAS PUBLIC JUNIOR COLLEGES ARRANGED IN CATEGORIES FROM LESS THAN 500 TO MORE THAN 2000 STUDENTS^a

Duties	Enrollment									
	Less		501		1001		Over		Total	
	than		to		to		2001			
	500		1000		2000					
	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per
	ber	cent	ber	cent	ber	cent	ber	cent	ber	cent
1. Prepares press releases.....	0	00	2	100	0	00	0	00	2	100
2. Coordinates information for off-										
campus releases.....	0	00	1	50	0	00	0	00	1	50
3. Supervises press, radio, and										
television relations.....	0	00	1	50	0	00	0	00	1	50
4. Advises president on public relations....	0	00	1	50	0	00	0	00	1	50
5. Answers requests for general										
information about the college.....	0	00	1	50	0	00	0	00	1	50
6. Sponsors college newspaper.....	0	00	2	100	0	00	0	00	2	100
7. Teaches regularly scheduled classes.....	0	00	2	100	0	00	0	00	2	100

^aPersonal interviews by the investigator with administrators in Texas public junior colleges.

Table XIII, page 81, item 6, indicates that the presidents of 3 out of 10 institutions with less than 500 students preside at faculty meetings. To determine who presides at faculty meetings in the other 7 Texas public junior colleges consult Table XXIV, page 104. The dean in 2 institutions and the dean-registrar combination in 5 preside over faculty meetings.

b. Correlation of Tables XXIV through XXVII. To indicate the differences in allocation of duties in junior colleges of various sizes, one table is given for each of the four student enrollment categories. The duty items have the same number in each of the four tables.

Table XXIV, page 106, item 17, indicates that of the 10 Texas public junior colleges with less than 500 students, schedules of classes are prepared by presidents of 2 institutions, by the dean in 1, by the registrar in 1, and by the dean-registrar combination in 6.

By comparing the same item 17 with administrative duties in the 501 to 1,000 students category, Table XXV, page 113, shows that, of the 10 junior colleges in this group, schedules of classes are prepared by the president in 1, the dean in 1, the registrar in 4, and the dean-registrar combination in 4 institutions.

According to Table XXVI, page 120, duty item 17, in the five Texas public junior colleges in the 1,001 to 2,000

TABLE XXIV

ALLOCATION OF ADMINISTRATIVE DUTIES IN TEN TEXAS PUBLIC JUNIOR COLLEGES
WITH LESS THAN 500 STUDENTS^a

Duties	President	Vice President-Dean combination	Dean	Registrar	Dean-Registrar combination	Business Manager	Dean of Men, Women, Student Life	Director of Guidance	Director of Evening College	Administrative Assistant	Public Relations
1. Coordinates all activities of the various divisions of the college.....	10										
2. Determines the educational needs of the college....	6		1		3						
3. Directs the public relations program of the institution.....	10										
4. Presides at commencement and confers degrees and diplomas.....	10										
5. Acts as professional advisor to the governing board.....	10										
6. Initiates and recommends changes in curricula....	5		2		3						
7. Maintains supervision and direction of all persons employed in the custody, care, and operation of the plant.....	8					1				1	

TABLE XXIV (continued)

Duties	President	Vice President-Dean combination	Dean	Registrar	Dean-Registrar combination	Business Manager	Dean of Men, Women, Student Life	Director of Guidance	Director of Evening College	Administrative Assistant	Public Relations
8. Is responsible for the execution of the policies of the board.....	10										
9. Is responsible for the coordination, correlation, and supervision of the work of the various departments of the college,	4		2		4						
10. Is responsible for seeing all faculty members carry proper teaching loads and maintain a satisfactory quality of work.....	3		2		5						
11. Advises students on educational matters and assists them in planning their programs.....			3		7						
12. Coordinates student activities.....			3		7						
13. Supervises student activities.....			2		6		1				
14. Directs and supervises educational activities of the college.....	6		1		3						

TABLE XXIV (continued)

Duties		President	Vice President-Dean combination	Dean	Registrar	Dean-Registrar combination	Business Manager	Dean of Men, Women, Student Life	Director of Guidance	Director of Evening College	Administrative Assistant	Public Relations
15.	Supervises faculty inservice-training.....	2		2		6						
16.	Supervises instruction, courses, and methods of instruction.....			3		7						
17.	Prepares schedules of classes.....	2		1	1	6						
18.	Is responsible for the conduct and discipline of students.....	2		1		6						
19.	Presides at faculty meetings.....	3		2		5						
20.	Is responsible for the operation of the evening college.....	7		2		1						
21.	Is responsible for editing the catalogue.....	3		2	1	5						
22.	Supervises academic progress of students.....			3		6						
23.	Is responsible for interpreting and enforcing academic regulations.....	3		3		4						

TABLE XXIV (continued)

Duties	President	Vice President-Dean combination	Dean	Registrar	Dean-Registrar combination	Business Manager	Dean of Men, Women, Student Life	Director of Guidance	Director of Evening College	Administrative Assistant	Public Relations
24. Is responsible for making recommendations for employment, discharge, and promotion of faculty.....	6		2		2						
25. Is responsible for recommending budget for academic activities.....	6		1		3						
26. Has charge of all academic records of the college...				3	7						
27. Makes periodic reports of academic progress to students, their parents, and other administrative officers of the college....				3	7						
28. Enforces rules as they apply to requirements for degrees, diplomas, or certificates.....				3	7						
29. Furnishes transcripts of student records.....				3	7						
30. Examines and passes upon credentials for admission				3	7						
31. Conducts follow-up studies on students transferring to senior colleges.....				2	4						

TABLE XXIV (continued)

Duties		President	Vice President-Dean combination	Dean	Registrar	Dean-Registrar combination	Business Manager	Dean of Men, Women, Student Life	Director of Guidance	Director of Evening College	Administrative Assistant	Public Relations
32.	Is responsible for the registration of all students				3	7						
33.	Compiles statistics on student enrollment and student progress.....				3	7						
34.	Is responsible for formulating and directing counseling and guidance program..			3		6			1			
35.	Plans and directs standardized testing program.....			2		2			1			
36.	Plans remedial and follow-up programs.....			2					1			
37.	Keeps personnel files and records which reveal the counseling needs of individual students.....			1		5			1			
38.	Provides a program of pre-registration, orientation, guidance to acquaint students with scholastic work and the activities and life of the institution.....			2		7			1			
39.	Is responsible for the accounting of all monies of the college.....	7					2				1	

TABLE XXIV (continued)

	President	Vice President-Dean combination	Dean	Registrar	Dean-Registrar combination	Business Manager	Dean of Men, Women, Student Life	Director of Guidance	Director of Evening College	Administrative Assistant	Public Relations
40. Is responsible for the purchase of supplies and equipment bought by the college.....	7		1			1				1	
41. Is responsible for the custody of the physical property and condition of the plant in general.....	7		1			1				1	
42. Is responsible for maintaining an accurate inventory of all property and equipment.....	6		2			1				1	
43. Is responsible for the operation of the bookstore.....	5				1	2				1	
44. Formulates social policies.			2		6		2				
45. Makes dormitory assignments.....					1		1				
46. Counsels students on social problems.....			2		5		2				
47. Chaperons students in a body.....							1				
48. Directs social life on the campus.....			2		7		1				

TABLE XXIV (continued)

Duties		President	Vice President-Dean combination	Dean	Registrar	Dean-Registrar combination	Business Manager	Dean of Men, Women, Student Life	Director of Guidance	Director of Evening College	Administrative Assistant	Public Relations
49.	Supervises dormitories.....					1		1				
50.	Recommends social probation and dismissal of students	4		1		4		1				
51.	Passes on academic qualifications of candidates for college office.....			2		7		1				
52.	Furnishes guidance in student activities.....			2		6		1				
53.	Supervises college printing.....	9									1	
54.	Answers request for general information about the college.....	10		2	2	3						
55.	Sponsors college newspaper.											
56.	Supervises press, radio, and television relations.	9										
57.	Coordinates information for off-campus release...	9									1	
58.	Teaches regularly scheduled classes.....	2		2	1	4	1	2	1			
59.	Is responsible for preparing the budget.....	7		1			2					

^aPersonal interviews by the investigator with administrators in Texas public junior colleges.

TABLE XXV

ALLOCATION OF ADMINISTRATIVE DUTIES IN TEN TEXAS PUBLIC JUNIOR COLLEGES
RANGING IN SIZE FROM 501 TO 1000 STUDENTS^a

Duties	President	Vice President-Dean combination	Dean	Registrar	Dean-Registrar combination	Business Manager	Dean of Men, Women, Student Life	Director of Guidance	Director of Evening College	Administrative Assistant	Public Relations
1. Coordinates all activities of the various divisions of the college.....	10										
2. Determines the educational needs of the college.....	7	1			2						
3. Directs the public relations program of the institution.....	9									1	
4. Presides at commencement and confers degrees and diplomas.....	10										
5. Acts as professional advisor to the governing board.....	10										
6. Initiates and recommends changes in curricula.....	6	1			3						
7. Maintains supervision and direction of all persons employed in the custody, care, and operation of the plant.....	7		1			1				1	

TABLE XXV (continued)

Duties	President	Vice President-Dean combination	Dean	Registrar	Dean-Registrar combination	Business Manager	Dean of Men, Women, Student Life	Director of Guidance	Director of Evening College	Administrative Assistant	Public Relations
8. Is responsible for the execution of the policies of the board.....	10										
9. Is responsible for the coordination, correlation, and supervision of the work of the various departments of the college.	4	1	2		3						
10. Is responsible for seeing all faculty members carry proper teaching loads and maintain a satisfactory quality of work.....	1	1	2	2	4						
11. Advises students on educational matters and assists them in planning their programs.....		1	2	2	5						
12. Coordinates student activities.....			3		4		2			1	
13. Supervises student activities.....			2		4		3			1	
14. Directs and supervises educational activities of the college.....	8	1									

TABLE XXV (continued)

Duties		President	Vice President-Dean combination	Dean	Registrar	Dean-Registrar combination	Business Manager	Dean of Men, Women, Student Life	Director of Guidance	Director of Evening College	Administrative Assistant	Public Relations
15.	Supervises faculty in-service-training.....	3	1	2		4						
16.	Supervises instruction, courses, and methods of instruction.....	1	1	3		5						
17.	Prepares schedules of classes.....	1		1	4	4						
18.	Is responsible for the conduct and discipline of students.....		1	3		5					1	
19.	Presides at faculty meetings.....	2	1	2	1	4						
20.	Is responsible for the operation of the evening college.....	2		1						5	2	
21.	Is responsible for editing the catalogue.....		1	2	2	5						
22.	Supervises academic progress of students.....		1	3	1	5						
23.	Is responsible for interpreting and enforcing academic regulations.....	4	1	2	1	2						
24.	Is responsible for making recommendations for employment, discharge, and promotion of faculty.....	9	1									

TABLE XXV (continued)

Duties		President	Vice President-Dean combination	Dean	Registrar	Dean-Registrar combination	Business Manager	Dean of Men, Women, Student Life	Director of Guidance	Director of Evening College	Administrative Assistant	Public Relations
25.	Is responsible for recommending budget for academic activities.....	8	1								1	
26.	Has charge of all academic records of the college...				5	5						
27.	Makes periodic reports of academic progress to students, their parents, and other administrative officers of the college..				5	5						
28.	Enforces rules as they apply to requirements for degrees, diplomas, or certificates.....			1	4	5						
29.	Furnishes transcripts of student records.....				5	5						
30.	Examines and passes upon credentials for admission				5	5						
31.	Conducts follow-up studies on students transferring to senior college.....				5	5						
32.	Is responsible for the registration of all students.....				5	5				1		

TABLE XXV (continued)

Duties	President	Vice President-Dean combination	Dean	Registrar	Dean-Registrar combination	Business Manager	Dean of Men, Women, Student Life	Director of Guidance	Director of Evening College	Administrative Assistant	Public Relations
33. Compiles statistics on student enrollment and student progress.....				5	5						
34. Is responsible for formulating and directing counseling and guidance program.....	1		1	1	5				1	1	
35. Plans and directs standardized testing program.....			1	1	4			2	1	1	
36. Plans remedial and follow-up programs.....			1	1	3			2		1	
37. Keeps personnel files and records which reveal the counseling needs of individual students.....			1	1	4			2	1	1	
38. Provides a program of pre-registration, orientation, guidance to acquaint students with scholastic work and the activities and life of the institution.....			1	1	4			2	1	1	
39. Is responsible for the accounting of all monies of the college.....	6			1		3					

TABLE XXV (continued)

Duties	President	Vice President-Dean combination	Dean	Registrar	Dean-Registrar combination	Business Manager	Dean of Men, Women, Student Life	Director of Guidance	Director of Evening College	Administrative Assistant	Public Relations
40. Is responsible for the purchase of supplies and equipment bought by the college.....	7			1		1				1	
41. Is responsible for the custody of the physical property and condition of the plant in general..	9					1					
42. Is responsible for maintaining an accurate inventory of all property and equipment.....	5			1		3				1	
43. Is responsible for the operation of the bookstore....	3		1	1		3				2	
44. Formulates social policies..			3		5		2				
45. Makes dormitory assignments.....					1						
46. Counsels students on social problems.....			2	1	3		3			1	
47. Chaperons students in a body.....							4				
48. Directs social life on the campus.....			2		4		3			1	
49. Supervises dormitories.....				1	1						

TABLE XXV (continued)

Duties	President	Vice President-Dean combination	Dean	Registrar	Dean-Registrar combination	Business Manager	Dean of Men, Women, Student Life	Director of Guidance	Director of Evening College	Administrative Assistant	Public Relations
50. Recommends social probation and dismissal of students.....			3	1	4		2				
51. Passes on academic qualifications of candidates for college office.....			3		4		1				
52. Furnishes guidance in student activities.....			2		4		3			1	
53. Supervises college printing.....	7			1			1			1	
54. Answers request for general information about the college.....	9						1			1	
55. Sponsors college newspaper.							1				2
56. Supervises press, radio, and television relations.	6						1			1	2
57. Coordinates information for off-campus release...	7						1			1	1
58. Teaches regularly scheduled classes.....	1		3	2	3	1	3	2	2	3	2
59. Is responsible for preparing the budget.....	10										

^aPersonal interviews by the investigator with administrators in Texas public junior colleges.

TABLE XXVI

ALLOCATION OF ADMINISTRATIVE DUTIES IN FIVE TEXAS PUBLIC JUNIOR COLLEGES
RANGING IN SIZE FROM 1001 TO 2000 STUDENTS^a

Duties	President	Vice President-Dean combination	Dean	Registrar	Dean-Registrar combination	Business Manager	Dean of Men, Women, Student Life	Director of Guidance	Director of Evening College	Administrative Assistant	Public Relations
1. Coordinates all activities of the various divisions of the college.....	5										
2. Determines the educational needs of the college.....	4		1								
3. Directs the public relations program of the institution.....	4		1								
4. Presides at commencement and confers degrees and diplomas.....	5										
5. Acts as professional advisor to the governing board.....	5										
6. Initiates and recommends changes in curricula.....	5										
7. Maintains supervision and direction of all persons employed in the custody, care, and operation of the plant.....			1			4					

TABLE XXVI (continued)

Duties	President	Vice President-Dean combination	Dean	Registrar	Dean-Registrar combination	Business Manager	Dean of Men, Women, Students Life	Director of Guidance	Director of Evening College	Administrative Assistant	Public Relations
8. Is responsible for the execution of the policies of the board.....	5										
9. Is responsible for the coordination, correlation, and supervision of the work of the various departments of the college.	2		2		1						
10. Is responsible for seeing all faculty members carry proper teaching loads and maintains a satisfactory quality of work.....			3		2						
11. Advises students on educational matters and assists them in planning their programs.....			3		2						
12. Coordinates student activities.....			3		2						
13. Supervises student activities.....			1		1		3				
14. Directs and supervises educational activities of the college.....	2		2		1						

TABLE XXVI (continued)

Duties		President	Vice President-Dean combination	Dean	Registrar	Dean-Registrar combination	Business Manager	Dean of Men, Women, Student Life	Director of Guidance	Director of Evening College	Administrative Assistant	Public Relations
15.	Supervises faculty in-service-training.....	1		3		1						
16.	Supervises instruction, courses, and methods of instruction.....			3		2						
17.	Prepares schedules of classes.....			3	1	1						
18.	Is responsible for the conduct and discipline of students.....			2	1	2						
19.	Presides at faculty meetings.....	2		2		1						
20.	Is responsible for the operation of the evening college	1		1						3		
21.	Is responsible for editing the catalogue.....			3		2						
22.	Supervises academic progress of students.....			3		2						
23.	Is responsible for interpreting and enforcing academic regulations.....			3		2						
24.	Is responsible for making recommendations for employment, discharge, and promotion of faculty.....	1		3		1						

TABLE XXVI (continued)

Duties	President	Vice President-Dean combination	Dean	Registrar	Dean-Registrar combination	Business Manager	Dean of Men, Women, Student Life	Director of Guidance	Director of Evening College	Administrative Assistant	Public Relations
25. Is responsible for recommending budget for academic activities.....	2		2		1						
26. Has charge of all academic records of the college...				3	2						
27. Makes periodic reports of academic progress to students, their parents, and other administrative officers of the college..				3	2						
28. Enforces rules as they apply to requirements for degrees, diplomas, or certificates.....				3	2						
29. Furnishes transcripts of student records.....				3	2						
30. Examines and passes upon credentials for admission				3	2						
31. Conducts follow-up studies on students transferring to senior colleges.....				3	2						
32. Is responsible for the registration of all students				3	2						
33. Compiles statistics on student enrollment and student progress.....				2	2						

TABLE XXVI (continued)

Duties	President	Vice President-Dean combination	Dean	Registrar	Dean-Registrar combination	Business Manager	Dean of Men, Women, Student Life	Director of Guidance	Director of Evening College	Administrative Assistant	Public Relations
34. Is responsible for formulating and directing counseling and guidance program.....				2	2			1			
35. Plans and directs standardized testing program.....			1		1		1	2			
36. Plans remedial and follow-up programs.....			1		1		1	2			
37. Keeps personnel files and records which reveal the counseling needs of individual students.....			1		1		1	2			
38. Provides a program of pre-registration, orientation, guidance to acquaint students with scholastic work and the activities and life of the institution...			1		1		1	2			
39. Is responsible for the accounting of all monies of the college.....	2				1		1	2			
40. Is responsible for the purchase of supplies and equipment bought by the college.....	1					2					
						4					

TABLE XXVI (continued)

Duties	President	Vice President-Dean combination	Dean	Registrar	Dean-Registrar combination	Business Manager	Dean of Men, Women, Student Life	Director of Guidance	Director of Evening College	Administrative Assistant	Public Relations
41. Is responsible for the custody of the physical property and condition of the plant in general.....	1		1			3					
42. Is responsible for maintaining an accurate inventory of all property and equipment.....	1					3					
43. Is responsible for the operation of the bookstore.	1		1			3					
44. Formulates social policies.			1		1		3				
45. Makes dormitory assignments.....			1				1				
46. Counsels students on social problems.....			1		1		3				
47. Chaperons students in a body.....							3				
48. Directs social life on the campus.....			1		1		3				
49. Supervises dormitories.....			1		1						
50. Recommends social probation and the dismissal of students.....			1		1		3				

TABLE XXVI (continued)

Duties	President	Vice President-Dean combination	Dean	Registrar	Dean-Registrar combination	Business Manager	Dean of Men, Women, Student Life	Director of Guidance	Director of Evening College	Administrative Assistant	Public Relations
51. Passes on academic qualifications of candidates for college office.....			1	1	1		2				
52. Furnishes guidance in student activities.....			1		1		3				
53. Supervises college printing.....	3		1								1
54. Answers request for general information about the college.....	3		1								1
55. Sponsors college newspaper.											1
56. Supervises press, radio, and television relations.	4										1
57. Coordinates information for off-campus releases.....	4										1
58. Teaches regularly scheduled classes.....							3	2	1		1
59. Is responsible for preparing the budget.....	3					2					

^aPersonal interviews by the investigator with Texas public junior college administrators.

students category, is performed by the dean in 3 institutions, by the registrar in 1, and by the dean-registrar combination in 1.

Item 17, preparing schedules of classes, in junior colleges with more than 2,001 students, is accomplished by the vice president-dean combination in 1 institution, by the dean in 1, and by the administrative assistant in 1. This information is indicated in Table XXVII, page 126.

Tables XXIV through XXVII reveal a wealth of information on the allocation of duties in the four categories of Texas public junior colleges. They indicate that 46 administrators (or 35 per cent) are engaged in teaching regularly scheduled classes.

From these tables can be determined the number of administrators employed in each student enrollment group. In the less than 500 student category, the least number of administrators employed in any institution is 2; the largest number is 5; while the average number is 3.

In the 501 to 1,000 student category, the least number is 3; the largest number is 8; while the average number is 4.

The smallest number of administrators employed in the 1,001 to 2,000 group is 4; the largest number is 7; while the average is 5.

In the largest student group, the smallest number is

TABLE XXVII

ALLOCATION OF ADMINISTRATIVE DUTIES IN THREE TEXAS PUBLIC JUNIOR COLLEGES
RANGING IN SIZE FROM OVER 2001 STUDENTS^a

Duties	President	Vice President-Dean combination	Dean	Registrar	Dean-Registrar combination	Business Manager	Dean of Men, Women, Student Life	Director of Guidance	Director of Evening College	Administrative Assistant	Public Relations
1. Coordinates all activities of the various divisions of the college.....	3										
2. Determines the educational needs of the college.....	1	2									
3. Directs the public relations program of the institution.....	3										
4. Presides at commencement and confers degrees and diplomas.....	3										
5. Acts as professional advisor to the governing board.....	3										
6. Initiates and recommends changes in curricula.....	1	2									
7. Maintains supervision and direction of all persons employed in the custody, care, and operation of the plant.....	1					2					

TABLE XXVII (continued)

Duties	President	Vice President-Dean combination	Dean	Registrar	Dean-Registrar combination	Business Manager	Dean of Men, Women, Student Life	Director of Guidance	Director of Evening College	Administrative Assistant	Public Relations
8. Is responsible for the execution of the policies of the board.....	3										
9. Is responsible for the coordination, correlation, and supervision of the work of the various departments of the college.	1	2									
10. Is responsible for seeing all faculty members carry proper teaching loads and maintain a satisfactory quality of work.....		2	1								
11. Advises students on educational matters and assists them in planning their programs.....		2	1								
12. Coordinates student activities.....		2	1								
13. Supervises student activities.....			1				1				
14. Directs and supervises educational activities of the college.....	1	2									
15. Supervises faculty in-service-training.....		2	1								

TABLE XXVII (continued)

Duties		President	Vice President-Dean combination	Dean	Registrar	Dean-Registrar combination	Business Manager	Dean of Men, Women, Student Life	Director of Guidance	Director of Evening College	Administrative Assistant	Public Relations
16.	Supervises instruction, courses, and methods of instruction.....		2	1								
17.	Prepares schedules of classes.....		1	1							1	
18.	Is responsible for the conduct and discipline of students.....		2	1								
19.	Presides at faculty meetings.....		2	1								
20.	Is responsible for the operation of the evening college.....									2	1	
21.	Is responsible for editing the catalogue.....		2		1							
22.	Supervises academic progress of students.....		2	1								
23.	Is responsible for interpreting and enforcing academic regulations.....		2	1								
24.	Is responsible for making recommendations for employment, discharge, and promotion of faculty.....		2	1								

TABLE XXVII (continued)

Duties	President	Vice President-Dean combination	Dean	Registrar	Dean-Registrar combination	Business Manager	Dean of Men, Women, Student Life	Director of Guidance	Director of Evening College	Administrative Assistant	Public Relations
25. Is responsible for recommending budget for academic activities.....		2	1								
26. Has charge of all academic records of the college...					3						
27. Makes periodic reports of academic progress to students, their parents, and other administrative officers of the college..					3						
28. Enforces rules as they apply to requirements for degrees, diplomas, or certificates.....					3						
29. Furnishes transcripts of student records.....					3						
30. Examines and passes upon credentials for admission					3						
31. Conducts follow-up studies on students transferring to senior colleges.....					3						
32. Is responsible for the registration of all students.....					3						

TABLE XXVII (continued)

Duties	President	Vice President-Dean combination	Dean	Registrar	Dean-Registrar combination	Business Manager	Dean of Men, Women, Student Life	Director of Guidance	Director of Evening College	Administrative Assistant	Public Relations
33. Compiles statistics on student enrollment and student progress.....				3							
34. Is responsible for formulating and directing counseling and guidance program.....			1					2			
35. Plans and directs standardized testing program.....			1					2			
36. Plans remedial and follow-up programs.....			1					2			
37. Keeps personnel files and records which reveal the counseling needs of individual students.....			1					2			
38. Provides a program of pre-registration, orientation, guidance to acquaint students with scholastic work and the activities and life of the institution...			1					2			
39. Is responsible for the accounting of all monies of the college.....						3					

TABLE XXVII (continued)

Duties	President	Vice President-Dean combination	Dean	Registrar	Dean-Registrar combination	Business Manager	Dean of Men, Women, Student Life	Director of Guidance	Director of Evening College	Administrative Assistant	Public Relations
40. Is responsible for the purchase of supplies and equipment bought by the college.....						3					
41. Is responsible for the custody of the physical property and condition of the plant in general.....	1					2					
42. Is responsible for maintaining an accurate inventory of all property and equipment.....						3					
43. Is responsible for the operating of the bookstore.....						2					
44. Formulates social policies.			1				2				
45. Makes dormitory assignments.....											
46. Counsels students on social problems.....			1				2				
47. Chaperons students in a body.....							2				
48. Directs social life on the campus.....			1				2				
49. Supervises dormitories.....											

TABLE XXVII (continued)

Duties	President	Vice President-Dean combination	Dean	Registrar	Dean-Registrar combination	Business Manager	Dean of Men, Women, Student Life	Director of Guidance	Director of Evening College	Administrative Assistant	Public Relations
50. Recommends social probation and dismissal of students.....			1				2				
51. Passes on academic qualifications of candidates for college office.....			1				1				
52. Furnishes guidance in student activities.....			1				2				
53. Supervises college printing.....				1		1				1	
54. Answers request for general information about the college.....	3										
55. Sponsors college newspaper.											
56. Supervises press, radio, and television relations.	2		1								
57. Coordinates information for off-campus release.....	3										
58. Teaches regularly scheduled classes.....							2	2			
59. Is responsible for preparing the budget.....	3										

^aPersonal interviews by the investigator with Texas public junior college administrators.

5 administrators; the largest number is 8; and the average is 7.

C. FACTORS INFLUENCING ALLOCATION OF DUTIES

As indicated in Tables XIII through XXIII, administrative duties in Texas public junior colleges show a marked degree of similarity in institutions in the same student enrollment category. However, this similarity is not true for the allocation of duties in all Texas public junior colleges.

Findings of Tables XXIV through XXVII reveal that an administrative task is often executed by different administrators in the various institutions. For example, item 18, in Tables XXIV through XXVII, pages 106, 113, 120, and 128, reveals that responsibility for disciplining students is assumed by one or more of the following administrators in the different schools: president, vice president, dean, registrar, dean-registrar combination, and administrative assistant.

Allocation of duties within institutions have been influenced by a number of factors.

1. Lack of written job descriptions. Without written job descriptions to fix responsibility, several administrators in some institutions perform the same duties; while in others, these tasks are not carried out. Often a duty is not performed

because it is not recognized as a function of the junior college.

Presidents in several Texas public junior colleges are opposed to written job descriptions. Several stated they were not in favor of job descriptions in small institutions. Others contended that having one administrator responsible for a duty curbed the initiative of others in the junior college. Consequently, several presidents preferred to assign duties as the need arose rather than making detailed duty analyses.

2. Lack of a planned administrative program. Many of the Texas public junior colleges began on a "shoe String." The presidents in some of them performed most of the administrative duties. As the institution increased in size and expanded its functions, the president was forced to delegate duties and responsibilities.

Some of the presidents employed administrative personnel; more often they allocated the duties to anyone who seemed capable enough to perform them. As one administrator remarked, no reason could be given for the allocation of duties in his institution other than it seemed to work.

3. Lack of finances. Numbers of Texas public junior college administrators believed most of their administrative problems were related directly to a lack of funds. It was advanced as the principal reason why junior colleges were not

fulfilling their stated objectives. Some administrators stated they needed money to employ personnel to supervise guidance and student activity programs. Others desired funds to employ specialists to make position analyses and re-allocate duties within their institutions.

4. Lack of understanding of junior college functions.

Several presidents stated that their institutions were country junior colleges. Their patrons did not like "fancy things or fancy titles." The communities liked organizations they could understand. In deference to community desires, some of the presidents have kept the junior college organization simple. Many have closely followed the pattern of the local high school. Institutions not having directors of guidance or directors of student life often neglect these functions or assign them to anyone available.

5. Lack of junior college administration training.

A number of junior colleges are operated by personnel who have had no training in junior college techniques. This lack of training is noticeable when two-year institutions do not have adequate machinery for carrying out their functions. It is discernable when junior colleges have too many part time administrators and antiquated organizations.

6. Operation of the junior college as a part of the secondary school system. Numbers of junior colleges began as

the addition of two years to the local high school. Classes were conducted in the same building by teachers who taught both high school and college classes. Rules and regulations were the same for both groups of students. Though most of the systems have been separated, numbers of junior colleges retain many of the secondary school administrative practices.

7. Selection of administrative personnel. New administrators are employed or faculty members promoted to administrative positions with too little thought concerning the duties and responsibilities of the office. Some of the presidents remarked that they selected a good administrator and then re-allocated duties to suit his qualifications and experiences. If the registrar was better qualified to prepare the budget, then this duty was assigned to this position. Since junior colleges have been closely associated with the secondary school system, boards of trustees often look to the public schools as the source for junior college techniques and administrators.

8. Lack of rigid supervision by the state. Junior colleges were organized, operated, and supervised on the local level. Except for those restrictions placed on a junior college by the state legislature and the control exercised by the State Board of Education, public junior colleges are left free to organize and operate as their local boards of trustees see fit. This high degree of freedom has been a great factor

in shaping the organizational patterns of Texas public junior colleges.

D. SUMMARY

In twenty-eight Texas public junior colleges, 129 administrators were interviewed to ascertain which duties each performed and how these duties were allocated within institutions. Seven of the two-year institutions visited had administrative handbooks containing written job descriptions.

Duties most frequently executed by Texas junior college administrators were listed in Tables XIII through XXIII. These tables contained the frequency of the duties performed by administrators by numbers and percentages in Texas public junior colleges arranged in categories from less than 500 to more than 2,000 students. According to these tables, administrative duties performed by Texas public junior college administrators showed a high degree of similarity.

A second group of four tables, XXIV through XXVII, contained an allocation of duties within institutions. Duty tasks listed in these tables were the ones most frequently performed by administrators as indicated in Tables XIII through XXIII. Each of these four tables listed 59 duty items with numbering to permit comparison of the performance of duties in the four student categories. Study of these tables

revealed that a duty was performed by a number of administrators in the various institutions.

Differences in the allocation of duties in the various Texas public junior colleges were accounted for by: (1) lack of written job descriptions; (2) lack of planned administrative programs; (3) lack of finances; (4) lack of understanding of junior college mission; (5) lack of junior college administrative training; (6) operation of the junior college as part of the secondary school system; (7) selection of administrative personnel; and (8) lack of administrative supervision.

CHAPTER V

ANALYSIS OF ACADEMIC BACKGROUNDS AND PROFESSIONAL EXPERIENCES OF TEXAS PUBLIC JUNIOR COLLEGE ADMINISTRATORS

One hundred twenty-nine administrators in twenty-eight Texas public junior colleges were interviewed by the investigator relative to their educational backgrounds and professional experiences. Chapter V presents an analysis of their educational backgrounds, including (1) degrees earned; (2) major fields of study; (3) academic courses taken since their highest earned degrees; (4) courses completed since their present appointments; and (5) in-service-training for their current positions. Data furnished on their professional experiences are: (1) educational positions held with public school systems, senior colleges, and two-year institutions; (2) length of service with current junior college; and (3) length of time in their current assignments. These analyses are arranged by educational backgrounds and professional experiences under eleven administrative positions.

A. ACADEMIC BACKGROUNDS AND PROFESSIONAL EXPERIENCES OF TEXAS PUBLIC JUNIOR COLLEGE PRESIDENTS

Presidents of twenty-eight Texas public junior colleges were interviewed by the investigator relative to their

educational backgrounds and professional experiences.

1. Academic backgrounds. Table XXVIII indicates that 12 of the 28 Texas public junior college presidents have earned doctorates. Of these 12, 8 hold Doctor of Education degrees. Presidents of 4 of the 5 junior colleges in the 1,001 to 2,000 students category and 2 of the 3 in the over 2,001 enrollment groups have earned doctor's degrees. Three presidents in each of the two remaining groups hold the earned doctorate.

TABLE XXVIII

HIGHEST EARNED ACADEMIC DEGREES HELD BY PRESIDENTS IN
TEXAS PUBLIC JUNIOR COLLEGES ARRANGED IN CATEGORIES
FROM LESS THAN 500 TO MORE THAN 2000 STUDENTS

Degree	Enrollment				Total
	Less than 500	501 to 1000	1001 to 2000	Over 2001	
Doctor of Education.....	3	2	2	1	8
Doctor of Philosophy.....	0	1	2	1	4
Master of Arts.....	3	5	1	0	9
Master of Education.....	1	1	0	0	2
Master of Science.....	3	1	0	1	5
Totals	10	10	5	3	28

Table XXVIX, page 141, indicates the major fields of study pursued by Texas public junior college presidents. Eight of the 28 majored in history and 5 of them majored in

languages on the bachelor's level. Nine of the 28 specialized in public school administration on the master's level, and 5 of the 12 holding doctorates specialized in public school administration on the doctorate level.

TABLE XXVIX

MAJOR FIELDS OF STUDY PURSUED BY TEXAS PUBLIC JUNIOR
COLLEGE PRESIDENTS ARRANGED ACCORDING
TO HIGHEST EARNED ACADEMIC DEGREE

Fields by levels	Highest earned academic degree				
	Ed.D.	Ph.D.	M.A.	M.Ed.	M.S. Total
Undergraduate level					
Agriculture.....				1	1
Business.....	1			1	2
Economics.....	1	1			2
English.....	2				2
Government.....		1	1		2
History.....	3	2	2	1	8
Languages.....		1	3	1	5
Mathematics.....			2	1	3
Physical Education.....	1			1	2
Science				1	1
Masters level					
Education.....	3		1	1	6
Government.....		1	2		3
History.....	2	1	1	2	6
Languages.....		1	2		3
Physical Education.....	1				1
Public School Administration.....	2	1	3	1	9
Doctorate level					
Education.....	3	1			4
Government.....		1			1
Junior College Administration.....	2				2
Public School Administration.....	3	2			5

Table XXX, page 143, indicates that all of the 28 Texas public junior college presidents have completed courses in public school administration. The average number of semester hours completed by them on all levels is 51 semester hours. Nineteen of the 28 presidents have taken courses in junior college administration. The average number of semester hours in this field is 14.

Seventeen of the 28 presidents, according to Table XXXI, page 144, have completed courses above their highest earned academic degrees. Nine of these 17 presidents have an average of 33 semester hours in junior college administration.

Table XXXII, page 145, shows that 7 of the 28 Texas public junior colleges presidents have completed courses since 1958. An equal number, 7, have taken no courses since 1940.

According to Table XXXIII, page 145, 9 of the 28 presidents have taken credit courses since receiving their current appointments. Four of these 9 have completed work in junior college administration.

Of the 28 Texas public junior college presidents, 8 have taken in-service-training programs since assuming their current positions. These programs were workshops offered by graduate schools during the summer.

TABLE XXX

AVERAGE NUMBER OF SEMESTER HOURS IN JUNIOR COLLEGE ADMINISTRATION AND PUBLIC
SCHOOL ADMINISTRATION COMPLETED BY TEXAS PUBLIC JUNIOR COLLEGE
PRESIDENTS ARRANGED ACCORDING TO HIGHEST ACADEMIC DEGREE

Course	Highest earned academic degree										Total	
	Ed.D.		Ph.D.		M.A.		M.Ed.		M.S.		Total	
	Ave		Ave		Ave		Ave		Ave		Ave	
	rage		rage		rage		rage		rage		rage	
	Sem		Sem		Sem		Sem		Sem		Sem	
	Num	ester	Num	ester	Num	ester	Num	ester	Num	ester	Num	ester
	ber	Hours	ber	Hours	ber	Hours	ber	Hours	ber	Hours	ber	Hours
Junior College Administration	5	20	3	20	7	9	1	12	3	6	19	14
Public School Administration	8	77	4	31	9	53	2	64	5	45	28	51

TABLE XXXI

AVERAGE NUMBER OF SEMESTER HOURS BY COURSES COMPLETED BY TEXAS PUBLIC JUNIOR
COLLEGE PRESIDENTS ABOVE THEIR HIGHEST EARNED ACADEMIC DEGREE

Course	Highest earned academic degree									
	Ed.D.		Ph.D.		M.A.		M.Ed.		M.S.	
	Ave		Ave		Ave		Ave		Ave	
	rage		rage		rage		rage		rage	
	Sem		Sem		Sem		Sem		Sem	
	Num	ester	Num	ester	Num	ester	Num	ester	Num	ester
	ber	Hours	ber	Hours	ber	Hours	ber	Hours	ber	Hours
Administrative Education					3	50			2	12
Junior College Administration	3	6			3	21	1	60	2	45
History					1	50			1	45
Mathematics					1	15				1

TABLE XXXII

DATE OF COMPLETION OF LAST ACADEMIC COURSE TAKEN BY
TEXAS PUBLIC JUNIOR COLLEGE PRESIDENTS ARRANGED
ACCORDING TO HIGHEST EARNED ACADEMIC DEGREE

	Highest earned academic degree					Total
	Ed.D.	Ph.D.	M.A.	M.Ed.	M.S.	
Prior to 1940.....		1	5		1	7
1941 to 1950.....	1			1		2
1951 to 1957.....	3	3	3		3	12
Since 1958.....	4		1	1	1	7

TABLE XXXIII

NUMBER OF TEXAS PUBLIC JUNIOR COLLEGE PRESIDENTS, ARRANGED
ACCORDING TO HIGHEST ACADEMIC DEGREE, COMPLETING COURSES
SINCE RECEIVING THEIR PRESENT APPOINTMENTS

Highest earned academic degree						
	Ed.D.	Ph.D.	M.A.	M.Ed.	M.S.	Total
Education.....			1		1	2
Junior College						
Administration.....	1		2		1	4
Public School						
Administration.....	1				2	3

2. Professional experiences. According to Table XXXIV, 7 of the 28 Texas public junior college presidents were public school superintendents immediately prior to their current appointments. Six of these 7 are affiliated with junior colleges with less than 500 students.

Of the 28 presidents 6 were presidents of other junior colleges immediately before assuming their present positions. Five of the 28 had served as dean in the institutions in which they are now president.

TABLE XXXIV

POSITIONS HELD BY TEXAS PUBLIC JUNIOR COLLEGE PRESIDENTS
IMMEDIATELY PRIOR TO PRESENT APPOINTMENT

Position	Less than 500	501 to 1000	1001 to 2000	Over 2001	Total
Air Force.....			1		1
Business.....		1			1
Dean in another junior college.....		1	1		2
Dean in junior college in which currently employed....	1	2		2	5
Instructor in another junior college.....	1				1
Instructor in junior college in which currently employed.		1			1
Instructor in senior college..	1	1			2
President of another junior college.....	1	3	2		6
Superintendent, public school system.....	6	1			7
Teacher, public school system.			1		1
Vice president in junior college in which currently employed.....				1	1

Table XXXV indicates that 11 of 28 presidents received their appointments as president in the institutions in which they are currently employed less than 5 years ago. One of the 28 has remained in the same position over 31 years.

TABLE XXXV

LENGTH OF SERVICE IN YEARS AS PRESIDENT OF TEXAS PUBLIC
JUNIOR COLLEGE IN WHICH CURRENTLY EMPLOYED

	Length of service in years					
	One to five	Six to ten	Eleven to fifteen	Sixteen to twenty	Twenty one to thirty	Over thirty one
Number of pre-						
sidents.....	11	9	7	0	0	1

According to Table XXXVI, page 148, 8 of the 28 Texas public junior college presidents have been employed by the institution in which they are currently president less than 5 years. Two presidents have been affiliated with their institutions over 31 years.

Table XXXVII, page 148, indicates the public school experience of the 28 Texas public junior college presidents. Of the 28, 17 were formerly high school principals; 16 had public school teaching experience; and 12 were superintendents in the public school system.

TABLE XXXVI

TOTAL LENGTH OF SERVICE IN YEARS WITH THE INSTITUTION
IN WHICH TEXAS PUBLIC JUNIOR COLLEGE PRESIDENTS
ARE CURRENTLY EMPLOYED

	Length of service in years					
	One to five	Six to ten	Eleven to fifteen	Sixteen to twenty	Twenty one to thirty	Over thirty one
Number of pre- sidents.....	8	8	9	0	1	2

TABLE XXXVII

PUBLIC SCHOOL EXPERIENCE OF TEXAS PUBLIC
JUNIOR COLLEGE PRESIDENTS

Position	Length of service in years					Total	
	One to five	Six to ten	Eleven to twenty	Over twenty one		Num ber	Per cent
Athletic director.....	3	1				4	14
Business manager, pub- lic school system....	1					1	4
Coordinator.....	1					1	4
County Superintendent..	1					1	4
Curriculum supervisor..	2					2	7
Deputy state superin- tendent of education.	2					2	7
President, private school.....			1			1	4
Principal, elementary..	3	1	1			5	18
Principal, high school.	11	2	4			17	61
Superintendent.....	1	4	5	2		12	43
Teacher.....	9	6	1			16	60
Teacher, private school		1				1	4

Table XXXVIII shows junior college experience of 28 presidents prior to their present appointments. Nine served as dean in a junior college; 8 had experience as president of another two-year institution; 8 had junior college teaching experience; and 10 had no junior college experience prior to their present assignment.

TABLE XXXVIII

JUNIOR COLLEGE EXPERIENCE OBTAINED BY TEXAS PUBLIC JUNIOR COLLEGE PRESIDENTS PRIOR TO CURRENT APPOINTMENT

Position	Length of service in years				Total	
	One to five	Six to ten	Eleven to twenty	Over twenty one	Num ber	Per cent
Coach.....	1				1	4
Dean.....	4	4	1		9	32
Dean-registrar.....	1				1	4
Department head.....			3		3	11
Instructor.....	4		4		8	29
President.....	5	2	1		8	29
Registrar.....		1			1	4
Vice President.....		1			1	4

Of the 28 presidents, 15 gained experience in a senior college, according to Table XXXIX, page 150. Eight of the 15 taught full time, and one served as president of a four-year institution.

TABLE XXXIX

SENIOR COLLEGE EXPERIENCE OF TEXAS
PUBLIC JUNIOR COLLEGE PRESIDENTS

Position	Length of service in years				Total	
	One to five	Six to ten	Eleven to twenty	Over twenty One	Num ber	Per cent
Administrative vice president.....	1				1	4
Assistant director of extension.....	1				1	4
Coach.....	1				1	4
Dean of evening college	1				1	4
Department head.....	1				1	4
Director of guidance...	1				1	4
Instructor.....	6	1	1		8	29
President.....	1				1	4

Table XL indicates that 10 of the 28 presidents have been employed by only one institution, the one in which they are currently affiliated.

TABLE XL

NUMBER OF COLLEGIATE INSTITUTIONS, INCLUDING CURRENT
EMPLOYMENT, IN WHICH THE PRESIDENTS OF TEXAS
PUBLIC JUNIOR COLLEGES HAVE BEEN AFFILIATED

Number of institutions	Enrollment				Total
	Less than 500	501 to 1000	1001 to 2000	Over 2001	
One.....	5	4		1	10
Two.....	3	4	2	1	10
Three.....	1	2	1		4
Four.....	1		2		3
Five.....				1	1

B. ACADEMIC BACKGROUNDS AND PROFESSIONAL EXPERIENCES
OF VICE PRESIDENT-DEAN COMBINATIONS
IN TEXAS PUBLIC JUNIOR COLLEGES

Vice president-dean combinations in the three Texas public junior colleges maintaining this position were interviewed by the investigator relative to their educational backgrounds and professional experiences.

1. Academic backgrounds. One of the vice president-dean combinations holds a Doctor of Philosophy degree; the other 2 have master's degrees. One of those with a master's degree has an honorary doctorate.

Two of the vice president-dean combinations majored in science on the undergraduate level; the third majored in education. Two of the three specialized in history on the master's level. One has his doctorate in history.

These three administrators have an average of 20 semester hours in education on the undergraduate level. Two of the three have completed an average of 25 hours in junior college education. The same two vice president-dean combinations have taken an average of 34 semester hours above their highest academic degrees. These courses have been in the field of junior college administration. Two of the three have completed 12 hours each in junior college education since assuming their current positions.

2. Professional experiences. Two of the three vice president-dean combinations were employed by the institution in which they became vice president-dean immediately before their present appointments. One of these was the director of the evening college; the other was associate dean. The third was dean in another junior college.

The three vice president-dean combinations have served in the following capacities: (1) two have been employed in three institutions, including their current affiliations; (2) two had taught in a senior college; (3) all have had junior college teaching experience; (4) one had served as registrar in a two-year institution; (5) all had been public school superintendents, high school principals, and had taught in the public school system; and (6) two have been employed by the institutions in which they are currently affiliated for eleven years, and the other one for over twenty years.

C. ACADEMIC BACKGROUNDS AND PROFESSIONAL EXPERIENCES OF TEXAS PUBLIC JUNIOR COLLEGE DEANS

Deans and dean-registrar combinations in Texas public junior colleges were interviewed by the investigator relative to their educational backgrounds and professional experiences.

1. Academic backgrounds. The highest academic degree of twenty-four deans and dean-registrar combinations are listed

in Table XLI. Of these 24, 4 of them have the doctorate. The remainder have the master's degree.

TABLE XLI

HIGHEST EARNED ACADEMIC DEGREES HELD BY DEANS IN TEXAS
PUBLIC JUNIOR COLLEGES ARRANGED IN CATEGORIES FROM
LESS THAN 500 TO MORE THAN 2000 STUDENTS

Degree	Enrollment				Total
	Less than 500	501 to 1000	1001 to 2000	Over 2001	
Doctor of Education.....		1	1		2
Doctor of Philosophy.....	1	1			2
Master of Arts.....		3	3		6
Master of Business Administration.....	2	1		1	4
Master of Business Education.....	1				1
Master of Education.....	1	1			2
Master of Science.....	5	1	1		7
Totals	10	8	5	1	24

According to Table XLII, page 154, the 24 deans majored in 11 different fields in undergraduate school, in 7 on the master's level, and in 3 on the doctorate. Two of the doctorates specialized in junior college administration.

TABLE XLII

MAJOR FIELDS OF STUDY PURSUED BY TEXAS PUBLIC JUNIOR COLLEGE DEANS
ARRANGED ACCORDING TO HIGHEST EARNED ACADEMIC DEGREE

	Highest earned academic degree							Total
	Ed.D.	Ph.D.	M.A.	M.B.A.	M.B.Ed.	M.Ed.	M.S.	
Undergraduate level								
Business.....				4	1	1	1	7
Education.....		1	1					2
English.....			1					1
Government.....			1				1	2
History.....	1	1					2	4
Industrial Arts.....	1						1	2
Languages.....							1	1
Mathematics.....			1					1
Physical Education...						1		1
Science.....			1					1
Sociology.....			1					1
Masters level								
Business.....				4		1	1	6
Education.....	1	1	2		1		3	8
Education Administration.....	1		2			1	1	5
English.....			1					1
History.....		1					1	2
Industrial Arts.....							1	1
Science.....			1					1
Doctorate								
Education.....	1							1
Education Administration.....	1							1
Junior College								
Administration.....		2						2

Although all of the 24 deans have completed courses in public school administration, only 14 have taken work in junior college administration, according to Table XLIII, page 156.

Table XLIV, page 157, indicates that 17 of the 24 deans have completed courses above their highest academic degree: 5 in public school administration; 5 in education; and 4 in junior college administration.

Nine of the 24 deans have completed courses since 1958, but 3 have taken no work since 1940, according to Table XLV, page 158.

Of the 8 deans who have completed courses since receiving their current appointments, 4, according to Table XLVI, page 158, have taken courses in junior college administration.

2. Professional experiences. Table XLVII, page 159, shows the positions held by the 24 deans immediately prior to appointment to their current positions.

Table XLVIII, page 159, indicates the length of time each of the 24 deans has been in his current position: 9 for less than 5 years; and one for over 31 years.

While 4 of the 24 deans have been connected with the institution in which they are currently employed over 21 years, 8 have been affiliated with their institutions less than 5 years, according to Table XLIX, page 160.

TABLE XLIII

AVERAGE NUMBER OF SEMESTER HOURS IN JUNIOR COLLEGE ADMINISTRATION AND PUBLIC SCHOOL
ADMINISTRATION COMPLETED BY TEXAS PUBLIC JUNIOR COLLEGE DEANS ARRANGED
ACCORDING TO THEIR HIGHEST ACADEMIC DEGREES

		Highest earned academic degree														
		Ed.D.		Ph.D.		M.A.		M.B.A.		M.B.Ed.		M.Ed.		M.S.		Total
		Ave		Ave		Ave		Ave		Ave		Ave		Ave		Ave
		rage		rage		rage		rage		rage		rage		rage		rage
		Sem		Sem		Sem		Sem		Sem		Sem		Sem		Sem
		Num	ester	Num	ester	Num	ester	Num	ester	Num	ester	Num	ester	Num	ester	Num
		ber	Hours	ber	Hours	ber	Hours	ber	Hours	ber	Hours	ber	Hours	ber	Hours	ber
Junior College																
Administration..		1	6	2	24	4	12	1	18	1	6			5	9	14
																12
Public School																
Administration..		2	102	2	61	6	49	4	35	1	12	2	54	7	43	24
																48

TABLE XLIV

AVERAGE NUMBER OF SEMESTER HOURS COMPLETED BY TEXAS PUBLIC JUNIOR COLLEGE DEANS
ABOVE THEIR HIGHEST ACADEMIC DEGREE

Highest earned academic degree															
Ed.D.		Ph.D.		M.A.		M.B.A.		M.B.Ed.		M.Ed.		M.S.		Total	
Ave		Ave		Ave		Ave		Ave		Ave		Ave		Ave	
rage		rage		rage		rage		rage		rage		rage		rage	
Sem		Sem		Sem		Sem		Sem		Sem		Sem		Sem	
Num	ester	Num	ester	Num	ester	Num	ester	Num	ester	Num	ester	Num	ester	Num	ester
ber	Hours	ber	Hours	ber	Hours	ber	Hours	ber	Hours	ber	Hours	ber	Hours	ber	Hours
<hr/>															
Education.....				2	25			1	18	1	15	1	9	5	18
English.....				1	12									1	12
Guidance.....				1	65									2	39
1															
14															
Junior College															
Administration..				1	3	1	34					2	9	4	14
Public School															
Administration..				1	55	2	42					2	21	5	36

TABLE XLV

DATE OF COMPLETION OF LAST ACADEMIC COURSE TAKEN BY TEXAS PUBLIC JUNIOR
COLLEGE DEANS ARRANGED ACCORDING TO HIGHEST EARNED ACADEMIC DEGREE

Dates	Highest earned academic degree							Total
	Ed.D.	Ph.D.	M.A.	M.B.A.	M.B.Ed.	M.Ed.	M.S.	
Prior to 1940.....			2	1				3
1941-1950.....							3	3
1951-1957.....	1	2	1	1		2	2	9
Since 1958.....	1		3	2	1		2	9

TABLE XLVI

COURSES COMPLETED BY TEXAS PUBLIC JUNIOR COLLEGE DEANS
SINCE RECEIVING THEIR CURRENT APPOINTMENTS

Courses	Highest earned academic degree							Total
	Ed.D.	Ph.D.	M.A.	M.B.A.	M.B.Ed.	M.Ed.	M.S.	
Education.....			2					2
Government.....	1							1
Junior College Administration.....			2	1			1	4
Public School Administration.....							1	1

TABLE XLVII

POSITIONS HELD BY TEXAS PUBLIC JUNIOR COLLEGE DEANS
IMMEDIATELY PRIOR TO PRESENT APPOINTMENT

Positions	Enrollment				Total
	Less than 500	501 to 1000	1001 to 2000	Over 2001	
Dean, assistant.....	1				1
Dean.....			1		1
Director of adult educa- tion.....	1		1		2
Director of evening college.....			1	1	2
Director of guidance.....	1	1			2
Instructor, another junior college.....	1				1
Instructor in junior col- lege in which currently employed.....	4	3	1		8
Instructor, senior college		1			1
Principal, secondary school.....	2	2			4
Registrar, junior college.		1			1
Student.....			1		1

TABLE XLVIII

LENGTH OF SERVICE IN YEARS AS DEAN OF TEXAS PUBLIC
JUNIOR COLLEGE IN WHICH CURRENTLY EMPLOYED

Office	Length of service in years					
	One to five	Six to ten	Eleven to fifteen	Sixteen to twenty	Twenty one to thirty	Over thirty one
Number of deans..	9	7	6	1	0	1

TABLE XLIX

TOTAL LENGTH OF SERVICE IN YEARS WITH THE INSTITUTION
IN WHICH TEXAS PUBLIC JUNIOR COLLEGE DEANS
ARE CURRENTLY EMPLOYED

Office	Length of service in years					
	One to five	Six to ten	Eleven to fifteen	Sixteen to twenty	Twenty one to thirty	Over thirty one
Number of déans..	8	6	5	1	3	1

Table L indicates the public school experience by length of service and position of the 24 deans: 9 have served as high school principals; 20 have taught in the public school system; and 4 were former superintendents.

TABLE L

PUBLIC SCHOOL EXPERIENCE OF TEXAS
PUBLIC JUNIOR COLLEGE DEANS

Position	Length of service in years				Total
	One to five	Six to ten	Eleven to twenty	Over twenty one	
Director of curriculum....	1				1
Principal, elementary.....	3	2	1		6
Principal, high school....	4	3		2	9
Superintendent.....	3	1			4
Teacher.....	14	4	3		21

Of the 16 deans who had taught in junior colleges prior to their current appointments, 7 had served as department heads as indicated in Table LI.

TABLE LI

JUNIOR COLLEGE EXPERIENCE OBTAINED BY TEXAS PUBLIC JUNIOR COLLEGE DEANS PRIOR TO PRESENT APPOINTMENT

Position	Length of service in years				Total
	One to five	Six to ten	Eleven to twenty	Over twenty one	
Dean.....		1			1
Dean, assistant.....	1				1
Dean of students.....	1				1
Department head.....	6		1		7
Director of evening college.....	1	2			3
Director of guidance.....	2				2
Director of vocational training.....	1	1			2
Instructor.....	11	3	2		16

Of the 9 junior college deans who were employed by senior colleges prior to their current appointments, according to Table LII, page 162, 8 were instructors for less than 5 years, and one served as dean of students.

TABLE LII
SENIOR COLLEGE EXPERIENCE OF TEXAS
PUBLIC JUNIOR COLLEGE DEANS

Position	Length of service in years				Total
	One to five	Six to ten	Eleven to twenty	Over twenty one	
Dean of students.....	1				1
Instructor.....	8				8

According to Table LIII the length of service of the 24 deans in collegiate institutions is: 12 in one, the one in which they are currently affiliated; 8 in 2; and 4 in 3 or more institutions.

TABLE LIII
NUMBER OF COLLEGIATE INSTITUTIONS, INCLUDING CURRENT
EMPLOYMENT, IN WHICH DEANS OF TEXAS PUBLIC
JUNIOR COLLEGES HAVE BEEN AFFILIATED

Number of institutions	Enrollment				Total
	Less than 500	501 to 1000	1001 to 2000	Over 2001	
One institution.....	2	6	3	1	12
Two institutions.....	5	2	1		8
Three institutions.....	3				3
Four institutions.....			1		1

D. ACADEMIC BACKGROUNDS AND PROFESSIONAL EXPERIENCES
OF TEXAS PUBLIC JUNIOR COLLEGE REGISTRARS

Fourteen full time registrars in Texas public junior colleges were interviewed by the investigator relative to their educational background and professional experience.

1. Academic backgrounds. Table LIV shows the highest academic degrees held by registrars in Texas public junior colleges arranged in categories from less than 500 to over 2,001 students. One of the 14 has a doctorate; while two of them do not possess degrees.

Table LV, page 164, indicates the major fields of study arranged according to the highest academic degree obtained by 12 Texas public junior college registrars.

TABLE LIV

HIGHEST EARNED ACADEMIC DEGREES HELD BY REGISTRARS IN TEXAS
PUBLIC JUNIOR COLLEGES ARRANGED IN CATEGORIES FROM
LESS THAN 500 TO MORE THAN 2000 STUDENTS

Degree	Enrollment				Total
	Less than 500	501 to 1000	1001 to 2000	Over 2001	
Doctor of Philosophy.....				1	1
Master of Arts.....		4		2	6
Master of Business Administration.....			1		1
Master of Education.....	1	1	2		4
No degrees.....	2				2
Total	3	5	3	3	14

TABLE LV

MAJOR FIELDS OF STUDY PURSUED BY TEXAS PUBLIC JUNIOR
COLLEGE REGISTRARS ARRANGED ACCORDING
TO HIGHEST ACADEMIC DEGREE

Fields by levels	Highest academic degree				Total
	Ph.D.	M.A.	M.B.A.	M.Ed.	
Undergraduate level					
Business.....		2		2	4
Education.....			1		1
English.....		1			1
Government.....	1				1
History.....		1		1	2
Home Economics.....		1			1
Journalism.....		1			1
Languages.....				1	1
Masters level					
Business.....			1	1	2
Economics.....		1			1
Education.....		1		3	4
English.....		1			1
Government.....	1				1
Guidance.....		1			1
History.....		1			1
Home Economics.....		1			1
Doctorate level					
Government.....	1				1

Although all of the 12 registrars holding degrees have completed courses in public school administration, only 7 have taken courses in junior college administration. Table LVI, page 165, indicates the average semester hours completed in each of these two fields.

TABLE LVI

AVERAGE NUMBER OF SEMESTER HOURS IN JUNIOR COLLEGE ADMINISTRATION AND PUBLIC
SCHOOL ADMINISTRATION COMPLETED BY TEXAS PUBLIC JUNIOR COLLEGE
REGISTRARS ARRANGED ACCORDING TO THEIR HIGHEST ACADEMIC DEGREE

Course	Highest academic degree									
	Ph.D.		M.A.		M.B.A.		M.Ed.		Total	
	Ave		Ave		Ave		Ave		Ave	
	rage		rage		rage		rage		rage	
	Sem		Sem		Sem		Sem		Sem	
	Num	ester	Num	ester	Num	ester	Num	ester	Num	ester
	ber	Hours	ber	Hours	ber	Hours	ber	Hours	ber	Hours
Junior college administration...			4	12	1	6	2	7	7	9
Public school administration....	1	27	7	28	1	57	3	65	12	31

Eight of the 12 registrars have completed courses above their highest academic degrees. Table LVII, page 167, shows the fields of study and the average semester hours taken in each field.

Table LVIII shows the date of completion of the last academic course. Four of the 12 have earned credits since 1958.

TABLE LVIII

DATE OF COMPLETION OF LAST ACADEMIC COURSE TAKEN BY TEXAS
PUBLIC JUNIOR COLLEGE REGISTRARS ARRANGED ACCORDING
TO HIGHEST EARNED ACADEMIC DEGREE

Date	Highest academic degree				Total
	Ph.D.	M.A.	M.B.A.	M.Ed.	
1941-1950.....		4			4
1951-1957.....	1	1	1	1	4
Since 1958.....		2		2	4

Six of the 12 have completed courses since receiving their current appointments. According to Table LIX, page 168, 2 of the 6 have taken courses in junior college administration.

TABLE LVII

AVERAGE NUMBER OF SEMESTER HOURS BY COURSES COMPLETED BY TEXAS PUBLIC
JUNIOR COLLEGE REGISTRARS ABOVE THEIR HIGHEST ACADEMIC DEGREES

Courses	Highest academic degree				Total	
	Ph.D.	M.A.	M.B.A.	M.Ed.		
	Ave	Ave	Ave	Ave	Ave	
	rage	rage	rage	rage	rage	
	Sem	Sem	Sem	Sem	Sem	
	Num ester	Num ester	Num ester	Num ester	Num ester	Num ester
	ber Hours	ber Hours	ber Hours	ber Hours	ber Hours	ber Hours
Economics.....	1	6			1	6
Education.....			1	30	1	30
Home Economics.....	1	15			1	15
Junior College Administration...	2	22		1	3	15
Political Science.....				1	30	30
Public School Administration....				1	60	60

TABLE LIX

COURSES COMPLETED BY TEXAS PUBLIC JUNIOR COLLEGE REGISTRARS
SINCE RECEIVING THEIR CURRENT APPOINTMENTS

Course	Highest academic degree				Total
	Ph.D.	M.A.	M.B.A.	M.Ed.	
Economics.....		1			1
Education.....		2			2
Guidance.....				1	1
Junior College Administration.....		2			2

2. Professional experiences. Positions held by the 14 registrars immediately before receiving their current appointments are tabulated according to student enrollment categories in Table LX, page 169. The 14 held 11 different positions immediately before becoming registrar. Three of them were instructors in the institutions in which they are currently employed.

Table LXI, page 169, reveals the length of time in years that the 14 registrars have been serving in their present positions: 5 from 1 to 5 years; 5 from 6 to 10 years; and 4 from 11 to 15 years.

Total length of service with the junior college in which the 14 registrars are currently employed is indicated in Table LXII, page 170.

TABLE LX

POSITIONS HELD BY TEXAS PUBLIC JUNIOR COLLEGE REGISTRARS
IMMEDIATELY PRIOR TO CURRENT APPOINTMENT

Position	Enrollment				Total
	Less than 500	501 to 1000	1001 to 2000	Over 2001	
Bookkeeper.....	1				1
Bursar.....			1		1
Clerk.....	1		1		2
Director of guidance.....		1			1
Instructor, junior college		2		1	3
Manager, cafeteria.....		1			1
Registrar, another junior college.....	1				1
Registrar, senior college.				1	1
Reporter.....				1	1
Secretary.....			1		1
Superintendent, public school system.....		1			1

TABLE LXI

LENGTH OF SERVICE IN YEARS AS REGISTRAR OF TEXAS PUBLIC
JUNIOR COLLEGE IN WHICH CURRENTLY EMPLOYED

Position	Length of service in years		
	One to five	Six to ten	Eleven to fifteen
Number of registrars.....	5	5	4

TABLE LXII

TOTAL LENGTH OF SERVICE IN YEARS WITH THE INSTITUTION
IN WHICH TEXAS PUBLIC JUNIOR COLLEGE REGISTRARS
ARE CURRENTLY EMPLOYED

Position	Length of service in years			
	One to five	Six to ten	Eleven to fifteen	Sixteen to twenty
Number of registrars.....	4	3	6	1

Public school positions held by the 14 registrars in
Texas public junior colleges are listed in Table LXIII.

TABLE LXIII

PUBLIC SCHOOL EXPERIENCE OF TEXAS PUBLIC
JUNIOR COLLEGE REGISTRARS

Position	Length of service in years				Total
	One to five	Six to ten	Eleven to twenty	Over twenty one	
Principal, elementary.....	3				3
Principal, high school.....	2	1			3
Superintendent.....	1	1			2
Teacher.....	2	3	1	1	7

Table LXIV, page 171, shows the junior college posi-
tions held by the 14 registrars prior to their current appoint-
ments. Of the 6 registrars with junior college teaching

experience, 5 had taught less than 5 years.

TABLE LXIV

JUNIOR COLLEGE EXPERIENCE OBTAINED BY TEXAS PUBLIC JUNIOR
COLLEGE REGISTRARS PRIOR TO CURRENT APPOINTMENTS

Position	Length of service in years			Total
	One to five	Six to ten	Eleven to twenty	
Bursar.....		1		1
Dean.....		1		1
Department head.....	1		1	2
Instructor.....	5		1	6

Five of the Texas public junior college registrars have taught in senior colleges. Table LXV indicates the positions held in four-year institutions.

TABLE LXV

SENIOR COLLEGE EXPERIENCE OF TEXAS PUBLIC
JUNIOR COLLEGE REGISTRARS

Position	Years		Total
	One to five	Six to ten	
Assistant Registrar.....		1	1
Director of admissions.....	1		1
Instructor.....	5		5

Table LXVI shows the numbers of institutions of higher learning with which Texas public junior college registrars have been affiliated. Seven of the 14 have worked only in the junior college in which they are currently employed.

TABLE LXVI

NUMBER OF COLLEGIATE INSTITUTIONS, INCLUDING CURRENT EMPLOYMENT, IN WHICH TEXAS PUBLIC JUNIOR COLLEGE REGISTRARS HAVE BEEN AFFILIATED

Number of institutions	Enrollment				Total
	Less than 500	501 to 1000	1001 to 2000	Over 2001	
One institution.....	2	2	2	1	7
Two institutions.....		2	1	2	5
Three institutions.....		1			1
Four institutions.....	1				1

E. ACADEMIC BACKGROUNDS AND PROFESSIONAL EXPERIENCES OF TEXAS PUBLIC JUNIOR COLLEGE BUSINESS MANAGERS

Thirteen business managers in Texas public junior colleges were interviewed by the investigator relative to their educational backgrounds and professional experiences.

1. Academic backgrounds. The highest academic degree held by the 13 business managers in Texas public junior colleges are listed in Table LXVII, page 173: 7, bachelor's degrees; 5, master's degrees; and one no degree.

TABLE LXVII

HIGHEST EARNED ACADEMIC DEGREES HELD BY BUSINESS MANAGERS IN
TEXAS PUBLIC JUNIOR COLLEGES ARRANGED IN CATEGORIES
FROM LESS THAN 500 TO MORE THAN 2000 STUDENTS

Degree	Enrollment				Total
	Less than 500	501 to 1000	1001 to 2000	Over 2001	
Bachelor of Arts.....				1	1
Bachelor of Business Administration.....	1		1		2
Bachelor of Science.....	1	1	2		4
Master of Arts.....		2	1		3
Master of Business Administration.....				1	1
Master of Education.....				1	1
No degree.....			1		1
Total	2	3	5	3	13

Analysis of the major fields of study pursued by business managers shows that 8 of the 12 with degrees majored in business. Table LXVIII, page 174, indicates the major fields of study on both the graduate and undergraduate levels.

TABLE LXVIII

MAJOR FIELDS OF STUDY PURSUED BY TEXAS PUBLIC JUNIOR
COLLEGE BUSINESS MANAGERS ARRANGED ACCORDING
TO HIGHEST ACADEMIC DEGREE

Fields by levels	Highest earned academic degree						Total
	M.A.	M.B.A.	M.Ed.	B.B.A.	B.A.	B.S.	
Undergraduate level							
Business.....	2	1	1	2	1	1	8
Education.....						2	2
Mathematics.....	1						1
Social Science....						1	1
Masters level							
Business.....	2	1	1				4
Public School Administration..	1						1

Of the 13 business managers, 8 have completed courses in public school administration, and 6 in junior college administration. Table LXIX, page 175, shows the average number of semester hours taken in these two fields.

Eight of the 13 business managers have taken courses about their highest academic degrees, according to Table LXX, page 176.

Date of completion of last academic course by business managers is shown in Table LXXI, page 177. Five of the 12 with degrees have taken courses since 1958.

TABLE LXIX

AVERAGE NUMBER OF SEMESTER HOURS IN JUNIOR COLLEGE EDUCATION AND PUBLIC SCHOOL
ADMINISTRATION TAKEN BY TEXAS PUBLIC JUNIOR COLLEGE BUSINESS MANAGERS

Course	Highest earned academic degree									
	M.A.		M.B.A.		M.Ed.		B.B.A.		B.S.	
	Ave rage Sem		Ave rage Sem		Ave rage Sem		Ave rage Sem		Ave rage Sem	
	Num ber	ester Hours	Num ber	ester Hours	Num ber	ester Hours	Num ber	ester Hours	Num ber	ester Hours
Junior College Administration	2	4	1	30	1	12			2	6
Public School Administration	4	26			1	62	1	9	2	25
									8	27

TABLE LXX

COURSES AND AVERAGE SEMESTER HOURS COMPLETED BY TEXAS PUBLIC JUNIOR COLLEGE
BUSINESS MANAGERS ABOVE THEIR HIGHEST ACADEMIC DEGREE

Course	Highest earned academic degree													
	M.A.		M.B.A.		M.Ed.		B.B.A.		B.A.		B.S.		Total	
	Ave		Ave		Ave		Ave		Ave		Ave		Ave	
	rage		rage		rage		rage		rage		rage		rage	
	Sem		Sem		Sem		Sem		Sem		Sem		Sem	
	Num	ester	Num	ester	Num	ester	Num	ester	Num	ester	Num	ester	Num	ester
	ber	Hours	ber	Hours	ber	Hours	ber	Hours	ber	Hours	ber	Hours	ber	Hours
Business.....							1	37					1	37
Education.....					1	20			1	27			2	24
Junior College														
Administration..	1	3	1	30							1	12	3	15
Social Science....	1	15									1	33	2	24

TABLE LXXI

DATE OF COMPLETION OF LAST ACADEMIC COURSE BY TEXAS PUBLIC
JUNIOR COLLEGE BUSINESS MANAGERS ARRANGED ACCORDING
TO THE HIGHEST ACADEMIC DEGREE

Date	Highest earned academic degree						Total
	M.A.	M.B.A.	M.Ed.	B.B.A.	B.A.	B.S.	
1941-1950.....				1			1
1951-1957.....	2	1				3	6
Since 1958.....	1		1	1	1	1	5

Seven of the business managers have completed credit courses since receiving their current appointments. Table LXXII lists the fields in which these courses were taken.

TABLE LXXII

COURSES COMPLETED BY BUSINESS MANAGERS
SINCE RECEIVING CURRENT APPOINTMENT

Course	Highest earned academic degree						Total
	M.A.	M.B.A.	M.Ed.	B.B.A.	B.A.	B.S.	
Business.....	2			1			3
Education.....					1		1
Junior College Administration...			1			1	2
Social Science.....						1	1

2. Professional experiences. The 13 business managers held 9 different positions immediately before receiving

their current appointments. According to Table LXXIII, 3 were junior college instructors, 3 were clerks or bookkeepers in the institution, and 2 of them were auditors.

TABLE LXXIII

POSITIONS HELD BY TEXAS PUBLIC JUNIOR COLLEGE BUSINESS MANAGERS IMMEDIATELY BEFORE PRESENT APPOINTMENT

Position	Enrollment				Total
	Less than 500	501 to 1000	1001 to 2000	Over 2001	
Assistant to public school superintendent...			1		1
Auditor.....	1		1		2
Bookkeeper and clerk, junior college.....	1	1			2
Business manager, public school system.....				1	1
Dean of student life.....				1	1
Instructor in the institution.....		2	1		3
Instructor, senior college				1	1
Private business.....			1		1
Purchasing.....			1		1

Table LXXIV, page 179, indicates the length of time that Texas public junior college business managers have been employed in their present positions.

TABLE LXXIV

LENGTH OF SERVICE IN YEARS AS BUSINESS MANAGER IN TEXAS
PUBLIC JUNIOR COLLEGE IN WHICH CURRENTLY EMPLOYED

Office	Length of service in years			
	One to five	Six to ten	Eleven to fifteen	Sixteen to twenty
Number of business managers..	5	3	3	2

Total length of service with the institution in which currently employed is given in Table LXXV. Six of the 13 business managers have been affiliated with their institutions for more than 11 years, while 7 for less than 10 years.

TABLE LXXV

TOTAL LENGTH OF SERVICE WITH INSTITUTION IN WHICH
BUSINESS MANAGER IS CURRENTLY EMPLOYED

Office	Length of service in years				
	One to five	Six to ten	Eleven to fifteen	Sixteen to twenty	Twenty one to thirty
Number of business managers.....	4	3	3	2	1

Experience gained by the 13 business managers in public school positions is shown in Table LXXVI, page 180: 2 had held comparable positions in public school systems.

TABLE LXXVI

PUBLIC SCHOOL EXPERIENCE OF TEXAS PUBLIC
JUNIOR COLLEGE BUSINESS MANAGERS

Position	Length of service in years				Total
	One to five	Six to ten	Eleven to twenty	Over twenty one	
Assistant to county superintendent.....	1				1
Assistant to superintendent			1		1
Business manager.....	1		1		2
Principal, elementary.....	2				2
Principal, high school.....	1	2			3
Superintendent.....		1			1

Table LXXVII indicates the junior college experience obtained by the 13 business managers prior to their current appointments. Two had been clerks in business offices, and one had been business manager of another two-year institution.

TABLE LXXVII

JUNIOR COLLEGE EXPERIENCE OBTAINED BY TEXAS PUBLIC JUNIOR
COLLEGE BUSINESS MANAGERS PRIOR TO CURRENT APPOINTMENT

Position	Service in years		Total
	One to five	Six to ten	
Bookkeeper.....	1		1
Business manager.....	1		1
Clerk.....	1		1
Department head.....		1	1
Instructor.....	3	1	4

Of the 13 business managers, 3 had been affiliated with senior colleges; 1 was director of purchasing; 1 was dean of student life; and the third was employed as an instructor.

Table LXXVIII indicates the business experience obtained by the 13 business managers prior to their current appointments.

TABLE LXXVIII

BUSINESS EXPERIENCE OBTAINED BY TEXAS PUBLIC JUNIOR COLLEGE
BUSINESS MANAGERS PRIOR TO CURRENT APPOINTMENTS

Position	Service in years		Total
	One to five	Six to ten	
Accountant.....	3		3
Auditor.....		1	1
Cashier, bank.....		1	1
Certified public accountant.....	1		1
Manager, industrial plant.....	1		1
Projectionist, motion picture.....	1		1
Salesman.....	1		1
Tax assessor.....		1	1

F. ACADEMIC BACKGROUNDS AND PROFESSIONAL EXPERIENCES OF
TEXAS PUBLIC JUNIOR COLLEGE DIRECTORS OF GUIDANCE

Nine directors of guidance in Texas public junior colleges were interviewed by the investigator relative to their academic backgrounds and professional experiences.

1. Academic backgrounds. The highest academic degrees held by Texas public junior college directors of guidance are listed in Table LXXIX. Three of the nine have doctorates.

TABLE LXXIX

HIGHEST ACADEMIC DEGREES HELD BY DIRECTORS OF GUIDANCE IN
TEXAS PUBLIC JUNIOR COLLEGES ARRANGED IN CATEGORIES
FROM LESS THAN 500 TO MORE THAN 2000 STUDENTS

Degree	Enrollment				Total
	Less than 500	501 to 1000	1001 to 2000	Over 2001	
Doctor of Education.....			1		1
Doctor of Philosophy.....		1		1	2
Master of Arts.....	1	2	2		5
Master of Education.....				1	1

Table LXXX, page 183, indicates the major fields of studies pursued by the 9 directors of guidance. Three majored in psychology on the bachelor's level; 2 in guidance on the master's level; and 1 in guidance on the doctorate.

TABLE LXXX

MAJOR FIELDS OF STUDY PURSUED BY TEXAS PUBLIC JUNIOR
COLLEGE DIRECTORS OF GUIDANCE ARRANGED ACCORDING
TO HIGHEST ACADEMIC DEGREES

Fields by levels	Highest academic degree				Total
	Ed.D.	Ph.D.	M.A.	M.Ed.	
Undergraduate level					
Agricultural education.....		1			1
Education.....	1				1
English.....			2		2
History.....				1	1
Psychology.....		1	2		3
Social Science.....			1		1
Masters level					
English.....			2		2
Education.....	1	1			2
Guidance.....			1	1	2
Psychology.....		1		1	2
Social Science.....			1		1
Doctorate level					
Public School					
Administration...	1	1			2
Guidance.....		1			1

All of the nine directors of guidance have completed courses in guidance and education. Six have studied junior college administration. Table LXXXI, page 184, shows the average number of semester hours completed in these fields.

Table LXXXII, page 185, indicates that 5 of the 6 directors of guidance who have completed courses above their highest academic degrees averaged 43 hours in guidance.

TABLE LXXXI

AVERAGE NUMBER OF SEMESTER HOURS IN JUNIOR COLLEGE ADMINISTRATION, EDUCATION AND GUIDANCE COMPLETED BY TEXAS PUBLIC JUNIOR COLLEGE DIRECTORS OF GUIDANCE

Course	Highest academic degree									
	Ed.D.		Ph.D.		M.A.		M.Ed.		Total	
	Ave		Ave		Ave		Ave		Ave	
	rage		rage		rage		rage		rage	
	Sem		Sem		Sem		Sem		Sem	
	Num	ester	Num	ester	Num	ester	Num	ester	Num	ester
	ber	Hours	ber	Hours	ber	Hours	ber	Hours	ber	Hours
Guidance and Education.....	1	94	2	95	5	63	1	78	9	76
Junior College Administration...	1	24	1	18	3	10	1	15	6	15

TABLE LXXXII

COURSES COMPLETED BY TEXAS PUBLIC JUNIOR COLLEGE DIRECTORS
OF GUIDANCE ABOVE THEIR HIGHEST ACADEMIC DEGREE

Course	Highest academic degree					
	M.A.		M.Ed.		Total	
	Ave		Ave		Ave	
	rage		rage		rage	
	Sem		Sem		Sem	
Num	ester	Num	ester	Num	ester	
ber	Hours	ber	Hours	ber	Hours	
Educational						
Psychology.....	1	65			1	65
Guidance.....	4	19	1	40	5	43

Date of completion of the last academic course by directors of guidance is revealed in Table LXXXIII. Four of the 9 have taken courses since 1958.

Although 3 of the 9 have completed courses for credit since resuming their current positions, only 2 have completed work in guidance.

TABLE LXXXIII

DATE OF COMPLETION OF LAST ACADEMIC COURSE BY TEXAS PUBLIC
JUNIOR COLLEGE DIRECTORS OF GUIDANCE ARRANGED BY
HIGHEST ACADEMIC DEGREE

Date	Highest academic degree				Total
	Ed.D.	Ph.D.	M.A.	M.Ed.	
1951-1957.....		2	3		5
Since 1958.....	1		2	1	4

Positions held by the 9 directors of guidance immediately before resuming their present appointments are listed in Table LXXXIV. One was promoted from assistant director of guidance.

TABLE LXXXIV

POSITIONS HELD BY TEXAS PUBLIC JUNIOR COLLEGE DIRECTORS OF GUIDANCE IMMEDIATELY PRIOR TO PRESENT APPOINTMENT

Position	Enrollment				Total
	Less than 500	501 to 1000	1001 to 2000	Over 2001	
Assistant director of evening college.....				1	1
Assistant director of guidance.....				1	1
Department head, junior college.....	1		2		3
Director of adult education.....			1		1
Director of student publications.....		1			1
Principal, high school....		1			1
Teacher, public school....		1			1

According to Table LXXXV, page 187, 7 of the 9 directors of guidance have served less than 5 years. Table LXXXVI, page 187, indicates the total length of service in the institutions in which they are presently employed. Two of the 9 have been affiliated with the same junior college for over 21 years.

TABLE LXXXV

LENGTH OF SERVICE AS DIRECTOR OF GUIDANCE IN TEXAS PUBLIC
JUNIOR COLLEGE IN WHICH CURRENTLY EMPLOYED

Position	Length of service in years	
	One to five	Six to ten
Number of directors of guidance....	7	2

TABLE LXXXVI

TOTAL LENGTH OF SERVICE WITH TEXAS PUBLIC JUNIOR COLLEGE IN
WHICH DIRECTOR OF GUIDANCE IS CURRENTLY AFFILIATED

Position	Length of service in years				
	One to five	Six to ten	Eleven to fifteen	Sixteen to twenty	Twenty one to thirty
Number of directors of guidance.....	5	2			2

Table LXXXVII, page 188, shows public school positions held by the 9 Texas public junior college directors of guidance.

Junior college experience of the 9 directors of guidance is given in Table LXXXVIII, page 188: 6 were instructors, 2 of which had taught more than 21 years; 3 were department heads; and 1 was assistant director of the evening college.

TABLE LXXXVII

PUBLIC SCHOOL EXPERIENCE OF TEXAS PUBLIC JUNIOR
COLLEGE DIRECTORS OF GUIDANCE

Position	Experience in years		Total
	One to five	Six to ten	
Principal, elementary.....	2		2
Principal, high school.....	2	1	3
Superintendent, public school...		1	1
Superintendent, county school...	1		1
Teacher.....	1	4	5

TABLE LXXXVIII

JUNIOR COLLEGE EXPERIENCE OBTAINED BY DIRECTORS OF
GUIDANCE PRIOR TO PRESENT APPOINTMENT

Position	Length of service in years				Total
	One to five	Six to ten	Eleven to twenty	Over twenty one	
Assistant director of evening college.....	1				1
Assistant director of guidance.....	1				1
Department head.....	1			2	3
Instructor.....	3	1		2	6

The number of institutions of higher learning in which these directors of guidance have been employed is shown in

Table LXXXIX. Five of the 9 have been affiliated with two colleges, including current employment.

TABLE LXXXIX

NUMBER OF COLLEGIATE INSTITUTIONS, INCLUDING CURRENT EMPLOYMENT, IN WHICH DIRECTORS OF GUIDANCE HAVE BEEN AFFILIATED

Number of institutions	Enrollment				Total
	Less than 500	501 to 1000	1001 to 2000	Over 2001	
One institution.....		2	1	1	4
Two institutions.....	1	1	2	1	5

G. ACADEMIC BACKGROUNDS AND PROFESSIONAL EXPERIENCES OF NON-ACADEMIC DEANS (DEANS OF MEN, WOMEN, STUDENT LIFE)

Eighteen deans of men, women, and student life were interviewed by the investigator relative to their educational backgrounds and professional experiences.

1. Academic backgrounds. Table XC, page 190, indicates the highest academic degrees held by non-academic deans. Three of the 18 who have doctorates are employed by institutions in the 2 largest student enrollment categories.

TABLE XC

HIGHEST ACADEMIC DEGREES HELD BY NON-ACADEMIC DEANS IN
TEXAS PUBLIC JUNIOR COLLEGES ARRANGED IN CATEGORIES
FROM LESS THAN 500 TO MORE THAN 2000 STUDENTS

Degree	Enrollment				Total
	Less than 500	501 to 1000	1001 to 2000	Over 2001	
Doctor of Education.....			1		1
Doctor of Philosophy.....			1	1	2
Master of Arts.....	3	3	2	2	10
Master of Education.....		3	1		4
Master of Science.....	1				1

Analysis of the major fields of study reveals a wide range of courses. Table XCI, page 191, shows these major courses arranged according to highest academic degree. Five on the undergraduate level and 5 on the master's level majored in English. Two of the doctorates are in English.

According to Table XCII, page 192, 5 of the 18 non-academic deans have completed courses in guidance. Eight have studied junior college administration.

Ten non-academic deans have completed courses above their highest academic degree. Table XCIII, page 193, shows the average number of semester hours by courses. Two of the 10 have taken courses in guidance.

TABLE XCI

MAJOR FIELDS OF STUDY PURSUED BY TEXAS PUBLIC JUNIOR
COLLEGE NON-ACADEMIC DEANS ARRANGED ACCORDING
TO HIGHEST EARNED DEGREE

Fields by levels	Highest academic degree					Total
	Ed.D.	Ph.D.	M.A.	M.Ed.	M.S.	
Undergraduate level						
Business Adminis- tration.....			2			2
Education.....					1	1
English.....		2	2	1		5
Government.....			2			2
History.....			3	1		4
Mathematics.....				1		1
Physical Education.				1		1
Psychology.....			1			1
Masters level						
Agricultural Education.....					1	1
Business.....			1			1
Education.....	1		1	4		6
English.....		2				2
Government.....			1			1
Guidance.....			1			1
History.....			1			1
Mathematics.....			1			1
Psychology.....			1			1
Doctorate level						
Education.....	1					1
English.....		2				2

TABLE XCII

AVERAGE NUMBER OF SEMESTER HOURS IN JUNIOR COLLEGE ADMINISTRATION, GUIDANCE, AND
PUBLIC SCHOOL ADMINISTRATION TAKEN BY TEXAS PUBLIC JUNIOR COLLEGE NON-
ACADEMIC DEANS ARRANGED ACCORDING TO HIGHEST ACADEMIC DEGREE

Course	Highest academic degree										Total		
	Ed.D.		Ph.D.		M.A.		M.Ed.		M.S.				
	Ave		Ave		Ave		Ave		Ave		Ave		
	rage		rage		rage		rage		rage		rage		
	Sem		Sem		Sem		Sem		Sem		Sem		
Num	ester	Num	ester	Num	ester	Num	ester	Num	ester	Num	ester	Num	ester
ber	Hours	ber	Hours	ber	Hours	ber	Hours	ber	Hours	ber	Hours	ber	Hours
Guidance.....	1	12	1	36	3	33						5	28
Junior College Administration.			1	12	6	30	1	6				8	6
Public School Administration.	1	78	2	33	9	36	4	53	1	84	17	45	

TABLE XCIII

COURSES TAKEN BY TEXAS PUBLIC JUNIOR COLLEGE NON-ACADEMIC DEANS
ABOVE THEIR HIGHEST ACADEMIC DEGREE

Course	Nighest academic degree									
	Ed.D.		Ph.D.		M.A.		M.S.		Total	
	Ave		Ave		Ave		Ave		Ave	
	rage		rage		rage		rage		rage	
	Sem		Sem		Sem		Sem		Sem	
	Num	ester	Num	ester	Num	ester	Num	ester	Num	ester
ber	Hours	ber	Hours	ber	Hours	ber	Hours	ber	Hours	
<hr/>										
Biology.....							1	30	1	30
English.....					1	8			1	8
Government.....					2	45			2	45
Guidance.....			1	24	1	18			2	21
Histry.....					1	6			1	6
Junior College Administration...					1	6			1	6
Mathematics.....					1	30			1	30
Psychology.....					1	15			1	15
<hr/>										

Nine of the 18 non-academic deans have completed courses since 1958. Table XCIV indicates the date of completion by degrees.

TABLE XCIV

DATE OF COMPLETION OF LAST ACADEMIC COURSE BY TEXAS PUBLIC
JUNIOR COLLEGE NON-ACADEMIC DEANS ARRANGED ACCORDING
TO HIGHEST ACADEMIC DEGREE

Date	Highest academic degree					Total
	Ed.D.	Ph.D.	M.A.	M.Ed.	M.S.	
Prior to 1940.....			1			1
1941-1950.....			1	1		2
1951-1957.....			3	3		6
Since 1958.....	1	2	5		1	9

Table XCV shows that 10 of the 18 non-academic deans have completed courses since receiving their current appointment: 3 in guidance and 3 in junior college administration.

TABLE XCV

COURSES COMPLETED BY NON-ACADEMIC DEANS SINCE RECEIVING
THEIR CURRENT APPOINTMENTS

Course	Highest academic degree					Total
	Ed.D.	Ph.D.	M.A.	M.Ed.	M.S.	
Biology.....					1	1
English.....			1			1
Guidance.....		1	2			3
Junior College Administration.....			3			3
Public Relations.....			1			1
Psychology.....			1			1

2. Professional experiences. The position held by 10 of the 18 non-academic deans at the time of appointment was instructor in the college. Table XCVI indicates that 4 of the 18 were employed directly from the public school system as deans. One was a cotton classer.

TABLE XCVI

POSITIONS HELD BY TEXAS PUBLIC JUNIOR COLLEGE
NON-ACADEMIC DEANS IMMEDIATELY PRIOR TO
RECEIVING THEIR CURRENT APPOINTMENT

Position	Enrollment				Total
	Less than 500	501 to 1000	1001 to 2000	Over 2001	
Athletic director.....			1		1
Cotton classer.....		1			1
Counselor, public schools..			1		1
Director of evening college.....			1		1
Head of department, junior college.....	1				1
Instructor, junior college in which currently employed.....	2	3	2	3	10
Instructor, high school....	1	2			3

According to Table XCVII, page 196, 12 of the 18 non-academic deans have been serving in their present positions for less than 5 years. Table XCVIII, page 196, shows that 10 of the 18 have been with the institution more than 11 years.

TABLE XCVII

LENGTH OF SERVICE IN YEARS AS NON-ACADEMIC DEANS IN TEXAS
PUBLIC JUNIOR COLLEGE IN WHICH CURRENTLY EMPLOYED

Position	Length of service in years				
	One to five	Six to ten	Eleven to fifteen	Sixteen to twenty	Twenty one to thirty
Number of non-academic deans.....	12	2	2	1	1

TABLE XCVIII

LENGTH OF SERVICE IN YEARS OF TEXAS PUBLIC JUNIOR
COLLEGE NON-ACADEMIC DEANS IN INSTITUTIONS
IN WHICH CURRENTLY EMPLOYED

Position	Length of service in years				
	One to five	Six to ten	Eleven to fifteen	Sixteen to twenty	Twenty one to thirty
Number of non-academic deans.....	4	4	7	1	2

Public school experiences of the 18 Texas public junior college non-academic deans are listed by length of service in Table XCIX, page 197. Two had secondary school counseling experience and 15 were former high school teachers.

TABLE XCIX

PUBLIC SCHOOL EXPERIENCE OF NON-ACADEMIC DEANS
OF TEXAS PUBLIC JUNIOR COLLEGES

Position	Length of service in years				Total
	One to five	Six to ten	Eleven to twenty	Over twenty one	
Counselor.....	1				1
Dean of girls.....		1			1
Director of curriculum.....	1				1
Principal, elementary.....	3				3
Principal, high school.....	2				2
Superintendent.....	1	1			2
Teacher.....	5	4	4	2	15

According to Table C, 13 of the 18 non-academic deans have had junior college teaching experience and 7 have served as department heads.

TABLE C

JUNIOR COLLEGE EXPERIENCE OBTAINED BY TEXAS PUBLIC JUNIOR
COLLEGE NON-ACADEMIC DEANS PRIOR TO PRESENT APPOINTMENT

Position	Length of service in years				Total
	One to five	Six to ten	Eleven to twenty	Over twenty one	
Athletic director.....		1			1
Department heads.....	3		3	1	7
Director of evening college.	1				1
Director of junior college..	1				1
Instructor.....	4	3	4	2	13

Table CI shows that 14 of the 18 non-academic deans have been employed only by the institution with which they are currently affiliated.

TABLE CI

NUMBER OF COLLEGIATE INSTITUTIONS, INCLUDING PRESENT EMPLOYMENT, WITH WHICH TEXAS PUBLIC JUNIOR COLLEGE NON- ACADEMIC DEANS HAVE BEEN AFFILIATED

Number of institutions	Enrollment				Total
	Less than 500	501 to 1000	1001 to 2000	Over 2001	
One institution.....	2	6	4	2	14
Two institutions.....	2		1		3
Three institutions.....				1	1

H. ACADEMIC BACKGROUND AND PROFESSIONAL EXPERIENCES OF TEXAS PUBLIC JUNIOR COLLEGE DIRECTORS OF THE EVENING COLLEGES

Eight of the evening college directors in Texas public junior colleges were interviewed by the investigator relative to their academic backgrounds and professional experiences.

1. Academic backgrounds. Table CII, page 199, indicates the highest academic degree held by directors of the evening colleges arranged in categories of less than 500 to more than 2,001 students. One of the 8 has a doctorate.

TABLE CII

HIGHEST ACADEMIC DEGREES HELD BY DIRECTORS OF EVENING
COLLEGES IN TEXAS PUBLIC JUNIOR COLLEGES ARRANGED
IN CATEGORIES FROM LESS THAN 500 TO
MORE THAN 2000 STUDENTS

Degree	Enrollment				Total
	Less than 500	501 to 1000	1001 to 2000	Over 2001	
Doctor of Philosophy.....			1		1
Master of Arts.....		2	1		3
Master of Education.....		1		2	3
Master of Science.....		1			1

Analysis of the majors of the directors of the evening colleges shows a variety of subjects on the undergraduate level. However, 5 of the 8 specialized in education on the master's level as indicated in Table CIII, page 200. The doctorate is in junior college administration.

According to Table CIV, page 201, 7 of the 8 completed courses in public school administration. Five averaged 12 hours each in junior college administration.

Five of the 8 directors of the evening colleges have completed courses above their highest academic degrees. One of them took 60 hours in junior college administration, as indicated in Table CV, page 202.

TABLE CIII

FIELDS OF STUDY PURSUED BY TEXAS PUBLIC JUNIOR COLLEGE
DIRECTORS OF EVENING COLLEGES ARRANGED ACCORDING
TO HIGHEST ACADEMIC DEGREE

Fields by levels	Highest academic degree				Total
	Ph.D.	M.A.	M.Ed.	M.S.	
Undergraduate level					
Business Education..				1	1
Economics.....		1			1
Education.....			1		1
History.....		2			2
Industrial Arts.....			1		1
Music.....	1				1
Physical Education..			1		1
Masters level					
Economics.....		1			1
Education.....		1	3	1	5
History.....		1			1
Music.....	1				1
Doctorate level					
Junior College					
Administration....	1				1

TABLE CIV

AVERAGE NUMBER OF SEMESTER HOURS IN JUNIOR COLLEGE ADMINISTRATION AND PUBLIC
SCHOOL ADMINISTRATION TAKEN BY DIRECTORS OF TEXAS PUBLIC JUNIOR COLLEGE
EVENING COLLEGES ARRANGED ACCORDING TO HIGHEST EARNED ACADEMIC DEGREE

Course	Highest academic degree									
	Ph.D.		M.A.		M.Ed.		M.S.		Total	
	Ave		Ave		Ave		Ave		Ave	
	rage		rage		rage		rage		rage	
	Sem		Sem		Sem		Sem		Sem	
	Num	ester	Num	ester	Num	ester	Num	ester	Num	ester
	ber	Hours	ber	Hours	ber	Hours	ber	Hours	ber	Hours
Junior College Administration...	1	24	2	8	1	18	1	9	5	12
Public School Administration....	1	60	2	66	3	68	1	48	7	63

TABLE CV

COURSES TAKEN BY TEXAS PUBLIC JUNIOR COLLEGE DIRECTORS OF EVENING COLLEGES
ABOVE THEIR HIGHEST ACADEMIC DEGREE

Course	Highest academic degree				Total	
	Ph.D.	M.A.	M.Ed.	M.S.		
	Ave	Ave	Ave	Ave	Ave	Ave
	rage	rage	rage	rage	rage	rage
	Sem	Sem	Sem	Sem	Sem	Sem
	Num ester	Num ester	Num ester	Num ester	Num ester	Num ester
	ber Hours	ber Hours	ber Hours	ber Hours	ber Hours	ber Hours
Education.....		1 45	1 90	1 30	3	53
Junior College Administration...		1 60			1	60
Public School Administration....			1 12		1	12

Three of the 8 directors have taken courses since 1958. Table CVI reveals that the other 5 completed courses between 1951 and 1957.

TABLE CVI

DATE OF COMPLETION OF LAST ACADEMIC COURSE BY TEXAS PUBLIC
JUNIOR COLLEGE DIRECTORS OF EVENING COLLEGES ARRANGED
ACCORDING TO HIGHEST ACADEMIC DEGREE

Date	Highest academic degree				Total
	Ph.D.	M.A.	M.Ed.	M.S.	
1951-1957.....		3	2		5
Since 1958.....	1		1	1	3

Since receiving their present appointments, 3 have studied courses in education and junior college administration.

2. Professional experiences. Positions held by Texas public junior college directors of the evening colleges immediately before receiving their current appointments are listed according to student enrollment in Table CVII, page 204. Two of the 8 were junior college instructors; 2 were hired from the public school system, and 1 from industry.

Six of the 8 directors have been serving in this capacity less than 5 years. Two have been in their positions between 6 and 10 years.

TABLE CVII

POSITIONS HELD BY TEXAS PUBLIC JUNIOR COLLEGE DIRECTORS
OF EVENING COLLEGES IMMEDIATELY PRIOR
TO THEIR CURRENT APPOINTMENTS

Position	Enrollment				Total
	Less than 500	501 to 1000	1001 to 2000	Over 2001	
Assistant dean.....				1	1
Assistant principal.....		1			1
Band director.....				1	1
Counselor, public school..				1	1
Dean, junior college.....			1		1
Industry.....		1			1
Instructor, junior college		2			2

Table CVIII shows the total length of time directors of the evening colleges have been affiliated with the institutions in which they are currently employed. Four of the 8 have been employed by the institution less than 5 years.

TABLE CVIII

TOTAL LENGTH OF SERVICE OF DIRECTORS OF EVENING COLLEGES IN
TEXAS PUBLIC JUNIOR COLLEGE IN WHICH CURRENTLY EMPLOYED

Position	Length of service in years		
	One to five	Six to ten	Eleven to fifteen
Number of directors of evening colleges.....	4	3	1

Public school experience of Texas public junior college directors of the evening colleges is indicated in Table CIX. Six of the 8 were former public school teachers.

TABLE CIX

PUBLIC SCHOOL EXPERIENCE OF TEXAS PUBLIC JUNIOR COLLEGE
DIRECTORS OF EVENING COLLEGES

Position	Length of service in years			Total
	One to five	Six to ten	Eleven to twenty	
Counselor.....	1			1
Principal, elementary....	2			2
Principal, high school...	2			2
Teacher.....	1	4	1	6

Junior college experiences of the 8 directors of evening colleges are shown in Table CX, page 206: 5 were instructors; 1 was a dean; and another was an assistant dean.

Four of the eight gained experience in a senior college. One was dean-registrar; one was public relations director; and two were instructors.

Table CXI, page 206, shows that 4 of the directors of the evening colleges have been employed only by the institution with which they are presently affiliated.

TABLE CX

JUNIOR COLLEGE EXPERIENCE OBTAINED BY TEXAS PUBLIC JUNIOR
COLLEGE DIRECTORS OF EVENING COLLEGES PRIOR
TO CURRENT APPOINTMENTS

Position	Service in years		Total
	One to five	Six to ten	
Assistant dean.....	1		1
Band director.....	1		1
Dean.....	1		1
Department head.....		2	2
Director of Industrial training.....	1		1
Instructor.....	2	3	5

TABLE CXI

NUMBER OF COLLEGIATE INSTITUTIONS, INCLUDING PRESENT
EMPLOYMENT, IN WHICH DIRECTORS OF EVENING
COLLEGES IN TEXAS PUBLIC JUNIOR
COLLEGES HAVE BEEN AFFILIATED

Number of institutions	Enrollment				Total
	Less than 500	501 to 1000	1001 to 2000	Over 2001	
One institution.....		2	1	1	4
Two institutions.....		1		1	2
Three institutions.....		1	1		2

I. ACADEMIC BACKGROUNDS AND PROFESSIONAL EXPERIENCES OF TEXAS PUBLIC JUNIOR COLLEGE ADMINISTRATIVE ASSISTANTS

Four administrative assistants employed by Texas public junior colleges were interviewed by the investigator relative to their educational backgrounds and professional experiences.

1. Academic backgrounds. Table CXII shows the highest academic degrees held by administrative assistants. Two of the 4 have doctor's degrees, and the other 2 have master's degrees.

TABLE CXII

HIGHEST ACADEMIC DEGREES HELD BY ADMINISTRATIVE ASSISTANTS
IN TEXAS PUBLIC JUNIOR COLLEGES ARRANGED IN CATEGORIES
FROM LESS THAN 500 TO MORE THAN 2000 STUDENTS

Degree	Enrollment				Total
	Less than 500	501 to 1000	1001 to 2000	Over 2001	
Doctor of Education.....		1			1
Doctor of Philosophy.....		1			1
Master of Arts.....		1			1
Master of Education.....				1	1

An analysis of the fields of study of administrative assistants indicates that 2 of the 4 majored in business.

According to Table CXIII three specialized in education on the master's level. The 2 doctorates are in junior college administration.

TABLE CXIII

MAJOR FIELDS OF STUDY PURSUED BY TEXAS PUBLIC JUNIOR
COLLEGE ADMINISTRATIVE ASSISTANTS ARRANGED
ACCORDING TO HIGHEST ACADEMIC DEGREE

Fields by levels	Highest academic degree				Total
	Ed.D.	Ph.D.	M.A.	M.Ed.	
Undergraduate level					
Business.....	1		1		2
Mathematics.....		1			1
Spanish.....				1	1
Masters level					
Education.....	1		1	1	3
Mathematics.....		1			1
Doctorate level					
Junior College Administration.....	1	1			2

Table CXIV, page 209, indicates that the 4 administrative assistants have averaged 15 semester hours in junior college education, and have completed courses in public school administration.

Both of the administrative assistants with master degrees have completed courses above their degrees. One of the four has taken courses since 1958. The other three completed

TABLE CXIV

AVERAGE NUMBER OF SEMESTER HOURS IN JUNIOR COLLEGE ADMINISTRATION AND
PUBLIC SCHOOL ADMINISTRATION COMPLETED BY ADMINISTRATIVE
ASSISTANTS IN TEXAS PUBLIC JUNIOR COLLEGES

Course	Highest academic degree									
	Ed.D.		Ph.D.		M.A.		M.Ed.		Total	
	Ave		Ave		Ave		Ave		Ave	
	rage		rage		rage		rage		rage	
	Sem		Sem		Sem		Sem		Sem	
	Num	ester	Num	ester	Num	ester	Num	ester	Num	ester
	ber	Hours	ber	Hours	ber	Hours	ber	Hours	ber	Hours
Junior College Administration...	1	21	1	24	1	9	1	3	4	15
Public School Administration....	1	87	1	63	1	72	1	57	4	69

their last course between 1951 and 1957. Two of the four have taken courses since receiving their current appointments.

Table CXV shows the positions held by Texas public junior college administrative assistants immediately before their current appointments. Two were junior college instructors, and one was an assistant registrar.

TABLE CXV

POSITIONS HELD BY TEXAS PUBLIC JUNIOR COLLEGE ADMINISTRATIVE ASSISTANTS IMMEDIATELY PRIOR TO CURRENT APPOINTMENT

Position	Enrollment				Total
	Less than 500	501 to 1000	1001 to 2000	Over 2001	
Assistant registrar.....				1	1
Instructor, junior college.....		2			2
Student.....		1			1

Three of the four administrative assistants have served in this capacity less than five years. One has had his position from eleven to fifteen years. Analysis of the total length of service with the institution reveals that two have been employed by the junior college between 11 to 15 years.

Table CXVI shows the junior college experience obtained by administrative assistants prior to their current appointments. Three taught in a junior college; 1 served as a department head; and 1 was assistant registrar.

TABLE CXVI

JUNIOR COLLEGE EXPERIENCE OBTAINED BY TEXAS PUBLIC
JUNIOR COLLEGE ADMINISTRATIVE ASSISTANTS
PRIOR TO PRESENT APPOINTMENT

Position	Years		Total
	One to five	Six to ten	
Assistant registrar.....	1		1
Department head.....		1	1
Instructor.....	2	1	3

None of the administrative assistants were affiliated with senior colleges. One of them served two terms in the Texas legislature.

J. ACADEMIC BACKGROUNDS AND PROFESSIONAL EXPERIENCES OF
TEXAS PUBLIC JUNIOR COLLEGE PUBLIC RELATIONS DIRECTORS

The two public relations directors in Texas public junior colleges were interviewed by the investigator relative to their academic backgrounds and professional experiences.

1. Academic backgrounds. The two directors of public relations have master's degrees. One majored in English; the other in journalism. Neither have completed any courses above their degrees.

2. Professional experiences. One of the two public relations directors had taught English in high school prior to his present appointment. The other public relations director had taught one year in a senior college and had twelve years of newspaper experience. Both have served in their present positions for more than eleven years.

K. SUMMARY

One hundred twenty nine administrators in twenty-eight Texas public junior colleges were interviewed relative to their academic backgrounds and professional experiences. Information obtained from each included: (1) highest earned academic degree; (2) major courses of study; (3) semester hours in junior college education, in public school administration, and in courses pertinent to current position; (4) semester hours completed above highest academic degree; (5) date of completion of last academic course; (6) courses completed since receiving current position; (7) positions held immediately prior to present appointment; (8) length of service in present position and with the institution; (9) types

of public school experience; (10) junior college experience prior to present appointment; (11) experience obtained in senior colleges; and (12) the number of institutions in which each had been employed.

1. Academic backgrounds and professional experiences of presidents in Texas public junior colleges. Of the 28 presidents interviewed, twelve hold doctor's degrees; nineteen have completed an average of 14 semester hours in junior college administration; and four have taken junior college administration courses since receiving their present appointments. Of the 28 presidents, twelve have had experience as superintendents of public school systems; and eight were presidents of other junior colleges.

2. Academic backgrounds and professional experiences of vice president-dean combination in Texas public junior colleges. Of the three vice presidents interviewed, one has a doctorate in history; and two have completed courses in junior college administration. All three had junior college administrative experience prior to present appointment and were former superintendents of public school systems.

3. Academic backgrounds and professional experiences of deans and dean combinations in Texas public junior colleges. Of the twenty-four deans interviewed, four hold doctorates; fourteen have earned an average of twelve semester hours in junior college administration; and all have studied public

school administration. Sixteen of the twenty-four deans have had junior college teaching experience; four were former public school superintendents; nine had served as high school principals; and twelve have been employed only by the institution in which they are currently employed.

4. Academic backgrounds and professional experiences of registrars in Texas public junior colleges. Of the fourteen registrars interviewed, one has a doctorate; eleven have master's degrees; two have no degrees; and seven have an average of nine semester hours in junior college administration. Seven of the fourteen registrars have had public school experience; two were former superintendents; six have had junior college teaching experience; and one had been dean in another junior college. Prior to their current assignments, four held clerical positions; one was a reporter; one was a cafeteria manager; and one was a public school superintendent.

5. Academic backgrounds and professional experiences of Texas public junior college business managers. Of the thirteen business managers interviewed, seven have bachelor's degrees; five have master's degrees; one has no degree; eight had majored in business; and six had completed courses in junior college administration. Prior to their current appointments, two were business managers in public school systems; three were accountants; one was an auditor; and one a tax assessor.

6. Academic backgrounds and professional experiences of Texas public junior college directors of guidance. Of the nine directors of guidance, three have doctorates; six have completed courses in junior college administration; and all have taken courses in guidance and public school administration. Six of them have had junior college teaching experience. One had experience in guidance.

7. Academic backgrounds and professional experiences of non-academic deans (deans of men, women, student life) in Texas public junior colleges. Three of the eighteen non-academic deans have doctorates. Five have an average of twenty-eight semester hours in guidance, and eight have completed courses in junior college administration. Thirteen of the eighteen were junior college instructors; fifteen had public school teaching experience, and two had experience in counseling prior to their current appointments.

8. Academic backgrounds and professional experiences of Texas public junior college directors of evening colleges. Of the eight, one has a doctorate, and five have an average of twelve semester hours in junior college administration. Five had junior college administrative experience, and five had junior college teaching experience.

9. Academic backgrounds and professional experiences of Texas public junior college administrative assistants.

Two of the four administrative assistants have the doctorate. All of them have had training in junior college administration. Three of the four had junior college experience prior to appointment.

10. Academic backgrounds and professional experiences of Texas public junior college public relations directors.

The two public relations directors have master's degrees; one has a major in English; the other in journalism. One of the two has had twelve years of newspaper experience; and the other taught high school English prior to receiving the current appointment.

CHAPTER VI

SUMMARY, CONCLUSIONS AND APPLICATION

A. SUMMARY AND CONCLUSIONS

The findings of this study reveal that the public junior college movement in Texas has experienced a rapid growth since World War I. Although the Texas public junior colleges have been considered to be a part of the system of higher education, many have been closely connected with the local public high schools. At first, the primary purpose of these two-year colleges was to prepare students for entry into the third year of senior colleges and universities. As the movement developed, these institutions began to expand their functions and objectives.

According to the findings of this study, the major problems confronting Texas public junior college administrators have been to set up the various phases of an administrative organization which would meet the needs of each institution. Administrators have directed their search for organizational data toward senior colleges, junior colleges, and public secondary school systems. The information they obtained was meager and inconclusive. With inadequate information and minimum guidance, they began to develop their own organizations to carry out the administrative needs and functions of their institutions.

Statement of the problem. The major problem undertaken in this study was to discover and analyze administrative duties, educational backgrounds, and professional experiences of Texas public junior college administrators; and, in light of these findings to draw such conclusions as would help to answer the following questions:

- a. What research pertinent to Texas public junior college administration has been conducted?
- b. What factors have influenced the organizational patterns of Texas public junior colleges?
- c. How are administrative duties and responsibilities allocated in Texas public junior colleges?
- d. Does the administrator's academic backgrounds and professional experiences provide a good educational basis for junior college administration?

Premises of the study. The results of this study have been carefully reviewed and critically assimilated over a period of time so that the conclusions offered result from careful deliberations and thought. The conclusions set forth in this chapter are based on the following premises: (1) that thorough understanding of the allocation of administrative duties, educational backgrounds, and professional experiences of Texas public junior college administrators will enable more effective organizations to be formulated; (2) that training institutions and persons studying to become junior college administrators should be familiar with the scope of administrative duties and how they are allocated in the various junior colleges; and (3) that studying the administrations in the

various junior colleges is one of the best approaches to analyzing the junior college movement.

Methods of procedures and sources of data. The conclusions set forth in this study have been derived from data secured through the following media: personal visits to twenty-eight Texas public junior colleges, professional literature in the field of junior college administration; catalogues, bulletins, manuals, and administrative handbooks from Texas public junior colleges; questionnaires submitted in person by the investigator, and private interviews with one hundred twenty-nine Texas public junior college administrators.

The inquiry sheets were submitted to each administrator. One of them contained questions dealing with the assignment and allocation of duties. A different questionnaire was designed for each of the following eleven positions:

- a. President
- b. Vice president-dean combination
- c. Dean
- d. Dean-registrar combination
- e. Registrar
- f. Business manager
- g. Non-academic deans (deans of men, women, student life)
- h. Director of the evening college
- i. Administrative assistant
- j. Director of guidance
- k. Public relations director

The second inquiry sheet included a series of questions designed to obtain information on the academic background and professional experience of each administrator. Both of these

questionnaires were completed by the investigator during private interviews with each administrator.

Analysis and appraisal of questionnaire and personal interview responses. One hundred twenty-nine administrators from twenty-eight Texas public junior colleges were interviewed by the investigator relative to their duties, academic backgrounds, and professional experiences. Results of the questionnaires were tabulated and analyzed, and comprehensive lists of duties for eleven administrative positions were constructed. These lists were then combined into a master list in order to indicate the allocation of duties within institutions of different student enrollments.

Conclusions based on the findings of this study. The findings in answer to the questions stated in the problem have been summarized at the end of each chapter presenting the data. These findings support the following conclusions:

1. Relatively little research has been conducted on Texas public junior college administration. Analysis of available data indicated that:

- a. Some useful materials on Texas public junior college administration have appeared in article form in professional journals.
- b. Existing studies on junior college history and philosophy are valuable in interpreting junior college organizations and administrative practices in Texas.
- c. Private junior colleges in Texas were among the first in the United States to incorporate the junior college principle.

- d. Texas public junior colleges have tended to emphasize the transfer function of two-year institutions.

2. Texas public junior college organizational patterns have been influenced by both external and internal factors.

Analysis of state laws dealing with public junior colleges and data on organizational patterns revealed that:

- a. Except for restrictions placed on public junior colleges by the state legislature and the general control exercised by the State Board of Education, public junior colleges have been left free to organize and operate as their local boards of trustees prescribe.
- b. Type of control and the relationship between the junior college and the local public school system have affected the organization of the junior college.
- c. Lack of complete understanding of the mission and functions of junior colleges by public school administrators who have become junior college administrators have influenced the organizational pattern of the public junior college.
- d. Size of the student enrollment and the availability of funds have largely determined the organizational patterns of public junior colleges in Texas.
- e. More than one-half of the administrative organizations of Texas public junior colleges in the less than 500 students category consist of: (1) president; and (2) dean-registrar combination.
- f. More than one-half of the Texas public junior colleges in the 501 to 1,000 students group have: (1) president; (2) dean-registrar combination; and (3) director of the evening college.
- g. In the 1,001 to 2,000 students category of Texas public junior colleges more than one-half of

the institutions have: (1) president; (2) dean; (3) registrar; and (4) business manager.

- h. The administrative organization of more than one-half of the Texas public junior colleges in the 2,001 students category consists of: (1) president; (2) dean; (3) registrar; (4) business manager; (5) director of guidance; (6) non-academic deans; and (7) director of the evening college.

3. Duties in Texas public junior colleges are not allocated for maximum efficiency. Results of the analysis of interviews with one hundred twenty-nine Texas public junior college administrators indicated the following:

- a. Thirty-eight different administrative titles are used in Texas public junior colleges.
- b. Texas public junior colleges in the same student enrollment category have a high degree of similarity in administrative organizations.
- c. Administrative duties assigned to a position vary widely from one junior college to another. In many instances tasks have been assigned to the person deemed most qualified to perform them rather than to an administrative position.
- d. Relatively few Texas public junior colleges have surveyed positions, made duty analyses, and assigned duties according to an organized plan.
- e. Relatively few public junior colleges have written job descriptions for administrators or administrative handbooks.
- f. In larger junior colleges duties and responsibilities are more clearly defined than in those with small enrollments.

4. Texas public junior college administrators are moderately well trained to perform their assigned duties.

Survey of the academic backgrounds and professional experiences of one hundred twenty-nine Texas public junior college administrators indicated that:

- a. Fifty-four per cent of the one hundred twenty-nine administrators have had some formal training in junior college administration.
- b. Ten per cent of them have completed courses pertinent to their positions since receiving their appointments.
- c. Sixty-one per cent had junior college experience prior to assuming their present positions. The majority of those without junior college experience had some type of experience in the public school system.
- d. Twenty-five per cent gained their junior college experience in the institution in which they are currently employed.
- e. Forty-one per cent of the Texas public junior college administrators had public school administrative experience.
- f. Relatively few of the Texas public junior college administrators had senior college and university administrative experience.
- g. Relatively few Texas public junior colleges have developed preservice and in-service-training programs for administrators.
- h. Administrators in larger Texas public junior colleges, on the whole, are better qualified by experience and academic training than those in smaller junior colleges.

B. APPLICATION

The findings of this study will be useful to educators in the following ways:

1. The lists of administrative duties for each administrative position and the allocation of duties within Texas public junior colleges may serve as a basis for developing courses of study or units in junior college administration programs.

2. The analysis of administrative organization, duties, and allocation of duties may be used as a guide for boards of trustees and administrators in organizing and re-organizing public junior colleges.

3. The lists of duties and allocation of duties within institutions may serve as a guide in the preparation of job descriptions and administrative handbooks.

C. PROBLEMS SUGGESTED FOR FURTHER STUDY

An analysis of the administrative duties, educational backgrounds, and professional experiences of Texas public junior college administrators is one of several approaches that can be used as a basis for understanding junior college administration. Further study is suggested for the investigation of the following problems:

1. What factors have influenced the organizational patterns of public junior colleges in the other states? An answer to this question would give educators a better understanding of the functions and organization of junior colleges.

It could indicate methods of improving existing organizations.

2. How does the allocation of duties in Texas public junior colleges compare with that of public junior colleges in other states? Results of such a study would permit educators to compare administrative organizations and to draw conclusions which could be incorporated in junior college administration courses.

3. How do the academic backgrounds and professional experiences of Texas public junior college administrators compare with those of public junior college administrators in other states? An analysis of this problem would yield information and recommendations for improving the training of junior college administrators.

4. What tasks, skills, and information would be desirable for inclusion in a course designed to train junior college administrators? An analysis of the duties of junior college administrators and the organizational patterns of junior colleges could serve as a basis for preparing junior college administration course objectives.

5. What type of professional experience is desirable as a background for administrators? Results of case studies of individual junior college administrators would prove valuable in the training of persons for administrative positions and in the selection of administrative personnel. It could

indicate the validity of selecting administrators with public school administrative experience as public junior college administrators.

6. What are the advantages and disadvantages of a public junior college being an integral part of the public school system? Educators have argued for and against such an administrative organization, but many of the arguments have been based on personnel experience rather than research. Results of such a study in Texas where the junior college is part of the system of higher education could afford a great deal of insight into the place of the junior college in the American system of education.

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E. ENCYCLOPEDIA ARTICLES

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F. PAMPHLETS

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G. CATALOGUES, BULLETINS, AND ADMINISTRATIVE HANDBOOKS

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Odessa Junior College Catalogue, 1959-1960.
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Southwest Texas Junior College Catalogue, 1960-1961.
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Texas Southmost Junior College Catalogue, 1958-1959.

Victoria Junior College General Catalogue, 1957-1959.

Weatherford Junior College Catalogue, 1958-1960.

Wharton County Junior College Catalogue, 1959-1960.

H. PERSONAL INTERVIEWS

- Abel, Abner L., Dean-Registrar, Clarendon Junior College, April 27, 1960.
- Adkins, W. J., President, Laredo Junior College, January 29, 1960.
- Agee, J. W., Dean of Student Life, Del Mar College, January 31, 1960.
- Ainsworth, L. L., Director of Guidance, Del Mar College, January 31, 1960.
- Akin, W. P., Dean-Registrar, Texarkana College, April 21, 1960.
- Allsep, David, Dean of Men, Ranger College, April 25, 1960.
- Anderson, Grady, Registrar, Del Mar College, January 31, 1960.
- Arechiga, Domingo, Registrar, Laredo Junior College, January 29, 1960.
- Arnold, Mozella, Dean of Women, Temple Junior College, May 6, 1960.
- Atkinson, James H., President, Blinn College, May 6, 1960.
- Baker, M. L., Assistant to the President, Howard County Junior College, May 3, 1960.
- Baker, Marvin P., President, Panola Junior College, April 20, 1960.
- Balderston, J. F., Registrar and Dean of Admissions, Amarillo College, April 28, 1960.
- Ball, Wilburn, Administrative Assistant, Del Mar College, January 31, 1960.
- Ballow, Frank, Business Manager, Henderson County Junior College, April 19, 1960.
- Berry, Bryant, Director of Guidance, Temple Junior College, May 6, 1960.
- Bing, Roland E., Director of Guidance and the Evening College, Victoria College, February 1, 1960.
- Boehm, Henry J., Dean-Registrar, Blinn College, May 6, 1960.
- Breeden, Charles U., Director of Guidance, San Antonio College, May 5, 1960.
- Burks, Robert, Director of the Evening College, South Plains College, April 29, 1960.
- Cavness, Raymond, President, San Angelo College, May 3, 1960.
- Chumney, Billie, Dean of Women, San Angelo College, May 3, 1960.

Crawford, J. N., Director of Evening Classes, Texas Southmost College, May 4, 1960.

Davis, Joseph B., Dean, Amarillo College, April 28, 1960.

Dawson, H. M., President, Temple Junior College, May 6, 1960.

DeBona, Merle Miller, Registrar, Wharton County Junior College, February 2, 1960.

DeViney, Dawson, Dean-Registrar, Texas Southmost College, May 4, 1960.

Durham, Bessie Mable, Registrar, Lee College, May 12, 1960.

Fly, Sterling H., President, Southwest Texas Junior College, May 4, 1960.

Fly, W. Lamar, Director of Student Personnel, Victoria College, February 2, 1960.

Garland, C. J., President, Texas Southmost College, January 30, 1960.

Gentry, George H., President, Lee College, May 12, 1960.

Glass, Merle, Dean of Women, Panola Junior College, April 20, 1960.

Gooch, Gaston T., Jr., Dean-Registrar, Navarro Junior College, April 19, 1960.

Gooch, Mrs. Gaston T., Business Manager, Navarro Junior College., April 19, 1960.

Hallmark, Wame J., Dean of Men, San Antonio College, May 5, 1960.

Harvin, Edwin L., President, Del Mar College, January 31, 1960.

Heaner, Wallace E., Director of Guidance, Lee College, May 11, 1960.

Hinton, W. B., President, Texarkana College, April 21, 1960.

Hodges, John M., President, Wharton County Junior College, February 2, 1960.

Hogue, G. C., President, Cisco Junior College, April 26, 1960.

Hudgens, Jack, Jr., Director of the Evening College, San Angelo College, May 3, 1960.

Hudler, Jewell, Dean of Women, Victoria College, February 1, 1960.

Hunt, W. A., President, Howard County Junior College, May 3, 1960.

Ikler, Nina, Registrar, Ranger College, April 25, 1960.

Ivan, Martha Pfaff, Guidance for Women, Kilgore College, April 20, 1960.

Ivey, Nathan A., Dean of the Day College, Odessa College, May 2, 1960.

Johnson, Ben, Dean-Director of Guidance, Howard County Junior College, May 31, 1960.

Jones, Ben. W., President, Navarro Junior College, April 19, 1960.

Jones, Leona, Registrar, Victoria College, February 1, 1960.

Kay, Austin S., Business Manager, Kilgore College, April 20, 1960.

Kearns, James K., President, Gainesville College, April 22, 1960.

Keasler, Edwin, Director of the Evening College, San Antonio College, May 5, 1960.

Keese, B. M., Registrar-Admissions Officer, Howard County Junior College, May 3, 1960.

LaBauve, Vernon V., Comptroller, San Antonio College, May 5, 1960.

Laird, Alton, Dean of Student Life, Lee College, May 12, 1960.

Laird, Ray A., Dean, Laredo Junior College, January 29, 1960.

Lewis, Newton E., Director of the Evening College, Texarkana College, April 21, 1960.

Lindaberry, Sally, Dean of Women, Texas Southmost College, January 30, 1960.

Little, H. W., Dean-Business Manager, Ranger College, April 25, 1960.

Lowman, Harmon, Jr., Dean-Registrar, San Angelo College, May 3, 1960.

Luchinger, Leland, Guidance for Men, Kilgore College, April 20, 1960.

McAlexander, W. G., Assistant to the Administration, Wharton Junior College, February 2, 1960.

McClung, W. S., Dean-Registrar, Weatherford College, April 25, 1960.

McLemore, J. R., President, Paris Junior College, April 22, 1960.

Martin, June Bynum, Registrar, Kilgore College, April 20, 1960.

Mason, Burton, Dean-Registrar, Paris Junior College, April 22, 1960.

Mathews, Wayne, Dean-Registrar, Southwest Texas Junior College, May 4, 1960.

Meyers, W. H., Dean, Alvin Junior College, May 11, 1960.

Mince, E. W., Dean-Registrar, Cisco Junior College, April 26, 1960.

Moody, Wayland P., President, San Antonio College, May 5, 1960.

Moore, Henry W., Director of Evening Division, Navarro Junior College, April 19, 1960.

Moore, J. D., President, Victoria College, February 1, 1960.

Morris, Mrs. J. J., Dean of Women, Ranger College, April 25, 1960.

Morrison, Lois G., Dean of Women, San Antonio College, May 5, 1960.

Morton, Luis, Dean of Admissions, Odessa College, May 2, 1960.

Nail, Clyde R., Vice President-Dean, San Antonio College, May 5, 1960.

Nelson, Neal M., Registrar, Alvin Junior College, May 11, 1960.

Nichols, Harold J., Business Manager, Victoria College, February 1, 1960.

Nicksick, Theodore, President, Ranger College, April 25, 1960.

Norris, Wilson, Business Manager, Paris Junior College, April 22, 1960.

Parker, J. H., Dean-Registrar, Gainesville College, April 22, 1960.

Parrott, Vernon D., President, Weatherford College, April 25, 1960.

Payne, Johnny, Dean-Registrar, Temple Junior College, May 6, 1960.

Peterson, D. M., Business Manager, San Angelo College, May 3, 1960.

Pinkerton, W. W., President, Clarendon College, April 27, 1960.

Pirtle, Orval, President, Henderson County Junior College, April 19, 1960.

Plexco, M. M., Jr., Dean of the Evening College, Odessa College, May 2, 1960.

Prestwood, Clyde, Dean, South Plains College, April 29, 1960.

Rasco, John, Dean of Students, San Angelo College, May 3, 1960.

Ray, Joseph M., President, Amarillo College, April 28, 1960.

Roades, Ora E., Dean, Henderson County Junior College, April 19, 1960.

Roberson, C. A., Business Manager, Odessa College, May 2, 1960.

Rogers, Jack, President, Odessa College, May 2, 1960.

Rundell, Walter, Dean, Lee College, May 12, 1960.

St.Clair, Grady, Vice President-Dean, Del Mar College, January 31, 1960.

Schwartz, W. C., Coordinator, Blinn College, May 6, 1960.

Shinn, E. C., Dean of Men, Victoria College, February 1, 1960.

Small, Ray, Dean of Men, Amarillo College, April 28, 1960.

Smith, J. Russell, Director of Guidance, Navarro Junior College, April 19, 1960.

Snavelly, Guy M., Business Manager, Del Mar College, February 1, 1960.

Spencer, T. M., President, South Plains College, April 29, 1960.

Stark, Cruce, President, Kilgore College, April 20, 1960.

Stevens, Hardy E., Dean of the Evening College, Amarillo College, April 28, 1960.

Stilwell, Henry W., (deceased) former President, Texarkana College, July 19, 1958.

Stormont, John W., Vice President-Dean, Victoria College, February 1, 1960.

Swartz, Phillip R., Bursar, Amarillo College, April 28, 1960.

- Taylor, Louise, Director of Student Life, Wharton County Junior College, February 2, 1960.
- Templeton, A. B., Superintendent, Alvin Junior College, May 11, 1960.
- Tubb, Nathan, Registrar, South Plains College, April 29, 1960.
- Vestal, Elizabeth, Dean of Women, Del Mar College, January 31, 1960.
- Walker, Jewel T., Counselor, Laredo Junior College, January 29, 1960.
- Watson, Randolph C., Dean, Kilgore College, April 20, 1960.
- Webb, Ralph, Director of Publicity, Paris Junior College, April 22, 1960.
- West, Alpha Lee, Social Director, Laredo Junior College, January 29, 1960.
- Weynand, Jerome F., Registrar, San Antonio College, May 5, 1960.
- Williams, Annie Lee, Director of Public Relations, Wharton County Junior College, February 2, 1960.
- Williamson, W. Travis, Dean-Registrar, Panola College, April 20, 1960.
- Wommack, T. O., Business Manager, Texarkana College, April 21, 1960.