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THE STATUTORY PURPOSES OF TWO AND FOUR YEAR PUBLIC POST-SECONDARY INSTITUTIONS

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THE STATUTORY PURPOSES OF TWO AND FOUR YEAR PUBLIC POST-SECONDARY INSTITUTIONS

by

Arturo Lopez Torres

A Dissertation Submitted to the Faculty of the

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND ADMINISTRATION

In Partial Fulfillment of the Requirements
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In the Graduate College

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THE UNIVERSITY OF ARIZONA
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I hereby recommend that this dissertation prepared under my direction by Arturo Lopez Torres

entitled THE STATUTORY PURPOSES OF TWO AND FOUR YEAR PUBLIC POST-SECONDARY INSTITUTIONS

be accepted as fulfilling the dissertation requirement for the Degree of Doctor of Philosophy.

Henry E. Butler, Jr. — Dissertation Director — November 1, 1979 — Date

As members of the Final Examination Committee, we certify that we have read this dissertation and agree that it may be presented for final defense.

Ernest G. Flores — 11/1/79 — Date

Manuel Gallardo — 11/1/79 — Date

Henry E. Butler, Jr. — 11-1-79 — Date

_____ — Date

_____ — Date

Final approval and acceptance of this dissertation is contingent on the candidate's adequate performance and defense thereof at the final oral examination.

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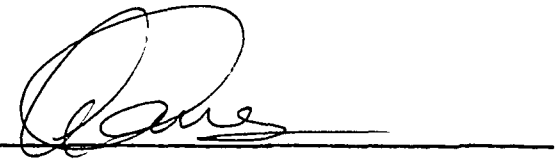
SIGNED: 

Para mis padres con cariño, honor y respeto

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TABLE OF CONTENTS

TABLE OF CONTENTS--Continued

LIST OF TABLES

ABSTRACT

The main purpose of this study was to determine whether or not the statutory provisions of 20 selected states reflected an overlapping or duplication of stated purposes between two and four year public post-secondary institutions. To provide perspective, it was deemed appropriate to review the literature to identify and compare the purposes of the two types of public post-secondary institutions as viewed by authorities in this field. These purposes were then classified and compared with the statutory purposes of the 20 selected states. Finally, the statutory purposes of the respective types of institutions were compared.

The findings indicated that 15 of the 20 state statutes set forth classifiable generic statements of purposes of community and junior colleges. A total of four major community and junior college statutory purposes were found. Very few state statutes provided definitions of terms used, making it difficult to interpret what was actually meant by a specific statutory provision. The purposes found through the review of the literature were reflected, for the most part, in the statutes. However, the statutes failed to specify two important community and junior college purposes, highly regarded in the literature: guidance and counseling, and popularization of education.

The statutory provisions regarding college and university purposes, on the other hand, did not specify any major generic statutory

purposes. Nor did they define the terms used in the statutes. Rather the statutory provisions concerning college and university purposes tended to specify the purposes of individual institutions or systems. It was not possible to determine whether there was any overlapping or duplication of stated purposes between the two and four public post-secondary institutions since no major statutory purposes could be determined for the colleges and universities. Nor could it be determined whether the purposes of colleges and universities found through the review of the literature were reflected in the statutes.

Finally, when comparing the purposes found through the review of the literature for the two year public post-secondary institutions with those of the four year public post-secondary institutions it was found that no significant overlapping or duplication of purposes between the two types of public institutions existed.

Based on the findings of this study, the following recommendations were made: that the statutory purposes pertaining to two and four year public post-secondary institutions be sufficiently precise and defined by providing definitions of terms used in the statutes; that such terms as aim, function, goal, objective, purpose, and the like be properly defined and distinguished in the statutes as well as the literature; that the statutory provisions pertaining to the two and four year public post-secondary institution purposes be periodically reviewed and updated so that they reflect the current established purposes of these institutions; that if the intent of the legislature is to hold public post-secondary institutions accountable it should be apparent in the statutes.

Finally, it was recommended, that, if accountability is to be considered, legislators should formulate generic statements of purpose in such a way as to encompass all independent statements of purpose into comprehensive statements which afford accountability of the entire college or university systems.

CHAPTER 1

INTRODUCTION

In order to determine whether or not there existed any overlapping or duplication of stated statutory purposes between two and four year public post-secondary institutions, this study documented, analyzed, and compared the statutory purposes of the two types of public post-secondary institutions. The study also afforded comparisons of: (1) the purposes of two and four year public post-secondary institutions as found in the literature; and (2) the purposes of the two types of public institutions set forth in the statutes with the respective purposes established through the review of the literature.

Nature and Scope of the Problem

The United States Constitution makes no specific reference to education. However, the Tenth Amendment to the Constitution provides that, "the powers not delegated to the United States by the Constitution . . . are reserved to the States respectively, or to the people" (United States Constitution, amend. X). Hence, it is an accepted principle that under the Tenth Amendment, education becomes the responsibility of the individual states (Grieder and Romine 1965, pp. 403-404). Consequently, states have developed comprehensive statutory schemes for the development, operation, and financial support of their respective educational institutions.

For many years it was assumed, and in fact appeared, that financial support by the states of public post-secondary education was unlimited and endless (Peterson 1970, p. 1). Barzun (1968) reports that it was common practice to find public post-secondary institutions adding new programs and functions to already existing programs and functions without any significant financial repercussions. However, increasing costs, taxpayer revolt, and other external forces have put an end to such "affluence" on the part of public post-secondary institutions (Barzun 1968; "State Colleges and Universities" 1974, p. 209; McCuen and Hoffland 1978, p. 48; Riesman 1969, p. 363). As a result, many post-secondary institutions which experienced continuous prosperity in the past now find themselves in financial straits (McCuen and Hoffland 1978, p. 48; "U.S. Colleges" 1978, p. 65; "The Inflation Bind" 1979, p. 40).

From time to time, financial stringency has prompted, among other things, a scrutiny of the purposes of post-secondary education (Semans and Holy 1954, p. 387). Also, it has resulted in an examination of various remedies in attempting to alleviate this economic dilemma. One of the remedies that has been suggested in attempting to solve part of this problem is for states to adopt measures aimed at eliminating or minimizing the overlapping or duplication of services and purposes among their respective post-secondary institutions (Bell 1974, pp. 12-13; Priest 1968, pp. 20-21).

Inasmuch as post-secondary institutions depend on state appropriations for the major portion of their income,[1] and since state statutes provide for the financial support of both two and four year public post-secondary institutions, it was logical to direct attention to the statutes in order to determine to what degree, if any, the statutory language indicated an overlapping or duplication of purposes between two and four year public post-secondary institutions.

Significance of the Study

No studies were found which identified or compared the statutory purposes of two and four year public post-secondary institutions.[2] Consequently, it was reasonable to conclude that little, if any, research had been conducted to determine whether or not statutes clearly defined the purposes of the respective institutions, or whether any overlapping or duplication of stated purposes existed.

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[1] Presently the states appropriate approximately 38 percent of their total operating budget toward the financial support of their educational systems (National Center for Educational Statistics 1978, p. 24). Approximately one-third of these appropriations go directly to the states' public post-secondary institutions (U.S. Department of Commerce, Bureau of the Census 1978, p. 8). Finally, 44.6 percent of the public post-secondary institution's operating budget is derived directly from state appropriations. The remainder is derived from tuition and fees of students (13 percent); federal government (14.9 percent); local governments (5.6 percent); sales and services (17.5 percent); and various other sources (4.5 percent) (National Center for Educational Statistics 1978, p. 126).

[2] Note: the 1953-1954 California Legislators voted $112,200 for a two-year study of higher education in California. The survey was requested by the Legislature because of the belief that there were unnecessary overlapping functions and perhaps undesireable inequities in levels of support and services among the, then, sixty junior colleges, eleven state colleges, and the eight state universities (Semans and Holy 1954, p. 388).

Conceivably this study could provide legislators with information that could assist in defining and clarifying the purposes of two and four year public post-secondary institutions.

By identifying the statutory purposes of two and four year public post-secondary institutions, this study also identifies possible needs for legislative refinement and restructuring so as to avoid any possible overlapping or duplication of stated purposes between the two types of public post-secondary institutions.

Finally, this study contributes to the literature by identifying and describing not only the statutory purposes of post-secondary institutions as found in the statutes of 20 selected states, but also the purposes found in the literature. Such information may assist school board members, school administrators, educators, and people in the community in a variety of ways, such as: (1) the formation of policy, which spells out what is to be expected of two and four year public post-secondary institutions; (2) better planning, whereby, purposes may aid in defining the needs and priorities of the respective public post-secondary institutions; (3) evaluation and accountability inasmuch as the purposes can serve as standards by which to judge the success or failure of two and four year public post-secondary institutions; and (4) such purposes may also be useful in defining the "clientele" of the two types of public post-secondary institutions.

Statement of the Problem

The principal problem posed by this study was to determine whether or not the statutes of 20 selected states reflected an

overlapping or duplication of statutory purposes between two and four year public post-secondary institutions. Secondary issues addressed in the study were to identify and compare the purposes of the two types of public post-secondary institutions as reported in the literature and to collate the purposes found in the statutes with those found in the literature.

Questions Guiding the Study

The questions guiding this study were:

1. What are the purposes of two and four year public post-secondary institutions as set forth in the literature?
2. Do the purposes established in the review of the literature differ between two and four year public post-secondary institutions?
3. If in fact, there is a difference in the purposes of the two types of public post-secondary institutions as set forth in the literature, in what ways do they differ?
4. Do the selected states define the purposes of two and four year public post-secondary institutions in their current statutes?
5. If, in fact, the purposes of two and four year public post-secondary institutions are set forth in the respective statutes, are they clearly defined or are they too general or ambiguous to be properly classified?
6. Do the statutes reflect a difference in the statutory statements of purpose between the two and four year public post-secondary institutions?

7. If, in fact, there is a difference in the statutory statements of purpose between the two types of public post-secondary institutions, in what ways do they differ?
8. Do the purposes of two and four year public post-secondary institutions, as set forth in the statutes of 20 selected states differ from those reported in the literature?

Assumptions

In this study, the following assumptions were made:

1. If two and four year public post-secondary institutions differ with respect to their purposes, these differences should be reflected in the authorization statutes as well as the literature.
2. The statutory purposes set forth in the statutes of the 20 selected states are representative of the remaining state statutes.
3. The literature correctly reflects the appropriate and established purposes of the two and four year public post-secondary institutions.

Limitations

This study was limited in the following ways:

1. No attempt was made to determine whether the purposes of the two types of public post-secondary institutions were actually implemented by the respective institutions.
2. The theoretical purposes of two and four year public post-secondary institutions were identified solely through a review

of the literature. No catalogs or bulletins of individual public post-secondary institutions were employed in determining the purposes of the respective institutions.

3. Examination of statutes was limited to 20 selected states.

4. No distinction was made in the review of the literature between public college and public university purposes.

Definition of Terms

The terms used in this study are defined as follows:

1. Public Post-Secondary Institutions are state supported educational institutions of higher learning, which include two and four year public post-secondary institutions.

2. Two Year Public Post-Secondary Institutions are publicly supported and accredited two year educational institutions, awarding no higher than an Associate of Art or Science degrees or their equivalent. They are usually referred to as junior or community colleges.

3. Four Year Public Post-Secondary Institutions are publicly supported and accredited four year institutions, generally awarding no less than a Baccalaureate degree or its equivalent, but oftentimes awarding graduate degrees as well, usually referred to as state colleges or universities.

4. Aim, Function, Goal, Objective, and Purpose are used synonymously, for the purpose of this study, to signify a purpose. A purpose refers to stated conceptions of the mission of systems, groups, or types of colleges (Peterson 1970, p. 3). However, this study recognizes the fact that in reality the aforementioned terms have

different and distinct meanings (see the discussion section in Chapter 5 for a detailed discussion).

5. Statutory Purposes are those purposes explicitly or implicitly set forth in state legislation.

CHAPTER 2

PROCEDURES

This study made use of descriptive-analytical research methods. The study identified, documented, and analyzed the purpose of two and four year public post-secondary institutions as found through a review of the literature and a review of the statutes. The states selected for this study included the 20 states with the largest public post-secondary enrollments for the 1976-1977 academic year. Both sources pertaining to the two and four year public post-secondary institutions were carefully reviewed to ascertain whether or not they identified any statements of purpose for the two types of public institutions. Several comparisons were then made to determine whether or not there existed any overlapping or duplication of stated purposes between the two types of public post-secondary institutions.

Review of the Literature

The first phase of this study was to identify in general the purposes of two and four year public post-secondary institutions; this was accomplished through a review of the literature. The card catalog of the Main Library at The University of Arizona, Tucson, Arizona was employed to gather pertinent sources in the literature, primarily texts. Such subject headings as junior colleges; community colleges, community and junior colleges; higher education; post-secondary education; colleges; universities;and colleges and universities were used to

locate relevant materials. Once the sources were identified they were read to determine if they contained any statements of purpose pertaining to the respective institutions. Such statements of purpose, together with its proper source, were then recorded.

Likewise, a thorough investigation of the Education Index, volumes 1-24, and the Educational Resources Information Center (ERIC) was also conducted to identify relevant sources. However, here most pertinent sources and citings were obtained under the heading of: "Junior College--Aims and Objectives" and "Colleges and Universities--Aims and Objectives".

Brunner (1958) conducted an extensive study in which he identified five major classifications of community and junior college purposes. Brunner's five major classifications included: (1) purposes relating to transfer students; (2) purposes relating to terminal students; (3) purposes relating to adult students; (4) purposes relating to all types of students; and (5) purposes relating to the community at large. With slight modification, Brunner's five major classifications were used to tabulate, organize, and classify the data found through a review of the literature for public community and junior colleges. An additional classification, "not possible to classify," was added, however, to Brunner's five major classifications in which the purposes which could not be classified into one of the five major classifications were noted. Appendix A lists the reported community and junior college purposes which could not be placed in any one of the five major classifications, but which fell into this sixth classification.

It should also be noted concerning the organization and tabulation procedures that when any community and junior college source specifically mentioned the major heading of any one of the five major classifications as a purpose and then proceeded to define the respective purpose as consisting of several components, all appropriate columns were checked. For example, if the sources specifically referred to terminal education and then proceeded to define terminal education as consisting of general and vocational education then all three individual columns were checked. However, if the source only referred to general education and vocational education but not to terminal education then only the general education and vocational education columns were checked and not the terminal education column.

Unlike the classifications used in analyzing and tabulating the community and junior college purposes, the classifications of purposes for colleges and universities were worked out during the process of analysis of the statements of purpose, not in advance of the work of analysis and tabulation. Hence, college and university statements of purpose were classified into 17 major classifications. They included: (1) research; (2) teaching; (3) community service; (4) professional-vocational training; (5) citizenship; (6) preservation of knowledge; (7) scholarship; (8) leadership; (9) individual development; (10) liberal arts education; (11) general education; (12) problem solving; (13) popularization of education; (14) moral and ethical training; (15) cultural training; (16) meeting the needs of people; and (17) internationalism. Moreover, those purposes reported in the literature which did not fall in any of the 17 major classifications above were

classified and tabulated under a separate classification. These purposes are listed in Appendix B.

Only those purposes referred to by 20 percent or more of the sources were accepted as the purposes of the two and four year public post-secondary institutions. Purposes found through a review of the literature which were referred to by less than 20 percent of the sources were considered to be too insignificant to warrant consideration. Nevertheless, those purposes referred to by less than 20 percent of the literary sources were noted and are reported in the study.

Review of the Statutes

After the general purposes of two and four year public post-secondary institutions were identified through the review of the literature, the next aspect of this study was to determine the statutory purposes of the two types of public institutions through a review of the statutes of 20 selected states. The 20 states were: Arizona, California, Florida, Illinois, Indiana, Maryland, Massachusetts, Michigan, Minnesota, Missouri, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Tennessee, Texas, Virginia, Washington, and Wisconsin. The criterion used for the selection of these states was the size of enrollments. The 20 states with the largest student enrollments for the 1976-1977 academic school year were selected for this study. These states also furnished a representative sample of states within each of the four major regions of the continental United States. That is, six states were from the northern region (i.e., Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin); five from the eastern region (i.e., Maryland, Massachusetts, New Jersey, New York, and Pennsylvania); six

from the southern region (i.e., Florida, Missouri, North Carolina, Tennessee, Texas, and Virginia); and three from the western region (i.e., Arizona, California, and Washington).

The statutory sections pertaining to statements of purpose were identified by checking the cumulative index of the codified statutory provisions of each selected state. Such key words as aims, functions, goals, objectives, and purposes were considered when checking under the major subject headings of education, higher education, post-secondary education, community colleges, junior colleges, and community and junior colleges, colleges, universities, and colleges and universities in the cumulative indexes. The applicable statutory section referring to two and four year public post-secondary institutions were noted and carefully reviewed to ascertain whether or not they defined the purposes of the institutions. Each relevant statutory section was tabulated, classified, and reported. However, like the review of the literature, only those purposes reported by 20 percent or more of the statutes were accepted as statutory purposes. Nevertheless, all statutory purposes found in the review of the statutes were noted and classified in this study.

The statutory purposes of community and junior colleges were noted under six major classifications. These included: (1) transfer education; (2) terminal education; (3) adult education; (4) community service; (5) popularization of education; and (6) general or liberal education. Moreover, statutory provisions with phrasing too vague and general to be properly classified into one of the six classifications above were also noted.

On the other hand, the statutory statements of purpose of colleges and universities were classified under 14 major classifications. They included: (1) professional and vocational training; (2) teacher training; (3) research; (4) liberal arts education; (5) teaching; (6) community service; (7) individual development; (8) citizenship; (9) leadership; (10) ethics and culture; (11) extension; (12) popularization of education; (13) efficiency; and (14) cooperation. In addition, statutory provisions which were too vague and general to be properly classified into one of the classifications above were noted in a separate classification. A classification was also created, under which the statutes not setting forth generic statements of purpose for colleges and universities, but merely defining the purposes of individual institutions and/or departments were noted. Finally, those statutory provisions which distinguished between their state university system purposes and their state college system purposes were noted under a different classification.

The Comparisons

Once the purposes of the two and four year public post-secondary institutions were established through a review of the literature and a review of the statutes, the next and final phase of this study was to analyze and compare the results found in both reviews to determine whether or not there existed any overlapping or duplication of stated purposes between the two types of post-secondary institutions. To accomplish this, the following comparisons were made: (1) the purposes found through the review of literature, for the two year public

post-secondary institutions were compared with those found, through a review of the literature, for the four year public post-secondary institutions; (2) the statutory purposes found through a review of the selected state statutes for the two year public post-secondary institutions were compared with the statutory purposes of the four year public post-secondary institutions; and (3) the purposes found in the review of the statutes for the two types of public post-secondary institutions were compared with the respective purposes found through a review of the literature.

CHAPTER 3

REVIEW OF THE LITERATURE AND STATUTES

This chapter presents the purposes of the two and four year public post-secondary institutions found through a review of the literature and a review of the selected state statutes. In both reviews, the same research methods and procedures were used to gather and report the data. The chapter first reports the review of the literature and then presents the review of the statutes.

Review of the Literature

The review of the literature revealed that sources identifying the purposes of two and four year public post-secondary institutions were plentiful. Only the more important studies relevant to this study are discussed at any length in this section. Nevertheless, all literary sources were considered in the preparation of this material.

A total of 184 different texts, and articles were examined for statements of purpose concerning public post-secondary institutions. Of these, 81 were concerned with community and junior college purposes, and the remaining 103 pertained to four year public college and university purposes.

Examined were such texts as Eells (1931) The Junior College; Bogue (1950) The Community College; Gross and Grambsch (1974) Changes in University Organization, 1964-1971; Dobbins and Lee (ed's.) (1968)

Whose Goals for American Higher Education?; and Wolff (1969) The Ideal of the University. Among these were many others that discussed the purposes of the respective institutions to lesser or greater depths.

Community and Junior College Purposes

The development of community and junior colleges has been extensively documented. Various authorities have identified four distinct and independent aspects of the origin of the community and junior college movement (McDowell 1919; Eells 1931). These are summarized by Eells (1931, pp. 45-68). Briefly, these phases, as Eells calls them, include: (1) high school extension -- extension of high school to include within its program the first two years of college; (2) college demotion -- to demote small four year colleges to two year institutions offering only lower level division courses; (3) independent creation -- a separate and distinct component of the educational system; and (4) university amputation -- segregation or elimination of the first two years of university or senior college.

During the beginning years of the community and junior college movement, a combination of these phases had considerable influence on the formation of community and junior college purposes. For example, Kemp (1931), Obrien (1931) and others argued that the purposes of the community and junior college were closely related to those of the high school. Others such as Wood (1931) and McConn (1932) believed the purposes more closely paralleled those of colleges and universities. Kelly (1932), Snyder (1933), Hepner (1936) and others held that the community and junior colleges combined the high school and college and

university purposes to form a unique institution which was neither high school nor college-university in nature. The above influences were best summarized by Hepner (1936, p. 57) who stated, ". . . we may say that the junior college had been fathered by the university and mothered by the high school, recognizing, of course, that both parents have contributed solicitious interest in their offspring." As a result a combination of high school and college and university purposes was instrumental in helping to shape the community and junior college purposes of today.

At the turn of the twentieth century, William Rainey Harper, recognized as the father of community and junior colleges, was probably the first to suggest definite purposes of the newly established community and junior colleges. The principal community and junior college purposes envisioned by Harper (in Brunner 1970, p. 30) included: (1) transfer -- for those students wishing to continue their post-secondary education upon completion of lower division course work; (2) terminal -- for those students who, for whatever reason(s), wished to complete their formal education after the first two years of college work; and (3) home influence -- for those students who might need "maturing or supervision" while away at college.

McDowell (1919) published the first comprehensive study of the community and junior college movement. He evaluated the status of community and junior colleges and reported his findings in a bulletin published by the United States Bureau of Education.

Upon surveying 21 public community and junior colleges, McDowell identified and ranked the following purposes of the community and junior colleges:

1. Desire of parents to keep children at home.
2. To provide a completion school for those who can not go further.
3. Desire of students to secure college work near home.
4. To meet specific local needs.
5. Geographical remoteness from a standard college and university.
6. To meet the entrance requirements for professional schools.
7. To provide vocational training more advanced than high-school work.
8. Financial difficulty in maintaining a four-year course.
9. To provide additional opportunities for teacher training.
10. To secure the segregation of sexes.
11. To provide opportunities for higher education under church control (McDowell 1919, p. 28).

Koos (1924) published the next extensive study of the community and junior college movement, entitled, The Junior College. The study was financed by the commonwealth Fund of New York City and The University of Minnesota.

After analyzing 22 articles, addresses, catalogs and bulletins from 23 public and 33 private community and junior colleges, Koos found almost 50 stated purposes of community and junior colleges. However, after careful consideration and evaluation, Koos condensed the list to 21, which were further classified into five general categories. They were:

Group	Purpose
1. Affecting education in the two years under consideration	1. Offering two years of work acceptable to colleges and universities . . . .
	2. Completing education of students not going on . . . .

Group	Purpose
	3. Providing occupational training of junior college grade . . .
	4. Popularizing higher education
	5. Continuing home influence during immaturity . . .
	6. Affording attention to the individual student . . .
	7. Offering better opportunities for training in leadership
	8. Offering better instruction in these school years . . .
	9. Allowing for exporation . . .
2. Affecting the organization of the school system	10. Placing in the secondary school all work appropriate to it . . .
	11. Making the secondary school period coincide with adolescence . . .
	12. Fostering the evolution of the system of education . . .
	13. Economizing time and expense by avoiding duplication . . .
	14. Assigning a function to the small college . . .
3. Affecting the university	15. Relieving the university . . .
	16. Making possible real university functioning . . .
	17. Assuring better preparation for university work . . .
4. Affecting instruction in the high school	18. Improving high school instruction . . .
	19. Caring better for brighter high school students . . .
5. Affecting the community of location	20. Offering work meeting local needs . . .
	21. Affecting the cultural tone of the community . . .

(Koos 1924, pp. 14-15)

One year later, Koos (1925) published The Junior College Movement, a summary of his initial research monograph, entitled The Junior College. In The Junior College Movement, Koos repeated the purposes he noted in his original study.

In 1926, Thomas (in Brunner 1970, p. 32), in his doctoral dissertation, organized community and junior college purposes into four basic categories: (1) popularization -- to provide opportunities for a college education to all regardless of geographic and economic barriers; (2) preparation -- to provide lower division work to students wishing to transfer to four year institutions upon completion of their first two years of college; (3) terminal -- to provide vocational and general education courses beyond the community and junior college; and (4) guidance -- to provide opportunities for students to "find themselves". Thomas's functions were the first to be systematically determined, and were subsequently adopted by many writers.

Brunner (1970) pointed out that Thomas's four functions were not wholeheartedly accepted by everyone. Cambell (in Eells 1931, pp. 215-216) in 1930, for example, completed one of the most extensive studies of community and junior college purposes up to that time. From 343 community and junior college catalogs and 349 articles he found 35 different listed purposes. The purposes mentioned in ten percent or more of the catalogs were:

1. Preparation for college or university
2. Give individual attention to students
3. Economy of time and money
4. Providing smaller classes
5. Continue home influence
6. Provide occupational training
7. Provide suitable try-out for college
8. Offer completion education
9. Develop leadership
10. Further training for high school graduates
11. Meet local needs (in Eells 1931, p. 215).

In addition, Cambell found the following functions mentioned in ten percent or more of the 349 articles:

1. Preparation for college or university
2. Completion of education
3. Providing educational training
4. Completion of secondary education
5. Economy of time and expense
6. Popularizing higher education
7. Meeting local needs
8. Fitting the school to adolescence
9. Relieving the universities
10. Continuing home influence
11. Assigning function to smaller college
12. Democratization of higher education
13. Giving individual attention to students (Eells 1931, p. 216).

In 1932, in a follow-up study of his dissertation, Cambell (1932, p. 221) found that all of the 343 community and junior college catalogs surveyed included the following common functions in one form or another: (1) preparatory function; (2) terminal function; (3) "providing completion unit of secondary education;" and (4) "effective economy of time and money."

In 1931 Eells published The Junior College, in which he cited the research studies of McDowell, Koos, Whitney, Cambell, and others. In this text, Eells devoted an entire chapter to each of Thomas's four functions. Furthermore, in chapter twelve entitled, "Other Junior College Functions," Eells lists five additional functions: (1) guidance; (2) research; (3) instruction; (4) culture; and (5) reorganization of the educational system (Eells 1931). However, in the 1940 edition of American Junior Colleges, Eells makes no reference to purposes he proposed in his 1931 publication other than the four basic functions of Thomas (Eells, ed. 1940, pp. 19-20).

The extensive list of community and junior college purposes established by Harper, McDowell, Koos, Thomas, Cambell, Eells and others are generally noted in subsequent studies in one form or another. For instance, Hilton and Carpenter (1943) surveyed a total of 1,005 public and private college, university and community and junior college catalogs. They found that in 68 percent of the 217 public community and junior college catalogs surveyed, the most frequently mentioned purposes were: (1) preparatory; (2) terminal education; (3) vocational; (4) cultural; (5) citizenship; (6) pre-professional; (7) general education; (8) guidance; (9) economy of time and expense; and (10) adult education (Hilton and Carpenter 1943, p. 101). All of these purposes had been previously noted and discussed by one or more of the earlier authors.

Most lists of stated community and junior college purposes were not as extensive as those of Hilton and Carpenter. For many years, the transfer, terminal, and adult education purposes were regarded as the major purposes of the community and junior colleges (Brunner 1970, p. 33). Wallace (1956, p. 276), for example, surveyed 100 community and junior colleges and found the aims and purposes of community and junior colleges to be: (1) terminal education; (2) transfer education; and (3) adult education.

President Truman's Commission on Higher Education published its report in December of 1947. The President's Commission recognized the continuing importance of the transfer education and terminal education functions of community and junior colleges. In addition, the Truman Commission stressed the popularization and guidance functions and acknowledged that adult education and community service also become

integrated functions of community and junior colleges. In essence the President's Commission reported:

> Whatever form the community college takes, its purpose is educational service to the entire community, and this purpose requires of it a variety of functions and programs. It will provide college education for the youth of the community certainly, so as to remove geographic and economic barriers to educational opportunity and discover and develop individual talents at low cost and easy access. But in addition, the community college will serve as an active center of adult education. It will attempt to meet the total post-high school needs of its community (President Truman's Commission on Higher Education 1947, pp. 67-68).

After World War II community and junior colleges experienced unprecedented growth and development. Many attributed the sudden expansion of diverse aims and purposes of community and junior colleges to this sudden growth (Fields 1962, p. 56). As a result, numerous authorities in the field, such as Hager (1962), Littlefield (1960), Valade (1958) and Odegaard (1963) called for a re-examination and re-evaluation of the aims and purposes of the community and junior colleges.

One such re-examination was conducted by Brunner (1958), who conducted an extensive survey of the literature. Brunner collated and prepared a rating scale of the purposes of community and junior colleges. The results were evaluated by 41 nationally recognized authorities in community and junior colleges. The purposes fell under five distinct classifications: (1) goals related to transfer students; (2) goals related to terminal students; (3) goals related to adult students; (4) goals related to all types of students; and (5) goals concerning the community at large. The purposes were ranked accordingly in each of the five major categories. The results showed that (1) academic preparation; (2) general education; (3) vocational, technical,

semi-professional education; (4) guidance service; and (5) community needs were considered vital purposes of the community and junior colleges (Brunner 1958, pp. 165-166).

In 1956 Medsker initiated a study to ascertain the present and future role of the community and junior colleges in post-secondary education. Upon surveying 243 public and private community and junior colleges in 15 states, Medsker found the following purposes mentioned by a majority of the community and junior colleges surveyed: (1) transfer education; (2) terminal education, comprized of general and vocational courses; (3) "salvaging" functions, consisting of remedial programs for students with educational deficiencies; (4) providing for the academically superior students; (5) adult education; (6) community service; and (7) instruction (Medsker 1960).

Fields (1962) reported that there had been many studies analyzing the purposes of the community and junior colleges. However, Fields supported the idea that the most recent and authoritative list of community and junior college purposes was formulated and presented in the Fifty-fifth Yearbook of the National Society for the Study of Education. The Yearbook Committee, Fields writes, describes six purposes, devoting a chapter to each of the first four. The purposes described by the Yearbook Committee (in Fields 1962, pp. 60-61) were: (1) preparation for advanced study; (2) vocational education; (3) general education; (4) community service; (5) popularization of post-secondary education; and (6) guidance.

Reynolds (1965) asserted that one of the most comprehensive lists of junior college purposes was reported by Koos in 1924. Reynolds stated that few purposes have been added to Koos' original list. Reynolds omits six of Koos' 21 original purposes, stating that their validity had become questionable over the years. Reynolds also reduced Koos' five original categories, or groups, to four, because, according to Reynolds, two of the six omitted purposes were contained in one of the five groups. For this reason, Reynolds' revision of Koos' purposes consisted of the following:

I. Educational goals
   1. To offer two years of work acceptable to colleges and universities.
   2. To complete the education of terminal students.
   3. To provide occupational training of junior college grade.
   4. To popularize higher education.
   5. To allow for the continuance of home influence during this period of immaturity.
   6. To allow attention to individual students.
   7. To offer better opportunities for leadership training.
   8. To offer better instruction in those school years.
   9. To allow for exporation.

II. Organizational goals
   10. To foster the evolution of the system.

III. Goals related to the university
   11. To relieve the university.
   12. To making possible the real functioning of the university.
   13. To assure better preparation for university work.

IV. Goals related to the community
14. To offer courses designed to meet local needs.
15. To alter the cultural tone of the community (Reynolds 1965, p. 13).

In addition to these 15 purposes, Reynolds includes three additional purposes: (1) Cambell's adult education purpose; (2) Medsker's "remedial" education purpose; and (3) Clark's "open door" policy (Reynolds 1965, pp. 12-13).

Gleazer (1971, p. 7) interviewed board members, people in the community, students, faculty, presidents, deans, directors, state-level personnel, and others in 17 community and junior colleges in 14 states. Gleazer concluded that almost everyone regarded the purposes of the community and junior colleges to be that of: (1) remedial education for the "disadvantaged" students; (2) vocational education; (3) retraining; (4) adult education or providing courses for those students past compulsory age; and (5) community service.

Thornton (1972, p. 63) reaffirmed that recent growth and development had led to the redefinition of the functional role of the community and junior colleges. Thornton classified "the total spectrum of functions" under two general headings, developmental functions and preparatory functions. Under the developmental functions he included: (1) remedial education -- "improvement of learning skills for the disadvantaged students;" (2) general education; (3) adult education and community service; and (4) guidance. In addition, the preparatory functions included: (1) vocational-technical education; and (2) transfer for professional study.

The Community Junior College Journal reported that in 1972,100 delegates representing various sectors of post-secondary education, government, business, and the public at large convened in the first American Association of Community and Junior Colleges (AACJC) assembly. The participants reviewed and adopted the following purposes for the community and junior colleges:

> . . . bring the concept of 'educational opportunity for all' even closer to reality. Community and junior colleges have tried to provide appropriate postsecondary educational opportunities to all who seek this experience. Thus we are committed to the concept of comprehensiveness -- to a broad spectrum of programs which will meet the individual needs of the wide range of students in our communities. We are committed to serve our communities in as many ways as are appropriate, from training its citizens for employment to providing programs geared to the needs of retired people. We are committed to seek out potential students, discovering their needs, and devising educational programs to help them, perhaps to upgrade their competence in a particular skill ("Report of the 1972 Assembly," 1973, p. 4).

Monroe (1973) noted what appears to be one of the more extensive lists of contemporary stated purposes of community and junior colleges. He set forth and discussed the following purposes: (1) transfer education; (2) citizenship and general education; (3) vocational education; (4) general education; (5) adult and continuing education; (6) remedial education; (7) counseling and guidance; (8) "salvaging" function; (9) "screening" function; (10) goal-finding or cooling out function; (11) custodial function; (12) co-curricular or student activity function.

Community and Junior College Purposes: A Summary of the Findings

After an extensive review of the literature, Brunner (1958) found that community and junior college purposes could be categorized into five

major groupings. These were: (1) transfer students; (2) terminal students; (3) adult students; (4) all types of students (i.e., guidance); and (5) the community at large. Brunner then listed the reported purposes of community and junior colleges within these five major classifications. These included:

A. Goals Related to Transfer Students
   1. Prepare students for further college study;
   2. Prepare students for professional education;
   3. Localize (or decentralize) college educational opportunities;
   4. Ease the student's transition from the restrictions of high school to the freedoms of college;
   5. Continue home influence for two more years;
   6. Popularize higher education;
   7. Weed out students not capable of achieving a baccalaureate;
   8. Provide a means for removing college entrance deficiencies.

B. Goals Related to Terminal Students
   9. Provide a general education for all;
   10. Provide semi-professional, sub-professional, or vocational education;
   11. Intertwine education for daily living with education for a vocation.

C. Goals Related to Adult Students
   12. Offer short courses to satisfy special interests;
   13. Provide courses at all levels for persons past the compulsory attendance age;
   14. Provide leisure-time education;
   15. Provide citizenship education, especially for the foreign born;
   16. Reduce illiteracy;
   17. Train teachers whenever other facilities are not available for this purpose.

D. Goals Related to All Types of Students
   18. Provide guidance services: educational, social, and vocational;
   19. Explore the students' interests and abilities;
   20. Orient students vocationally;
   21. Provide individual attention;
   22. Provide leadership training;

23. Provide smaller classes than four-year institutions can;
24. Make possible the economical use of time;
25. Put more emphasis on instruction than on research, thus provide better instruction than colleges and universities.

E. Goals of Concern to the Community at Large (or the State)
26. Meet the semi-professional, sub-professional, or vocational needs of the community;
27. Affect the community's cultural tone;
28. Make possible the economy of tax money;
29. Relieve the university for more specialized training;
30. Serve the experimental function;
31. Integrate high school with the first two years of college;
32. Foster the evolution of the school system (Brunner 1958, pp. 165-166).

With slight modifications, Brunner's classifications of community and junior college purposes were used to organize and classify the data identified through the review of the literature. An additional classification was added, to include those purposes which were too difficult to classify into one of Brunner's five major classifications. Appendix A contains a listing of the reported community and junior college purposes which could not be classified into one of the five major classifications.

The purposes found by this study relating to each of the six major classifications were as follows:

(1) Relating to Transfer Education. Under this classification 73 (90.12%) different articles and texts referred to one or more combinations of transfer, academic preparation, and pre or professional training as community and junior college purposes. This discussion grouped all three of these purposes together under transfer education,

since all three imply some form of transfer education (see Table 1 for a breakdown as to each specific purpose). Aside from this group of purposes, the second most frequently mentioned purpose under this classification was that of popularization of education, which 23 (28.39%) different sources mentioned as a community and junior college purpose. The third most frequently mentioned purpose under this classification was the remedial education purpose, being referred to by eight (9.87%) different sources. The home influence purpose was the fourth most frequently noted purpose under this classification, with five (6.17%) different sources referring to it. Finally, providing localized (or decentralized) college educational opportunities and "weeding out" (those students who do not qualify for admission to four year institutions) both of which were referred to by three (3.70%) sources as community and junior college purposes. Therefore, it was determined that transfer education and popularization of education were the two purposes under this classification referred to by 20 percent or more of the sources.

(2) Relating to Terminal Education. Seventy-five (92.59%) of the texts and articles reviewed noted one or more combinations of terminal education, general education, or vocational and semi-professional education as community and junior college purposes. Again, for the purpose of this study, the three purposes were grouped together since all embraced common features (see Table 1 for a breakdown as to each separate purpose). Three (3.70%) writers referred to providing work experience as a community and junior college purpose under this classification. Hence, it was evident from this review of the literature

Table 1. Two Year Public Post Secondary Institution Purposes as Found Through the Review of the Literature

SOURCE	PURPOSE	TRANSFER	Transfer	Academic Preparation	Pre or Professional Training	Popularization or Democratization of Ed.	Remedial Education	Localized (or decentralized) College Ed. Opp.	Weeding Out	Home Influence	TERMINAL	Terminal	General Education	Vocational or Semi-Professional Education	Work Experience	ADULT EDUCATION	Adult Education	Short Courses for Specialized Interests	Past Compulsory Attendance Age Courses	Leisure Time Education	ALL TYPES OF STUDENTS	Counseling and Guidance	Economical Use of Time and Money	Better Instruction	Meeting Diverse Needs of Students	Explore Students Interests and Abilities	COMMUNITY AT LARGE	Community Service	Meeting Vocational & Semi-Professional Needs	Affect Cultural Tone of Community	Experimental Function	Integration of High School with College	Fostering Evolution of School System (Reorg.)	Community Leadership	NOT POSSIBLE TO CLASSIFY
Harper (in Brunner 1970)			X							X		X																						
McDowell (1919)					X	X		X		X		X		X									X					X						X
Koos (1924)			X	X		X				X		X		X									X		X			X	X			X	X	X
Thomas (in Brunner 1970)			X			X						X	X	X							X				X									
Morris (1929)					X	X				X		X		X									X	X								X	X	X
Ricciardi (1930)				X									X	X																				
Crawford (1931)			X										X	X							X													
Eells (1931)					X	X						X	X								X		X						X		X		X	X
Cambell (1932)			X										X	X								X												X
Comm'n of Seven (in "The Five Functions" 1933)				X	X								X	X			X																	
Hepner (1936)				X								X	X				X				X													
Eby (1937)			X										X	X			X																	
Ricciardi (1937)			X										X	X			X																	
Confrey (1938)			X											X							X													
Eells (ed.)(1940)			X				X						X	X							X													

Table 1. Community and Junior College Purposes, continued

SOURCE / PURPOSE	TRANSFER	Transfer	Academic Preparation	Pre or Professional Training	Popularization or Democratization of Ed.	Remedial Education	Localized (or decentralized) College Ed. Opp.	Weeding Out	Home Influence	TERMINAL	Terminal	General Education	Vocational or Semi-Professional Education	Work Experience	ADULT EDUCATION	Adult Education	Short Courses for Specialized Interests	Past Compulsory Attendance Age Courses	Leisure Time Education	ALL TYPES OF STUDENTS	Counseling and Guidance	Economical Use of Time and Money	Better Instruction	Meeting Diverse Needs of Students	Explore Students Interests and Abilities	COMMUNITY AT LARGE	Community Service	Meeting Vocational & Semi-Professional Needs	Affect Cultural Tone of Community	Experimental Function	Integration of High School with College	Fostering Evolution of School System (Reorg.)	Community Leadership	NOT POSSIBLE TO CLASSIFY
Kabat (1940)		X										X	X																			
Mason (1941)		X										X	X																			
Richards (1941)		X										X	X																			
Harbeson (1942a)																															X	
Harbeson (1942b)		X								X																						
Hilton & Carpenter (1943)		X		X						X		X	X			X				X	X						X					
McGrath (1945)		X										X	X				X			X		X										
Zook (1946)		X										X	X			X						X					X					
Distler (1947)		X										X	X																			
President Truman's Comm'n on Higher Education (1947)			X	X								X	X			X				X						X						
Starrk (1948)			X	X								X	X																			
Ward (1948)		X			X					X										X												
Bogue (1950)		X			X							X	X			X				X												
Nock (1950)		X										X	X																			
Smith (1950)		X											X					X	X													X

Table 1. Community and Junior College Purposes, continued

SOURCE	PURPOSE	TRANSFER	Transfer	Academic Preparation	Pre or Professional Training	Popularization or Democratization of Ed.	Remedial Education	Localized (or decentralized) College Ed. Opp.	Weeding Out	Home Influence	TERMINAL	Terminal	General Education	Vocational or Semi-Professional Education	Work Experience	ADULT EDUCATION	Adult Education	Short Courses for Specialized Interests	Past Compulsory Attendance Age Courses	Leisure Time Education	ALL TYPES OF STUDENTS	Counseling and Guidance	Economical Use of Time and Money	Better Instruction	Meeting Diverse Needs of Students	Explore Students Interests and Abilities	COMMUNITY AT LARGE	Community Service	Meeting Vocational & Semi-Professional Needs	Affect Cultural Tone of Community	Experimental Function	Integration of High School with College	Fostering Evolution of School System (Reorg.)	Community Leadership	NOT POSSIBLE TO CLASSIFY
Bonar (1952)						X							X	X	X		X			X									X					X
Fields (1952)						X											X					X			X			X						X
Wood (1952)			X										X	X			X	X				X		X										
Starrk & Hughes (1954)			X										X	X																				
Basler (1955)			X										X	X	X		X										X							
Ewing (1955)			X									X	X																					
Henderson (1955)			X		X									X			X																	
McKenna (1955)			X										X	X			X																	
Bethel (1956)			X										X	X			X																	
Harrington (1956)			X					X					X	X			X					X												
Martorana (1956)					X								X	X			X																	
Spindt (1956)													X	X																				
Wallace (1956)			X										X	X			X																	
Woods (1956)			X											X			X										X							
Yearbook (1956)				X	X	X							X	X								X					X	X						

Table 1. Community and Junior College Purposes, continued

SOURCE	PURPOSE	TRANSFER	Transfer	Academic Preparation	Pre or Professional Training	Popularization or Democratization of Ed.	Remedial Education	Localized (or decentralized) College Ed. Opp.	Weeding Out	Home Influence	TERMINAL	Terminal	General Education	Vocational or Semi-Professional Education	Work Experience	ADULT EDUCATION	Adult Education	Short Courses for Specialized Interests	Past Compulsory Attendance Age Courses	Leisure Time Education	ALL TYPES OF STUDENTS	Counseling and Guidance	Economical Use of Time and Money	Better Instruction	Meeting Diverse Needs of Students	Explore Students Interests and Abilities	COMMUNITY AT LARGE	Community Service	Meeting Vocational & Semi-Professional Needs	Affect Cultural Tone of Community	Experimental Function	Integration of High School with College	Fostering Evolution of School System (Reorg.)	Community Leadership	NOT POSSIBLE TO CLASSIFY
Derthick (1957)					X	X							X	X			X					X												
Neumaier (1957)					XX								X	X			X																	
Adams (1958)			X											X			X																	
Barnes (1958)					X							X					X					X					X							
Brunner (1958)			X		X		X	X	X				X	X	X			X	X	X		X	X						X	X	X	X	X		X
Colvert (1958)					X								X	X			X										X							
Hillway (1958)						X								X			X					X					X							
Valade (1958)					X	X							X	X			X			X		X									X			
Wardlaw (1958)			X											X																				
Daughtrey (1959)					X								X	X																				
Crawford & Reitan (1960)					X								X	X								X					X							
Medsker (1960)			X										X	X			X						X				X							X
Fields (1962)			X			X							X	X								X					X							
McGrath (1962)			X										X	X			X					X												
Nunis & Bossone (1962)			X			X								X			X																	

Table 1. Community and Junior College Purposes, continued

SOURCE	PURPOSE	TRANSFER	Transfer	Academic Preparation	Pre or Professional Training	Popularization or Democratization of Ed.	Remedial Education	Localized (or decentralized) College Ed. Opp.	Weeding Out	Home Influence	TERMINAL	Terminal	General Education	Vocational or Semi-Professional Education	Work Experience	ADULT EDUCATION	Adult Education	Short Courses for Specialized Interests	Past Compulsory Attendance Age Courses	Leisure Time Education	ALL TYPES OF STUDENTS	Counseling and Guidance	Economical Use of Time and Money	Better Instruction	Meeting Diverse Needs of Students	Explore Students Interests and Abilities	COMMUNITY AT LARGE	Community Service	Meeting Vocational & Semi-Professional Needs	Affect Cultural Tone of Community	Experimental Function	Integration of High School with College	Fostering Evolution of School System (Reorg.)	Community Leadership	NOT POSSIBLE TO CLASSIFY
Reynolds (1962)			X			X								X	X							X		X										
Frasure (1964)			X											X			X										X							
Johnson (1964)			X											X			X					X					X							
Kansas Advisory Comm (1964)				X										X			X					X					X							
Tyler (1964)						X													X			X			X	X								X
Reynolds (1965)			XX			XX		X				X		X			X							X		X			X	X		X	X	X	X
Gleazer (ed.)(1967)			X											X			X																	X
Blocker (1967-68)			X											X			X					X					X	X						
Johnson (1969)			X										X	X			X					X												
Read (1969)			X										X	X			X					X					X							
Gleazer (1971)							X							X			X	X									X							X
Morsch (1971)			X											X			X	X									X							X
Reimer (1971)			X											X			X																	
Wattenbarger (1971)			X			XX			X					X			X						X											X
Thornton (1972)			X			X						X	X				X					X					X							

Table 1. Community and Junior College Purposes, continued

SOURCE	PURPOSE	TRANSFER	Transfer	Academic Preparation	Pre or Professional Training	Popularization or Democratization of Ed.	Remedial Education	Localized (or decentralized) College Ed. Opp.	Weeding Out	Home Influence	TERMINAL	Terminal	General Education	Vocational or Semi-Professional Education	Work Experience	ADULT EDUCATION	Adult Education	Short Courses for Specialized Interests	Past Compulsory Attendance Age Courses	Leisure Time Education	ALL TYPES OF STUDENTS	Counseling and Guidance	Economical Use of Time and Money	Better Instruction	Meeting Diverse Needs of Students	Explore Students Interests and Abilities	COMMUNITY AT LARGE	Community Service	Meeting Vocational & Semi-Professional Needs	Affect Cultural Tone of Community	Experimental Function	Integration of High School with College	Fostering Evolution of School System (Reorg.)	Community Leadership	NOT POSSIBLE TO CLASSIFY
Arkansas State Dept. of Education (1973)			X											X			X											X						
Blocker & Bacon (1973)			X											X								X						X						
"Report" (1973)						X																X			X			X						
Council for Financial Aid to Education (1973)			X			X																												X
Monroe (1973)			X				X	X					X	X			X					X												X
Pifer (1974)			X				X										X							X					X			X	X	X
Totals 81		54	18	11	23	8	2	3	5		14	67	48	3		45	4	4		34	7	7	6	4		22	9	5	1	2	4	6		19

that general education and vocational and semi-professional education were the two principal components comprising the terminal education purpose (see Table 1).

(3) Relating to Adult Education. Forty-five (55.55%) different sources specifically reported adult education as a purpose of community and junior colleges. Offering short courses for special interest, providing courses at all levels for persons past the compulsory attendance age, and providing leisure time education were each referred to by four (4.93%) sources under this classification. Hence, the adult education purpose, for the most part, comprised this classification (see Table 1).

(4) Relating to All Types of Students. Clearly the most frequently noted purpose under this classification was the counseling and guidance purpose, referred to by 34 (41.97%) separate sources. Seven (8.64%) different sources regarded providing for economical use of time and money and providing better instruction as community and junior college purposes. Meeting diverse student needs was noted by six (7.40%) sources, as a community and junior college purpose. Finally, only four (4.93%) sources regarded the exploration of student's interests and abilities as a community and junior college purpose. From this review, counseling and guidance was by far the most frequently noted purpose under this classification (see Table 1).

(5) Relating to the Community at Large. Twenty-two (27.16%) of the sources noted community service as a community and junior college purpose under this classification. The next most frequently referred to purpose was affecting the cultural tone of the community, with only nine (11.11%) sources noting this as a purpose. Community

leadership was mentioned by six (7.40%) different sources, making it the third most frequently referred to community and junior college purpose under this classification. Meeting vocational and semi-professional needs in the community was the fourth most frequently mentioned purpose, with five (6.12%) sources referring to it. Fostering evolution of the school system or reorganization of higher education was deemed the fifth most frequently mentioned purpose, with four (4.93%) different sources noting it as such. Finally, the integration of high school with college was referred to by two (2.46%), however, the experimental function was referred to by one (1.23%) source. Hence, under this classification, the community service purpose was the only community and junior college purpose that was noted by 20 percent or more of the sources, making it the only major purpose under this classification (see Table 1).

(6) Those Purposes Not Possible to Classify. Numerous sources referred to community and junior college purposes which did not properly fit into one of the five major classifications. These are noted in Table 1 under the "Not Possible to Classify" column. It was possible for any source to have one or more purposes under this classification. See Appendix A for a list of sources and purposes that fell under this classification.

From the analysis and review of 81 different sources, this review of the literature identified six major and distinct purposes of the community and junior colleges. Listed in descending order of frequency, the major community and junior college purposes found through this review of the literature were: (1) terminal education, comprised mainly of vocational and semi-professional education and general

education; (2) transfer education, consisting primarily of transfer, academic preparation, and pre or professional training; (3) adult education; (4) counseling and guidance; (5) community service, and (6) popularization of education.

College and University Purposes

While it was not the purpose of this study to extensively document the growth and development of public colleges and universities,[3] a few significant developmental phases of colleges and universities deserve a brief discussion. Some of the more recognized developmental aspects that have contributed to the growth and development of present day college and university purposes are: the founding of Harvard College in 1636; the Morrill Acts of 1862 and 1890; the German university influence; the Cornell Idea; the Wisconsin Idea; and the pre-post World War II developments (Darrell 1975, p. 45). Each of these aspects will now be briefly discussed in light of the purported purposes of public colleges and universities.

The Founding of Harvard College in 1636. Harvard was directly molded after the English universities, specially Oxford and Cambridge (Brubacher and Rudy 1958, p. 3). The purposes espoused by Harvard were primarily the training of ministers and public officials. However, there were other purposes as well, namely, the transmission (teaching) and preservation of knowledge (Brubacher and Rudy 1958, p. 6). Harvard

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[3]For a thorough discussion of the growth and development of American Colleges and universities see Brubacher and Rudy 1958, and Hofstader and Smith 1961.

became the great prototype for later American colleges and universities (Wakeham 1943, p. 15). In short, then, the initial purposes of these early colleges were, principally, professional training and the transmission and preservation of knowledge, through a liberal arts education (Kirk 1966, p. 63).

The Morrill Acts of 1862 and 1890. By the second quarter of the nineteenth century dissatisfaction with the traditional liberal arts colleges in America was evident (Brubacher and Rudy 1958, p. 62). The result was the introduction, in 1856, by Justin Morrill of a bill in Congress calling for federal aid to agricultural and mechanical colleges. The Bill became known as the Morrill Act of 1862.

The Act of 1862 laid the groundwork for the creation of the Land-Grant Colleges (Brubacher and Rudy 1958, p. 62). Under the Act the federal government was to donate public lands to those states which would use the proceeds from their sale for the support and creation of land-grant colleges (in The Commission on Financing Higher Education 1952, p. 9). The Act reads in part that the proceeds from the sale of such lands were to be used for the support ". . . of at least one college where the leading object shall be, without excluding their scientific or classical studies, and including military tactics, to teach such branches of learning as are related to agricultural and mechanical arts, . . ." (Morrill Act of 1862, c. 130). But, aside from that, however, the 1862 Act failed to achieve its expected goals (Brubacher and Rudy 1958, p. 156). It was not until the passage of the second Morrill Act (Morrill Act of 1890) which greatly increased the amount

of federal aid to these institutions, that public land-grant colleges began to thrive.

In short, the land-grant colleges were established to "provide publically supported, secular, practical, vocational education . . . and public service" (Peterson 1970, p. 2). Perhaps the impact of these two Acts upon the purposes of public colleges and universities are best summarized by Hofstadter and Smith when they write:

> The first Morrill Act, setting aside land revenues for the support of state colleges, teaching 'such branches of learning as are related to agriculture and the mechanic arts,' marked a great step forward in federal education policy. It not only created land-grant colleges but gave a powerful impulse to the movement for state universities. The best use of the funds made available under the act came, in fact, where the land-grant funds were added to a pre-existing state university endowment . . . The land-grant colleges, which did not thrive under the original Morrill Act endowment, were much strengthened by the second Morrill Act of 1890, providing annual federal appropriations for these institutions and stimulating state legislatures to do the same (Hofstadter and Smith 1961, p. 568).

The German University Influence. The German University concept, though never completely adopted in the United States, had considerable influence on the development of certain purposes of today's colleges and universities (The Commission on Financing Higher Education 1952, p. 9). For example, many consider research a leading purpose of today's colleges and universities, another is to provide for graduate education. Both of these purposes were directly borrowed from the German university of the nineteenth century (Brubacher and Rudy 1958, p. 172).

The Cornell and Wisconsin Ideals. With the advent of land-grant colleges, public colleges and universities became an integral part of the American system of higher education. These public colleges and

universities contributed two dominant purposes associated with today's public colleges and universities, the "all purpose" curriculum and service to the community (Brubacher and Rudy 1958, p. 158). Most public colleges and universities were active in both areas. However, the comprehensive curriculum became connected with the Cornell Idea, and the community service concept with the Wisconsin Idea (Brubacher and Rudy 1958, p. 158).

Under the Cornell Plan the intent was to provide instruction to any person on any subject (Brubacher and Rudy 1958, p. 158). This served to greatly expand existing curricula of colleges and universities. A dominant feature of the Cornell Plan was to open post-secondary education to "all worthy comers" (Brubacher and Rudy 1958, p. 161). The Cornell Plan also emphasized the equality of subjects. That is, all students and all studies were to be placed on a footing of academic quality (Brubacher and Rudy 1958, p. 158). For the most part, present day colleges and universities have adopted the "all purpose" curriculum espoused by the Cornell Plan.

Similarly, the Wisconsin Plan was instrumental in laying the foundation for another present day college and university purpose. As Brubacher and Rudy (1958, p. 161), state, "The University of Wisconsin in the early twentieth century came to realize most completely the other important idea which has been assimilated into the American State university" -- that is, the idea of service by the university to the community it serves. Under this concept the university was to work together with the community. This concept led to the development of comprehensive state systems of university extension (Brubacher and Rudy

1958, p. 164). The extension movement was basically an "effort to extend the influences and the popularity of the university into communities beyond the immediate vicinity of the institution" (Rudolph 1962, p. 363). Brubacher and Rudy (1958, p. 165) concluded that community service by the colleges and universities has become an integral part of today's public four year post-secondary institutions.

Pre- Post-World War II Developments. Before the start of the Second World War, college and university enrollments were steadily climbing. Understandably, the start of World War II brought a decline in college and university enrollments. However, the end of the war, coupled with the enactments of the G. I. Bill of Rights (June 22, 1944, c. 268, 58 Stat. 284) and the Veteran's Rehabilitation Act (March 24, 1943, c. 22, 57 Stat. 43) produced an unprecedented expansion in college and university enrollments (Hofstadter and Smith 1961, p. 971).

The tremendous upsurge in college and university enrollments was one of the major contributing factors causing a re-examination and re-appraisal of college and university purposes (Hofstadter and Smith 1961, p. 971). However, as Hofstadter and Smith (1961, p. 971) state, this re-examination and re-appraisal had begun even before the outbreak of World War II. Consequently, it is within this time period, namely, pre- and post-World War II era, that this review of the literature, pertaining to public colleges and universities focused on. However, before directly embarking on such a task, it is important to note some of the early studies, many of which, served as the basis for numerous subsequent studies in the area.

Koos and Crawford (1921, pp. 499-509) conducted, perhaps, one of the earliest comprehensive studies which attempted to define and report the purposes of colleges and universities. However, it should be noted that the authors did not distinguish between public and private college and university purposes in their study.

In their review of the literature, Koos and Crawford covered two time periods: The first from 1842-1876 and the second from 1909-1921. The authors reviewed a total of 62 books and articles (22 from the earlier period and 40 from the latter) dealing with the purposes of higher education for both time periods. Each statement of purpose was recorded and tabulated by combining all similar purposes into a category identified by a descriptive phrase. The results of their study were as follows:

RANK		OBJECTIVE
1842-76	1909-21	
1	1	Moral and religious development
2	2.5	Liberal education
3	4.5	Mental discipline
4.5	2.5	Civil and social responsibility
4.5	4.5	Professional training
6	16.3	Good speech
7.5	6	Professional training
7.5	10	Training for leisure and recreation
9.25	7.3	Development of leadership
9.25	0	Manners
9.25	7.3	Training for life's daily needs
9.25	7.3	Development of scholastic aims and ambitions
13.3	16.3	Good health
13.3	11.3	Training for domestic responsibility
13.3	13.3	Knowledge for its own sake
0	13.3	Selection for graduate work
	13.3	Co-ordination of student's work
	16.3	Democratization of college education
	11.5	Guidance and exporation

(Koos and Crawford 1921, p. 500).

Peik (1933, p. 155) compiled a list of 25 aims of higher education, which was largely adopted from Koos and Crawford's earlier study. Questionnaires containing these aims were then sent to various college and university presidents, who were asked to check the appropriate columns: (1) regarding the specific aims provided for by their respective institutions; (2) aims specifically and directly provided by some department; (3) aims indirectly and incidently provided for; and (4) those which were not considered.

Four hundred forty-six presidents responded. Of these, 53 were from universities; 191 were liberal arts colleges; 57 junior colleges; and 145 were teachers colleges and normal schools (Peik 1933, p. 155). Only the responses from the universities and teacher's colleges and normal schools were deemed appropriate for this study.

An examination of Peik's research revealed that the presidents of the universities and teacher's colleges and normal schools ranked the purposes in the following manner:

RANK	AIM
1	Knowledge of subject matter
2	Education of teachers
3	Command of fundamental process
4	Specific or professional and technical training
5.5	Scholarly and scientific attitudes
5.5	Training for physical efficiency and health throughout life
7	Training for leadership
8.5	Liberal education
8.5	Attention to individual differences
10	Training of students in scientific techniques
11	Training for life needs
12	Providing for cultural development of prospective teachers
13	Professional and pretechnical training
14	Civil-social responsibilities

RANK	AIM
15	Morality and character training
16	Training for worthy home membership
17.5	Training for the wise use of leisure time
17.5	Research
19	Coordination and synthesis or integration of the major fields of knowledge or experience
20	Education of graduate students to the master's degree level
21	Manners
22	Conserving the accomplishments of mankind
23	Religious training
24	Mental discipline
25	Education of graduate students to doctor's degree level (Peik 1933, p. 156).

Cole (1940, pp. 20-25) also conducted a study patterned after the earlier work of Koos and Crawford. Cole surveyed 76 books and articles for college and university purposes. Cole did not distinguish between public and private college and university purposes. Nevertheless, from the review of the literature, Cole concluded the purposes of colleges and universities to be:

RANK	AIM
1	Training for life's daily needs
2	Development of the individual person
3	Adjustment to the modern world
4	Civil and social responsibility
5	Development of scholarly aims and objectives
6	Training of the emotions
7.5	Professional training
7.5	Development of a philosophy of life
9.5	Training for leisure and recreation
9.5	Moral and religious development
11	Training for domestic responsibility
12.3	Liberal education
12.3	Mental discipline
12.3	Good health
15.2	Preprofessional training
15.2	Development of leadership
15.2	Selection for graduate work
15.2	Co-ordination for student work
15.2	Guidance and exporation (Cole 1940, p. 21).

With the enrollment of hundreds of thousands of returning World War II veterans, it was apparent that a re-examination of post-secondary education was in order (Hofstadter and Smith 1961, p. 970). Accordingly, President Truman established the President's Commission on Higher Education in 1946, urging that a re-examination of the mission of higher education be conducted.

In essence, the Presidential Commission was charged with the task of defining the responsibilities, and more specifically with "reexamining the objectives, methods, and facilities of higher education in the United States" (President Truman's Commission on Higher Education 1947, p. 1). The Commission concluded that the mission of post-secondary education should be directed: (1) toward a fuller realization of democracy; (2) toward international understanding and cooperation; and (3) toward the solution of social problems. Several other national commissions and committees made similar studies.

In 1949 the Carnegie Corporation and the Rockefeller Foundation jointly funded the creation of a Commission on Financing Higher Education. The Commission was to make an extensive report on the financial conditions of higher education. Basically, the Commission concluded that the purposes of higher education were: (1) liberal education; (2) professional education; (3) graduate study and research; and (4) public service (The Commission on Financing Higher Education 1952, p. 1).

In 1957 the Educational Policies Commission (1957, p. 10) published a report in which it re-examined the nature and status of post-secondary education. The Commission did not extensively research or

report the purposes of colleges and universities, however, it did acknowledge the purposes of higher education to be that of: (1) popularization of educational opportunities; (2) teaching; (3) research; (4) vocational and professional preparation; and (5) public service.

Also, in 1957, Umstattd (1957, p. 147) conducted a study in which he examined the conditions of 55 colleges in the North Central area in 1931 and again in 1954. The catalog's statements were examined to determine the stated aims and purposes of colleges and universities.

Umstattd compared the stated aims and purposes as reported in 1931 with those he found in 1954. Statements of aims and purposes in 1931 and those of 1954 were compared in the aggregate for the total group and separately for the seven types of institutions.[4] However, this review of the literature is only concerned with those purposes found for the four year publicly controlled institutions (i.e., state supported institutions; municipal universities; and state teachers' colleges).

Umstattd found that "general culture" was a purpose held by most teachers' colleges and municipal universities (Umstattd 1957, p. 148). He also found that all three types of publicly controlled institutions regarded "liberal education" as one of their respective purposes. Umstattd further reported that the public institutions of 1954 listed "training for life" and "self improvement" as stated purposes (Umstattd 1957, p. 149). Finally, Umstattd concluded that all publicly supported

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[4] The classification of institutions consisted of: (1) liberal arts colleges; (2) large denominational colleges; (3) small denominational colleges; (4) state supported institutions; (5) municipal universities; (6) state teachers' colleges; and (7) junior colleges.

institutions in 1954 reported a greater emphasis on "vocational" related purposes (Umstattd 1957, p. 149).

A similar comparative study conducted by McKenna, Shrum, and Tarratus (1963, p. 120) traced college and university purposes from 1842 to 1960. Basically, using Koos and Crawford's (1921) and Cole's (1940) previous studies as their model, the authors reported college and university purposes as found in various texts and articles. The purposes found were tabulated by combining all similar purposes in a category identified by a descriptive phrase.

The authors focused their study on two five-year periods, namely, 1947-1952 and 1956-1960. The authors stated that the first period chosen attempted to identify the developmental trends following World War II and the report of President Truman's Commission on Higher Education; and the second period to identify the most recent higher education purposes. Below are the college and university purposes found by the authors for each five year period.

RANK		AIM
1947-52	1956-60	
1	2	Civil and social responsibility
2.5	5	Mental and religious development
2.5	4	Liberal education
4.5	1	Development of the individual as a person
4.5	6	Critical, reflective or creative thinking
6.5	3	Development of scholarly aims and ambitions
6.5	15.12	Adjustment to the modern world
8.3	8.5	Professional training
8.3	10.3	Development of leadership
8.3	15.12	Development of philosophy of life
11.25	0	Mental discipline
11.25	10.3	Democratization of college education
11.25	7	Academic freedom for inquiry, study, and research
11.25	8.5	Meeting community needs; community service
15.25	0	Good speech

RANK		AIM
1947-52	1956-60	
15.25	15.12	Good health
15.25	0	Training of the emotions
15.25	15.12	National defense; meet the communist challenge
19.2	13.5	Preprofessional training
19.2	15.12	Training for life's daily needs
19.2	15.12	Training for leisure and recreation
19.2	0	Training for domestic responsibility
0	10.3	Guidance and exploration
0	13.5	Knowledge for its own sake
0	15.12	Co-ordination of student's work
0	15.12	Understanding of education and research process for support purposes (McKenna et al. 1963, p. 121).

The authors noted that the essence of the first five year period seemed to "reflect the increasing concern for 'civic and social responsibility' as well as for moral and mental developments" (McKenna et al. 1963, p. 122), while that of the second five year period closely reflected the purposes concerning the ". . . development of the individual as a person . . . civil and social responsibility" along with "religious scholarship and creative critical thinking" (McKenna et al. 1963, pp.122-123).

Osmunson (1970, p. 367) studied and compared the inaugural addresses of 40 selected college and university presidents. Of the 40 addresses selected, 20 were delivered during the period 1880 and 1916, and the remaining during the period 1917 to 1967. Half, or ten in each of the two time periods, were from private colleges or universities. From various sources, the author classified and grouped the purposes of colleges and universities into nine categories. They included: (1) citizenship; (2) cultural training; (3) individual development; (4) involvement in community service; (5) knowledge transmission; (6) leadership training; (7) moral and religious training; (8) research;

and (9) spirit of the place (i.e., school spirit). Osmunson's article reflected that the public college and university presidents made mention of each of the author's nine reported purposes of higher education.

In an effort to redefine college and university purposes, a report by The Carnegie Commission on Higher Education (1973) set forth five major purposes of higher education in the United States. These were:

> (1) The provision of opportunities for the intellectual, aesthetic, and skill development of individual students, and the provision of campus environments which can constructively assist students in their more general developmental growth;
> (2) The advancement of human capacity in society at large;
> (3) The enlargement of educational justice for the post-secondary age group;
> (4) The transmission and advancement of learning and wisdom; and
> (5) The critical evaluation of society -- through individual thought and persuasion -- for the sake of society's self renewal (The Carnegie Commission on Higher Education 1973, p.1).

In 1968, Gross and Grambsch surveyed faculty and administrators about goals of 68 public universities. Six years later, in a report prepared for The Carnegie Commission on Higher Education, the authors replicated their 1964 study (Gross and Grambsch 1974).

Gross and Grambsch used an inventory consisting of 47 goal statements of which 17 dealt with "output" goals and the rest with "support" goals. The authors defined output goals as, "those goals of the university which, immediately or in the future, are reflected in some product, service, skill, or orientation which will affect society" (Gross and Grambsch 1974, p. 22). This study focused upon the output goals since these were, for the most part, equivalent to other purposes found in most texts and articles reviewed.

Respondents rated the goal statements in two ways -- in terms of (1) how important each "is" at the respondent's university; and (2) how important the goal "should be" at his/her university. Based on 41 percent (administration) and 46 percent (faculty) return rate for the 1964 study and a 45 percent (administration) and 40 percent (faculty) return rate for 1971, the authors ranked the output goals reflecting how important the particular goal was to the responding universities in the following way:

RANK		GOAL
1964	1971	
1	1	Train students for scholarship/research
2	2	Carry on pure research
3	4	Disseminate new ideas
4	6	Carry on applied research
5	3	Prepare students for useful careers
6	5	Cultivate student's intellect
7	7	Provide community cultural leadership
8	8	Preserve cultural heritage
9	10	Prepare students for citizenship
10	11	Produce well-rounded students
11	9	Develop student's objectivity
12	12	Prepare students for status/leadership
13	13	Affect students with great ideas
14	14	Assist citizens through extension programs
15	15	Provide special adult training
16	16	Develop students' character
17	17	Cultivate students' taste (Gross and Grambsch 1974, pp. 158-159).

College and University Purposes:
A Summary of the Findings

The review of the literature disclosed 17 major classifications of purposes for public colleges and universities. The classifications were: (1) research; (2) teaching; (3) community service; (4) professional-vocational training; (5) citizenship; (6) preservation of knowledge; (7) scholarship; (8) leadership; (9) individual development;

(10) liberal arts education; (11) general education; (12) problem solving; (13) popularization of education; (14) moral and ethical training; (15) cultural training; (16) meeting the needs of people; and (17) internationalism.

In addition to these classifications of purposes above, there were 16 different sources reporting purposes which were not classifiable. These purposes were noted under the "Not Possible to Classify" classification in Table 2. The purposes noted under this classification are listed in Appendix B.

A total of 103 different sources were examined in order to determine the purposes of public colleges and universities. The results of the findings were as follows:

(1) Eighty-one (78.64%) different texts and articles regarded research as an integral purpose of public colleges and universities (see Table 2). Research clearly comprised the most widely accepted and recognized purpose of the public colleges and universities.

(2) Sixty-one (59.22%) different sources regarded teaching as a major purpose of public colleges and universities (see Table 2). It was evident that the research and teaching purposes comprised the two major purposes of public colleges and universities. However, teaching ranked a distant second.

(3) Thirty-six (34.95%) or approximately one-third of the texts and articles surveyed reported community service as a purpose of public colleges and universities (see Table 2). Of the different sources examined, community service as a college and university purpose was

Table 2. Four Year Public Post-Secondary Institution Purposes as Found Through the Review of the Literature

SOURCE / PURPOSE	RESEARCH	TEACHING	SERVICE	PRO/VOC TRAINING	CITIZENSHIP	PRESERVATION OF KNOWLEDGE	SCHOLARSHIP	LEADERSHIP	INDIVIDUAL DEVELOPMENT	LIBERAL ARTS EDUCATION	GENERAL EDUCATION	PROBLEM SOLVING	POPULARIZATION OF EDUCATION	MORALS AND ETHICAL TRAINING	CULTURAL TRAINING	MEETING THE NEEDS OF PEOPLE	INTERNATIONALISM	NOT POSSIBLE TO CLASSIFY*
Koos & Crawford (1921)				X	X		X	X	X	X			X	X		X		X
Clark (1933)	X				X			X										
Peik (1933)	X			X	X	X	X	X	X		X			X				X
Hutchins (1934)	X	X						X										
Beury (1936)	X	X				X												
Capen (1937)	X			X						X								
Fowler (1937)	X					X												X
MacLean (1937)	X			X				X										
Ruthven (1937)	X	X	X		X													
Zook (1937)	X	X				X												
Carmichael (1938)	X			X			X											
Confrey (1938)				X			X								X			
Ade (1940)	X			X		X	X											
Carmichael (1940)	X		X															
Cole (1940)				X	X		X	X	X	X		X			X	X		X
Hanus (1940)				X	X			X							X			X
Anthony (1943)	X			X			X											
Smyser (1943)		X			X								X					
Sproul (1943)				X	X										X			
Gasset (1944)	X			X														
Scroggs (1946)		X				X	X											
Compton (1947)	X					X												
Conant (1947)	X			X							X							
Jones (1947)												X				X		
Pres. Truman's Comm'n on H. Ed. (1947)						X						X					X	

Table 2. College and University Purposes, continued

SOURCE / PURPOSE	RESEARCH	TEACHING	SERVICE	PRO/VOC TRAINING	CITIZENSHIP	PRESERVATION OF KNOWLEDGE	SCHOLARSHIP	LEADERSHIP	INDIVIDUAL DEVELOPMENT	LIBERAL ARTS EDUCATION	GENERAL EDUCATION	PROBLEM SOLVING	POPULARIZATION OF EDUCATION	MORALS AND ETHICAL TRAINING	CULTURAL TRAINING	MEETING THE NEEDS OF PEOPLE	INTERNATIONALISM	NOT POSSIBLE TO CLASSIFY*
McConnell (1949)					X						X					X		
McGrath (1949)	X		X	X							X							
Froman (1950)					X													
Miller (1951)	X	X										X						
Odegaard (1951)	X	X			X													
Ashbaugh (1952)	X	X	X															X
The Comm'n on Financing H. Ed. (1952)	X		X	X						X								
Halsey (1952)	X	X				X												
Hofstadter & Hardy (1952)	X	X	X					X										
Cumings (1954)				X	X									X				X
Gallagher (1955)	X	X					X					X						
Jacobsen (1955)	X	X		X	X	X			X				X					X
Tead (1955)	X	X				X												
Fawcett (in "The Mission" (1956)	X	X			X	X												
Martorana (1956)	X	X		X														
DeVane (1957)	X	X	X	X														X
Educational Policies Comm'n (1957)	X	X	X	X									X					
Umstattd (1957)					X				X	X		X		X				
Fretwell (1958)	X			X							X							
Guthrie (1959)	X	X	X															
Cowley (1960)	X	X																
Ducet & Zamen (1960)	X	X	X															
Halsey (1960)	X	X	X	X														
Punke (1960)	X	X																
Brumbaugh (1961)	X				X			X								X		

Table 2. College and University Purposes, continued

SOURCE	RESEARCH	TEACHING	SERVICE	PRO/VOC TRAINING	CITIZENSHIP	PRESERVATION OF KNOWLEDGE	SCHOLARSHIP	LEADERSHIP	INDIVIDUAL DEVELOPMENT	LIBERAL ARTS EDUCATION	GENERAL EDUCATION	PROBLEM SOLVING	POPULARIZATION OF EDUCATION	MORALS AND ETHICAL TRAINING	CULTURAL TRAINING	MEETING THE NEEDS OF PEOPLE	INTERNATIONALISM	NOT POSSIBLE TO CLASSIFY*
Hacker (1961)	X					X												
McCrady (1961)	X	X				X												
Nowell-Smith (1961)	X	X																
Sanford, ed. (1962)	X	X								X								
McKenna et al. (1963)			X	X	X		X	X	X	X		X	X			X		X
Pullias (1963)							X											
Tead (1963)					X				X	X	X						X	
Wilson & Wilson (1963)				X						X					X			
Diekhoff (1964)								X										
Wahlquist & Thornton (1964)	X	X	X	X														
Benne (in Stroup, ed. 1965)	X	X	X	X														
Brown & Mayhew (1965)	X	X																
Gardner (1965)	X	X	X															
Wilson (1965)	X	X	X															
Banta (1966)	X						X					X						
Brickman (1966)	X	X																
Horn (in Martin, ed. 1966)	X	X	X															
Kirk (1966)	X	X						X										
Stoke (1966)	X	X	X															
Anderson (1967)	X	X	X															
Corson (1967)	X	X																
Dobbins & Lee (1968)	X	X	X															
Case (1969)	X		X	X														
Harcleroad et al.(1969)	X	X	X															
Peterson (1969)	X	X	X															

Table 2. College and University Purposes, continued

SOURCE	PURPOSE	RESEARCH	TEACHING	SERVICE	PRO/VOC TRAINING	CITIZENSHIP	PRESERVATION OF KNOWLEDGE	SCHOLARSHIP	LEADERSHIP	INDIVIDUAL DEVELOPMENT	LIBERAL ARTS EDUCATION	GENERAL EDUCATION	PROBLEM SOLVING	POPULARIZATION OF EDUCATION	MORALS AND ETHICAL TRAINING	CULTURAL TRAINING	MEETING THE NEEDS OF PEOPLE	INTERNATIONALISM	NOT POSSIBLE TO CLASSIFY*
Thompson and Kelly(1969)		X	X																
Wolff (1969)			X	X	X	X	X												
Brubacher (1970)		X	X	X															
Cook (1970)		X							X										
Harvill (in Paulsen 1970)		X	X	X															
Lord & Spero (1970)		X	X	X															
Millett (1970)		X	X	X															
Osmunson (1970)		X	X	X		X			X	X					X	X			X
Peterson (1970)		X	X	X															
Rice (1970)		X	X																
Whitehead (in Janne 1970)		X	X	X															
Wilson (1970)		X	X	X															
Levi (1972)		X	X																
Perkins (1972)		X	X	X	X														
Bowen (1973)								X						X					X
The Carnegie Comm'n on H. Ed. (1973)		X	X							X				X					X
Mayhew (1973)		X			X			X		X									X
Parsons & Platt (1973)		X			X			X				X							
Perkins (1973)		X	X	X		X													
Roth (1973)		X			X			X				X							
The Second Newman Report (1973)										X				X					X
Thompson (1973)		X	X		X											X			
Trivett (1973)		X	X	X	X					X									
Brown (1974)			X																

Table 2. College and University Purposes, continued

SOURCE	PURPOSE: RESEARCH	TEACHING	SERVICE	PRO/VOC TRAINING	CITIZENSHIP	PRESERVATION OF KNOWLEDGE	SCHOLARSHIP	LEADERSHIP	INDIVIDUAL DEVELOPMENT	LIBERAL ARTS EDUCATION	GENERAL EDUCATION	PROBLEM SOLVING	POPULARIZATION OF EDUCATION	MORALS AND ETHICAL TRAINING	CULTURAL TRAINING	MEETING THE NEEDS OF PEOPLE	INTERNATIONALISM	NOT POSSIBLE TO CLASSIFY*
Henderson & Henderson (1974)	X								X	X							X	
Gross & Grambsch (1974)	X	X		X	X	X	X	X	X									X
Hetenyi (1974)	X	X		X														
McAllister (1976)	X	X	X															
Total 103	81	36	26		16				14	8		8		6			4	
	61		35		16				15	10		8		7		5		16

*See Appendix C for a listing of unclassifiable purposes of public colleges and universities

first reported by Ruthven in 1937. However, it was not until the 1950's that mention of the community service purpose steadily increased.

(4) Slightly behind the community service purpose was the professional-vocational training purpose. Thirty-five (33.98%) different sources reported this as a purpose of colleges and universities (see Table 2). Koos and Crawford's (1921) pre-professional training purpose was deemed to fall under the professional-vocational training purpose classification. Also, Peik's (1933) purpose of educating teachers and education of graduate students to master's and doctor's degree levels were classified under the professional-vocational purpose.

(5) Citizenship concluded the top five college and university purposes. Twenty-six (25.24%) of the texts and articles examined mentioned this as a purpose of colleges and universities (see Table 2). Citizenship as a purpose was mainly prevalent during the pre- and post-World War II periods. Ruthven's (1937) "democratic spirit" purpose was classified under this classification. Also, Smyser's (1943) "guardians of liberty" purpose was classified under the citizenship classification.

(6) The preservation of knowledge and scholarship were referred to by 16 (15.53%) separate sources (see Table 2). Statements of purposes which were classified under the scholarship classification were: Koos and Crawford's (1921) development of scholastic aims and ambitions, and knowledge for its own sake purposes; Peik's (1933) knowledge of subject matter, scholarly and scientific techniques purposes; Cole's (1940) development of scholarly aims and objectives purpose; Anthony's (1943) intellectual and cultural growth of the student purpose; Pullias' (1963,

p.93 ". . . search for truth and its relation to all of life . . ." purpose; Parsons and Platt's (1973) academic training purpose; and Roth's (1973) training of senior scholars purpose.

(7) Slightly behind the preservation of knowledge and scholarship purposes was the leadership purpose (see Table 2). Fifteen (14.56%) of the sources reviewed reported leadership as a purpose.

(8) Close to the leadership purpose was the individual development purpose (see Table 2). Fourteen (13.59%) of the writers mentioned this purpose. The statements of purpose used to describe this classification were wide and varied. They included: Peik's (1933) attention to individual difference purpose; Cole's (1940) development of the individual person, and adjustment to the modern world purposes; President Truman's Commission of Higher Education (1947) towards the solution of social problems purpose; Umstattd (1957) training for life and self improvement purpose; McKenna et al. (1963) development of the individual as a person, and adjustment to the modern world purposes; and Tead's (1963) "strengthening personal creativity", and development of communicative skills purposes.

(9) Ten (9.70%) of the texts and articles reported liberal education as a college and university purpose (see Table 2).

(10) General education, providing students with problem solving skills, and popularization of educational opportunities were equally mentioned by eight (7.76%) of the sources (see Table 2). The following statements of purpose were classified under the problem solving classification: President Truman's Commission on Higher Education (1947)

towards the solution of social problems purpose; and Gallagher's (1955) domestic and international problem solving purpose.

(11) Moral and ethical training purpose was mentioned as a college and university purpose by seven (6.79%) of the texts and articles surveyed (see Table 2).

(12) Six (5.82%) of the sources reported the cultural training of students as a college and university purpose (see Table 2).

(13) Meeting the needs of the people was referred to as a college and university purpose by five (4.85%) different sources (see Table 2). Included under this classification were such statements of purpose as: Koos and Crawford's (1921); Cole's (1940); and McKenna et al. (1963) training for life's daily needs purpose.

(14) Only four (3.88%) of the writers surveyed regarded internationalism as a college and university purpose (see Table 2). Included under this classification were such statements of purpose as: Tead's (1963) commitment to the human spirit purpose; and Henderson and Henderson's (1974) social impact on the community purpose.

(15) Finally, 16 (15.53%) of the texts and articles made mention of purposes not classifiable under Table 2. For a listing of the "unclassifiable" purposes of public colleges and universities see Appendix B.

The following purposes, listed in descending order of frequency, which were mentioned by 20 percent or more of the sources in the literature surveyed for public colleges and universities were: (1) research; (2) teaching; (3) community service; (4) professional-vocational training; and (5) citizenship (see Table 2).

Review of the Statutes

The statutes of each of the 20 selected states were examined to determine whether or not they defined the purposes of their public two and four year post-secondary institutions. This section provides a summary of those findings. As previously stated, only those purposes mentioned by 20 percent or more of the statutes were considered as the statutory purposes of the two and four year public post-secondary institutions, although all statutory purposes found are noted. This section first reviews the statutory purposes of the two year public post-secondary institutions and then reviews the statutory purposes of the public four year institutions.

Community and Junior Colleges

Of the 20 states examined three states, Indiana, Tennessee, and Wisconsin, did not set forth purposes for public community and junior colleges in their statutes. The Missouri and New York statutes, on the other hand, were too vague and ambiguous to be properly classified. The Missouri provision simply stated that its public community and junior colleges are designed to provide two year college courses (Vernon's Annotated Missouri Statutes §178.370). The New York statutory provision pertaining to community and junior college purposes was set forth under the New York State University system. The statute states that the purpose of its two year colleges is to provide ". . . post-secondary programs in general and technical educational subjects" (McKinney's Consolidated Laws of New York Annotated, Education Law §350). The New York statutory provisions did not define general and technical programs.

Those post-secondary institutions administered under the Board of Higher Education in the City of New York are to provide collegiate grade courses leading to ". . . academic, technical and professional degrees" McKinney's Consolidated Laws of New York Annotated, Education Law §6201). However, the provision does not specifically refer to community or junior colleges. To varying degrees, the remaining 15 states, did, however, set forth classifiable and identifiable community and junior college statutory purposes.

Transfer education and terminal education were the two most frequently noted community and junior college statutory purposes. Fifteen state statutes referred to these as purposes. Basically, the same statutory provisions referring to one also referred to the other.

Essentially, three different statutory phrases were used in the statutes to denote the transfer education purpose. These were: (1) providing college or university parallel courses or its equivalent; (2) providing transfer courses; and (3) providing arts and science or humanities courses.

Of the 15 states setting forth transfer education as a community and junior college purpose, six states set forth transfer education in terms of providing college or university parallel courses or their equivalent. These states included, Florida, Maryland, Michigan, Minnesota, Pennsylvania, and Texas.

The Florida statute defined the community colleges as follows:

> Community colleges shall consist of all educational institutions operated by local community college district boards of trustees under specific authority and regulations of the state boards and offering courses and programs of general and academic education parallel to that of the first and second years of work

in institutions in the State University System, of occupational education, and of adult education [West's Florida Statutes Annotated §228.041(1)(b)].

The Maryland Code defined community and junior college as follows:

> (A) community college is defined as an institution of higher education, offering the equivalent of freshman and sophomore years of college work and at least one two-year program of post high school education and performing one or both of the following functions:
> (1) Offering terminal, vocational, technical and semi professional programs; or
> (2) Offering terminal non-technical programs [Annotated Code of the Public General Laws of Maryland §4(a)].

The Michigan statute indirectly specified the primary purpose of public community and junior colleges as:

> . . . supplement existing state supported colleges and universities in providing educational programs and facilities of the first 2 years of college [Michigan Statutes Annotated §15.615 (31)].

The Minnesota statute specified that the State Board of Community Colleges shall prescribe the courses of study to include:

> . . . undergraduate academic programs, training in semi-professional and technical fields, and adult education . . . [Minnesota Statutes Annotated §136.63(1a)] .

The Pennsylvania statutory provisions defined a community college as:

> . . . a public college or technical institution . . . which provides a two year post secondary, college-parallel, terminal-education, terminal-technical, . . . or adult education program of any combination of these. The community college may also provide area vocational technical education services to secondary senior high school students [Purdon's Pennsylvania Statutes Annotated Title 24, § 5202(4)].

The Texas statute did not unequivocally define the purposes of community and junior colleges. Indirectly, however, the statute

specified that a comprehensive community and junior college serves its community in the following manner:

> . . . not only through university parallel programs but also by means of occupational programs and other programs of community interest and need [Vernon's Texas Code Annotated, Education Code §130.005(a)] .

In addition, there were five states which specifically mentioned transfer education in their statutory provisions. These states included: California, Massachusetts, New Jersey, Virginia, and Washington.

The California statute defined the purposes of public community colleges as follows:

> Public community colleges shall offer instruction through but not beyond the second year in college. These institutions may grant the associate in arts and the associate in science degree. Their program may include but shall not be limited to: standard collegiate courses for transfer to other institutions; vocational and technical fields leading to employment; general or liberal arts courses; and community service (West's Annotated California Code, Education Code §66701).

The Massachusetts statute defined the purposes of community colleges as follows:

> The regional community colleges shall provide educational programs, the curricula of which shall be substantially equivalent to the first two years of college, including post-high school vocational education . . . provide two-year transfer educational programs . . . and such liberal arts and science instruction as may be appropriate within the terminal programs. Regional community colleges may also establish programs of adult education and community services (Annotated Laws of Massachusetts chp. 15, §28).

The New Jersey community and junior colleges are governed by provisions regulating county colleges (New Jersey Statutes Annotated §18A:64A-31 ; §18A:64B-1). Therefore, it was important to examine the purposes set forth for the New Jersey county colleges. The provisions defined county colleges as educational institutions offering instruction

extending no more than two years beyond the high school which includes the following:

> . . . college transfer courses, terminal courses in liberal arts and science, and technical institute type programs (New Jersey Statutes Annotated §18A:64A-1).

The Code of Virginia defined a comprehensive community college as an institution of higher education which offers instruction in one or more of the following fields:

> (1) Freshman and sophomore courses in art and science acceptable for transfer in baccalaureate degree programs;
> (2) Diversified technical curricula including programs leading to the associate degree;
> (3) Vocational and technical education leading directly to employment; and
> (4) Courses in general and continuing education for adults in the above fields (Code of Virginia Annotated §23-214).

The Washington statutory provision specified that the principal purpose of the community colleges is to increase the number of students attending college through a system of independent community colleges which offer:

> (1) . . . an open door to every citizen, regardless of his academic background or experience . . .
> (2) . . . comprehensive educational, training and service programs to meet the needs of both the communities and students served by combining, with equal emphasis, high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community service of educational, cultural, and recreational nature; and adult education . . . (Revised Code of Washington Annotated §28B.50.020).

The Washington Code also provided the following definitions:

> (7) 'Occupational education' shall mean that education or training that will prepare a student for employment that does not require a baccalaureate degree;
> (10) 'Community College' shall include where applicable, vocational-technical and adult education programs conducted by community colleges and vocational-technical institutes whose major emphasis is in post-high school education;

> (11) 'Adult education' shall mean all education or instruction, including academic, vocational education or training, and 'occupational education' provided by public educational institutions, including common school districts for persons who are eighteen years of age or older or who hold a high school diploma or certificate; Provided, That 'adult education' shall not include academic education or instruction for persons under twenty-one years of age who do not hold a high school degree or diploma and who are attending a public high school for the sole purpose of obtaining a high school diploma or certificate: Provided, further, That 'adult education' shall not include education or instruction provided by any four year public institution of higher education: And provided further, That adult education shall not include education or instruction provided by a vocational-technical institute (Revised Code of Washington Annotated §28B.50.030).

Finally, of the 15 states referring to transfer education, four referred to it in terms of providing liberal arts and science or humanities training or courses. These included, Arizona, Illinois, North Carolina, and Ohio.

The Arizona Revised Statutes defined the community colleges as follows:

> 'Community college' means an educational institution which provides a program not exceeding two years' training in the arts, science and humanities beyond the twelfth grade of the public or private high school curriculum or vocational education, including terminal courses of a technical and vocational nature and courses beyond the basic education courses of adults (Arizona Revised Statutes Annotated §15-651).

The Illinois statute defined a "Comprehensive Community College Program" as:

> A program offered by a community college which includes (1) courses in liberal arts and science and general education; (2) adult education courses; and (3) courses in occupational, semi-technical or technical fields leading directly to employment [Smith-Hurd Illinois Annotated Statutes chp. 122, §101-2(1)].

The Illinois statute also specified that the community and junior colleges are to provide ". . . basic subjects of general

education and suitable vocational and semi-professional curricula terminal in character" (Smith-Hurd Illinois Annotated Statutes chp. 122, §13-12).

The North Carolina statutory provisions provided two separate definitions of community colleges. However, both definitions were essentially the same. Under the "Community Colleges, Technical Institutes, and Industrial Education Centers" chapter, the North Carolina provision defined a community college as an educational institution designed to meet community needs and provide for:

> (a) . . . freshman and sophomore courses of a college of arts and science,
> (b) . . . organized curricula for the training of technicians,
> (c) . . . vocational, trade, and technical specialty courses and programs, and
> (d) . . . courses in general adult education [General Laws of North Carolina §115A-2(3)].

Under the chapter titled "Higher Education" the provision defined a community college as follows:

> The term 'community college' is defined to be an educational institution
> a. Dedicated primarily to the particular needs of a community or an area,
> b. Offering the freshman and sophomore courses of a college of arts and sciences and/or the first and second-year courses of a two-year technical institute of college grade, and
> c. Organized and operating under the provisions of this article;
> In addition to the courses above referred to, such college may also offer a variety of occupational, vocational, avocational and recreational training programs [General Laws of North Carolina §116-49(1)].

The Ohio Revised Code defined a community college as:

> . . . a public institution of education beyond the high school organized for the principal purpose of providing for the people of the community college district wherein such college is situated the instructional programs defined in

this section as 'arts and science' and 'technical', or either, and may include the 'adult education' program as defined in this section, not exceeding two years' duration (Page's Ohio Revised Code Annotated §3354.01).

The Ohio Code provided the following definitions:

(D) 'Arts and sciences program' means a curricular program of two years or less duration, provided within a community college, planned and intended to enable students to gain academic credit for courses generally comparable to courses offered in the first two years in accredited colleges and universities for the purpose of earning either to enable students to transfer to such colleges and universities for the purposes of earning baccalaureate degrees or to enable students to terminate academic study after two years with a proportionate recognition of academic achievement.

(E) 'Adult-education program' means the dissemination of post high school educational service and knowledge, by a community college, for the occupational, cultural, or general educational benefit of adult persons, such educational service and knowledge not being offered for the primary purpose of enabling such persons to obtain academic credit or other formal academic recognition.

(G) 'Technical program' means a post high school curricular program of two years or less duration, provided within a community college, planned and intended to enable students to gain academic credit for courses designed to prepare such students to meet the occupational requirements of the community (Page's Ohio Revised Code Annotated §3354.01).

Fifteen of the statutes examined also set forth terminal education as a community and junior college statutory purpose. There was a lack of uniformity among the states as to how this purpose was specified in their statutory provisions. For example, five states, Arizona, Maryland, Massachusetts, New Jersey, and Pennsylvania, specifically referred to terminal education in their statutory provisions but failed to provide a definition of terminal education. Both the Massachusetts and New Jersey statutory provisions specifically referred to terminal education as being comprised in part of liberal arts and science

courses. The Arizona Revised Statutes included terminal education as a part of the vocational education program. This was contrary to what was found in the literature, where normally the vocational education programs were considered a component part of the terminal education purpose. The statutory provisions of all five of these states, specifically referring to terminal education have been set forth above.

Of the 15 states that referred to terminal education as a purpose, three states, California, Illinois, and Virginia, did not directly specify terminal education in the statute, but rather referred to it as providing programs leading to employment. The statutory provisions of these states have been previously cited.

Finally, six of the 15 states regarding terminal education as a community and junior college purpose did not specifically cite terminal education or programs leading to employment to denote terminal education. Rather, these states referred to terminal education in terms of vocational, occupational, technical, semi-professional or any combination of these to denote terminal education. It should be noted that the reason for these statutory provisions being classified under the terminal education purpose was to be consistent with the way purposes were classified under the literature. That is, these phases were regarded components of the terminal education purpose in the review of the literature.

The Florida, Texas, and Washington statutes referred to occupational education. The statutory provisions of these states have all been set forth above.

The Minnesota statute specified the terminal education purpose in terms of providing semi-professional and technical training. The statutory provision has been set forth above.

The North Carolina statute provided for a system of public community and junior colleges specifically designed to provide vocational type educational programs. The North Carolina statute expresses the terminal education purpose in terms of providing for vocational and technical education courses. Of the statutes examined, the North Carolina statute was perhaps the only one which attempted to provide a comprehensive definition of vocational education. The North Carolina statute specifies the purpose of such two year institutions as follows:

> . . . shall be and shall continue to be the offering of vocational and technical education and training, and of basic high school level, academic education needed in order to profit from vocational and technical education, for students who are beyond the compulsory age limit of the public school system and who left the public school system and who have left the public schools (General Laws of North Carolina §115A-1).

Finally, the Ohio Revised Code referred to the terminal education purpose in terms of technical education. The Code basically defined the technical program as consisting of occupational and vocational training. The appropriate statutory provision has been set forth above.

All of the state statutory provisions which regarded adult education as a community and junior college statutory purpose have been set forth above. Ten states, Arizona, Florida, Illinois, Massachusetts, Minnesota, North Carolina, Ohio, Pennsylvania, Virginia, and Washington, set forth adult education as a purpose in their respective statutes. It should be noted that the Massachusetts provision did not require

community and junior colleges to provide adult education programs but made it discretionary with individual institutions to do so.

Three state statutes, North Carolina, Ohio, and Virginia, referred to adult education as being comprised, in whole or in part, of general education. However, the statutory provisions failed to define general education. The remaining six states statutes specifically referred to adult education but failed to provide a definition. The Arizona statute included adult education as a component of its vocational education purpose.

Five of the 20 selected states regarded community service as a community and junior college purpose. California, Massachusetts, and Washington specifically referred to community service in their statutory provisions but failed to define it. Like the adult education purpose, Massachusetts did not make community service mandatory but made it discretionary with individual institutions. The North Carolina and Texas statutes expressed this purpose in terms of community interests and needs.

Finally, general or liberal arts education and popularization of education were set forth only by the California and Washington statutes respectively. The Washington provision expressed the popularization of education in terms of an "open door" policy. The statutory provisions of both states have been previously cited.

Community and Junior College Statutory Purposes: A Summary of the Findings

The results of the review of the statutes pertaining to community and junior college statutory purposes may be summarized as follows:

(1) The most frequently mentioned statutory purposes of public community and junior colleges was that of transfer education and terminal education. Fifteen (75%) of the statutes examined specified transfer education and terminal education as community and junior college purposes (see Table 3). Basically, transfer education was comprised of: (1) providing college or university parallel courses or its equivalent; (2) providing for transfer education; and (3) providing for arts, science or humanities courses. The terminal education purpose was basically comprised of: (1) providing terminal education courses; (2) providing for education leading directly to employment; and (3) providing for any one or any combination of occupational, semi-professional, technical, and vocational education.

(2) The next most frequently mentioned statutory purpose of community and junior colleges was that of adult education. Ten (50%) of the statutory provisions reviewed set forth adult education as a purpose (see Table 3).

(3) Five (25%) of the states examined specified community service as a community and junior college purpose in their respective statutes (see Table 3).

Table 3. Community and Junior College Statutory Purposes as Found Through the Review of the Statutes

STATE STATUTE	STATUTORY PURPOSES	Transfer Education	Terminal Education	Adult Education	Community Service	Popularization of Education	General or Liberal Education	Phrasing too Vague and Ambiguous
Arizona		X	X	X				
California		X	X		X		X	
Florida		X	X	X				
Illinois		X	X	X				
Indiana*								
Maryland		X	X					
Massachusetts		X	X	X	X			
Michigan		X	X					
Minnesota		X	X	X				
Missouri								X
New Jersey		X	X					
New York								X
North Carolina		X	X	X	X			
Ohio		X	X	X				
Pennsylvania		X	X	X				
Tennessee*								
Texas		X	X		X			
Virginia		X	X	X				
Washington		X	X	X	X	X		
Wisconsin*								
Total 20		15	15	10	4	1	1	2

*No Statutory Purposes Set Forth in the Statutes

(4) Finally, general or liberal arts education and popularization of education were each set forth by only one (5%) statute as a community and junior college purpose (see Table 3).

Colleges and Universities

Of those states examined only Maryland and Texas did not set forth college and university purposes in their statutes. Three states, Minnesota, New York, and North Carolina, set forth statutory provisions which were too vague and general to properly classify.

Minnesota did not set forth college and university purposes in its statutory provisions. However, the statutes did empower the state universities to conduct in service education (Minnesota Statutes Annotated §136.036); general adult education (Minnesota Statutes Annotated §136.045); and workshop courses (Minnesota Statutes Annotated §136.141).

The New York statute provided a sweeping definitional purpose of its state university system. The statute sets forth the purpose of the state university system as follows:

> . . . to provide a comprehensive and adequate program of higher education (McKinney's Consolidated Laws of New York Annotated, Education Law §351).

The New York statute also specified the purpose of the University of the State of New York as follows:

> . . . to encourage and promote education, to visit and inspect its several institutions and departments, to distribute to or expand or administer for them such property and funds as the state may appropriate therefor or as the university may own or hold in trust or otherwise, and to perform such other duties as may be intrusted to it (McKinney's Consolidated Laws of New York Annotated, Education Law §201).

However, the statutory provisions did define the purposes of the "Senior Colleges" as an institution of higher education in the City of New York providing professional training, research, and administration [McKinney's Consolidated Laws of New York Annotated, Education Law §6201(5)].

All four year public institutions of higher education within North Carolina's borders are generally composed of the University of North Carolina System (North Carolina Constitution, art IX sec. 8 and 9; General Laws of North Carolina chp. 116). The purpose of the North Carolina System is defined as follows:

> In order to foster the development of a well-planned and coordinated system of higher education, to improve the quality of education, to extend its benefits and to encourage an economical use of the state's resources . . . (General Laws of North Carolina §116-1).

Furthermore, six states, Illinois, Indiana, Michigan, Missouri, New Jersey, and Virginia, did not set forth generic statements of purpose for colleges and universities in their statutory provisions. Rather, these statutory provisions specified the purposes of individual institutions and/or departments.

The Illinois statute did not set forth comprehensive purposes for public colleges and universities. Rather, it defined the purposes of specific public state universities and colleges, totally unlike its community and junior college provision. For instance, the statutory provisions pertaining to the Illinois State University reads as follows:

> The object of the Illinois State University is to offer such courses of instruction, conduct such research and offer such public service as are prescribed by the Board of Regents of Regency Universities or its successor (Smith-Hurd Illinois Statutes Annotated chp. 144, §502a).

While the statutory provision pertaining to Chicago State College reads:

> The object of the Chicago State University is to offer such courses of instruction as shall best serve to qualify teachers for the schools of the States; and to offer such other courses of instruction, conduct research and offer such public service as are prescribed by the Board of Governors of State Colleges and Universities or its successors (Smith-Hurd Illinois Statutes Annotated chp. 144, §1102).

Indiana also did not specify the generic purposes of public colleges and universities in its statutory provisions. The Indiana provisions defined a "state educational institution" as:

> . . . providing programs of collegiate or university education or other post-high school education . . . [Burns Indiana Statutes Annotated §20-12-0.5-1(b)].

However, the statutory provisions did specify purposes for individual colleges and universities or departments within specific institutions (see Burns Indiana Statutes Annotated §20-12-29-1).

Although the Michigan statute did not specifically set forth generic purposes of public colleges and universities it did, however, specify general stated purposes of individual institutions. For example, the purposes of the University of Michigan are to:

> . . . provide the inhabitants of this state with the means of acquiring a thorough knowledge of the various branches of literature, science, and arts (Michigan Statutes Annotated §15.902).

While the stated purposes of the Michigan State University are to:

> . . . provide the inhabitants of this state with the means of acquiring a thorough knowledge of agriculture and all its allied branches, of mechanical arts, of domestic art, of domestic science, of military tactics and of military engineering, and to this end shall afford such instruction in arts and literature . . . (Michigan Statutes Annotated §15.1121).

And the stated purposes of the Michigan Technological University were expressed as follows:

> . . . provide the inhabitants of this state with the means of acquiring a thorough knowledge of the mineral industry in its various phases, and of the application of science to industry, as exemplified by the various engineering courses offered at technological institutions and shall seek to promote the welfare of the industries of the state . . . (Michigan Statutes Annotated §15.1311).

The Missouri statute did not set forth generic purposes of public colleges and universities. However, the statutes defined the purposes of certain specific colleges and universities. For instance, it was noted that the purpose of the College of Agriculture and School of Mines shall be to:

> . . . teach such branches as are related to agriculture and mechanic art and mining, including military tactics, and without excluding other scientific and classical studies, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life (Vernon's Annotated Missouri Statutes §172.440).

The New Jersey statutory provisions did not set forth the generic purposes of colleges and universities. Rather, the statutory provisions specified the purposes of the six state colleges (New Jersey Statutes Annotated §18A:64-1); the New Jersey College of Medicine and Dentistry (New Jersey Statutes Annotated §18A:64C-1); the College of Aeronautical and Airspace Science (New Jersey Statutes Annotated §18A:64D-1); the industrial schools (New Jersey Statutes Annotated §18A:

64E-3); Rutgers State University (New Jersey Statutes Annotated §18A: 65-3); and other public college or university.

The New Jersey statute gives the state colleges a great deal of autonomy. The statute reads:

> . . . that the state colleges shall be and continue to be given a high degree of self-government and that the government and conduct of the colleges shall be free of partisanship (New Jersey Statutes Annotated §18A:64-1).

In addition, the New Jersey state colleges are to provide:

> . . . higher education in the liberal arts and sciences and various professional areas including the science of education and the art of teaching (New Jersey Statutes Annotated §18A:64-1).

While the purpose of the state industrial schools is to provide:

> . . . training and education of pupils in industrial pursuits, including agricultural, so as to enable them to perfect themselves in the several branches of industry which require technical instruction (New Jersey Statutes Annotated §18A:64E-3).

The Virginia Code did not specify generic purposes of colleges and universities. However, it did define the purposes of specific individual public four year post-secondary institutions. For example, the statutory purpose of Old Dominion College is to educate and train teachers (Code of Virginia Annotated §23-40.20). The purposes of The University of Virginia are more specific and comprehensive. The statutory provision reads as follows:

> The following branches of learning shall be taught at the University; the Latin, Greek, Hebrew, French, Spanish, Italian, German, and Anglo-Saxon languages; the different branches of mathematics, pure and physical; natural philosophy, chemistry, mineralogy, including geology; the principles of agriculture; botany, anatomy, surgery, and medicine; zoology, history, ideology, general grammar, ethics, rhetoric, and belle letters; civil government, political economy, the law of nature and of nations and municiple law (Code of Virginia Annotated §23-63).

The Arizona, California, Massachusetts, and Washington statutes did not specifically set forth generic purposes of colleges and universities. Rather, they distinguished between purposes of the state university system with those for the state college system.

The Arizona Revised Statutes specified the purposes of The University of Arizona as follows:

> The purpose of the University shall be to provide the inhabitants of the state with the means of acquiring a thorough knowledge of various branches of literature, science and arts [Arizona Revised Statutes Annotated §15-701(B)].

On the other hand, the Arizona statute defined the purposes of public state colleges[5] as follows:

> The purpose of the state college shall be to provide instruction in the arts of teaching the branches of learning which pertain to common and high school education, and to provide instruction in mechanical arts and husbandry, agricultural chemistry, the state and federal constitutions and the rights and duties of citizens (Arizona Revised Statutes Annotated §15-703).

The California statute defined public higher education as being composed of all public community colleges, California State University and Colleges, University of California system, and the California Maritime Academy (West's Annotated California Code, Education Code §66010). Hence, each system must be examined for purposes. The purpose of the University of California system as stated in the California statute is as follows:

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[5]The two former Arizona state colleges have been reorganized into state universities. Presently there are no state colleges in the state, making this particular section inoperative.

> The University of California may provide instructions in the liberal arts and sciences and the professions, including the teaching profession. It shall have executive jurisdiction in public higher education over instruction in the professions of law and over graduate instruction in the professions of medicine, dentistry, and veterinary medicine. It has the sole authority in public higher education to award the doctoral degree in all fields of learning, except that it may agree with the California State University and Colleges to award joint doctoral degrees in selected fields. It shall be the primary state-supported academic agency for research (West's Annotated California Code, Education Code §66500).

While the purpose of the California State University and Colleges as stated in the statute is as follows:

> The California State University and Colleges shall have as its primary function the provision of undergraduate instruction and graduate instruction through the masters' degree. . . Faculty research is authorized to the extent it is consistent with the primary function of the California State University and Colleges (West's Annotated California Code, Education Code §66608).

The Massachusetts statute provided separate purposes for its public university system and state colleges. The purposes of The University of Massachusetts as found in the statute reads as follows:

> The major purpose of the University shall be to provide, without discrimination, educational programs, research, extension, and continuing education services . . . (Annotated Laws of Massachusetts chp. 75, §2).

The statute adds that the University shall also provide for professional preparation.

The purposes of the State Colleges are identical to those expressed for the University system. The statutory provision reads as follows:

> The state colleges shall provide educational programs, research, extension, and continuing educational services . . . (Annotated Laws of Massachusetts chp. 73, §1).

The statute also adds that the state colleges shall provide for professional training.

The Washington Revised Code did not set forth the generic purposes of public colleges and universities. However, it clearly defined the purposes of The University of Washington and of Washington State University. The purpose of The University of Washington reads as follows:

> The aim and purpose of the University of Washington shall be to provide a liberal education in literature, science, art, law, medicine, military science and such other fields as may be established therein from time to time by the Board of Regents or by law (Revised Code of Washington Annotated §28B.20.020).

While the purposes of Washington State University are expressed as follows:

> The aim and purpose of Washington State University shall be to provide a higher education in such fields as may be established therein from time to time by the board of regents or by law, including instruction in agriculture or other industrial pursuits, mechanical arts and the natural sciences (Revised Code of Washington Annotated §28B.20.020).

Finally, only five of the states examined set forth identifiable and classifiable generic college and university purposes in their statutes. The states were: Florida, Ohio, Pennsylvania, Tennessee, and Wisconsin. However, only the Pennsylvania and Wisconsin statutes directly specified the purposes to encompass both college and university systems. The remaining three state statutes expressed the purposes as applying to either state college or state university systems, but not both. For example, the Florida statute directly specified the purpose of the state university system but did not specify the purposes of the state college system. The Florida statute reads as follows:

> (a) To train students and faculty for leadership and superior service in public service, science, agriculture, commerce, and industry;
> (b) To develop students to well-rounded maturity, physically, socially, emotionally, spiritually, intellectually, and vocationally;
> (c) To develop, refine, and teach ethical and cultural values;
> (d) To provide the fullest possible realization of democracy in every phase of living;
> (e) To teach principles of patriotism, civil obligation, and respect for the law;
> (f) To teach the practice of excellence in thought, behavior, and performance;
> (g) To develop and teach lawful methods of change and improvement in the existing political and social order;
> (h) To provide by study and research for increase of knowledge;
> (i) To provide by study and research for development of and improvement of technology, production, and distribution for increased state production of goods and services; and
> (j) To transfer the wealth of knowledge and tradition from one generation to another (West's Florida Statutes Annotated §240.001).

The Ohio Revised Code defined a state university as a public institution of higher education which is a "body politic and corporate" (Page's Ohio Revised Code Annotated §3345.011). Eventhough the Code did not set forth the purposes of the state universities directly, it did, however, define state universities and the like as educational corporations (Page's Ohio Revised Code Annotated §1713). And as educational corporations, state universities are deemed to provide:

> . . . instruction in the arts and science, teacher education, business administration, engineering, philosophy, literature, fine arts, law, medicine, nursing, social work, theology, and other recognized academic and professional fields of study . . . [Page's Ohio Revised Code Annotated §1713.01(B)].

The Pennsylvania statute set forth the purpose of state colleges and universities as follows:

> The Colleges and Universities shall be a part of the Commonwealth system of higher education. Their purpose shall include serving as institutions of higher learning in Pennsylvania in the arts and sciences, humanities, teaching, and other professions, graduate studies, research and other purposes as may be determined by the Board of State College and University Directors (Purdon's Pennsylvania Statutes Annotated title 24, §20-2003).

The Tennessee Code did not define the purposes of public universities. However, the Code did specify the purposes of state colleges and normal schools in the following manner:

> The function of the teacher college and state normal school shall be to prepare teachers . . . (Tennessee Code Annotated §49-3201).

Lastly, the purpose of Wisconsin's state colleges and universities reads as follows:

> (1) The legislature finds in the public interest to provide a system of higher education which enables students of all ages, background and levels of income to participate in the search for knowledge and individual development; which stresses undergraduate teaching as its main priority; which offers selected professional graduate and research programs with emphasis on state and national needs; which fosters diversity of educational opportunity; which promotes service to the public; which makes effective and efficient use of human and physical resources; which functions cooperatively with other educational institutions and systems; and which promotes internal cooperation and the wisest possible use of resources.
>
> (2) The mission of the system is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses and to serve and stimulate society by developing in students heightened intellectual, cultural and humane sensitivities, scientific, professional and technological expertise and sense of purpose. Inherent in this broad mission are methods of instruction, research, extended training and public service designed to educate people and improve the human condition. Basic to every purpose of the system is the search for truth (West's Wisconsin Statutes Annotated §36.01).

College and University Statutory Purposes: A Summary of the Findings

The results of the review of the statutes pertaining to college and university statutory purposes may be summarized as follows:

(1) No college or university statutory purpose was set forth by 20 percent or more of the selected statutes. There were three different statutory college and university purposes that were referred to by three (15%) different state statutes. These were the most frequently mentioned college and university statutory purposes. They were, professional and vocational training, teacher training, and research (see Table 4).

(2) There were four different statutory purposes that were referred to by only two (10%) state statutes. These were, liberal arts education, teaching, community service, and individual development (see Table 4).

(3) There were numerous other statutory purposes that were referred to only once by the statutes examined. These included: citizenship, leadership, ethics and culture, extension, popularization of education, efficiency, and cooperation (see Table 4).

(4) A majority of the statutes examined did not set forth generic college and university purposes. This was due to the fact that the statutory language was either too vague and ambiguous to properly classify, or the statutory provisions defined the purposes of individual institutions and/or departments or the statutory provisions distinguished between university statutory purposes and college statutory purposes (see Table 4).

Table 4. College and University Statutory Purposes as Found Through the Review of the Statutes

STATE STATUTES	STATUTORY PURPOSES: Professional & Vocational Train.	Teacher Training	Research	Liberal Arts Education	Teaching	Community Service	Individual Development	Citizenship	Leadership	Ethics and Culture	Extension	Popularization of Education	Efficiency	Cooperation	Phrasing Too Vague and Ambiguous	Defined Purposes of Individual Institutions and/or Departments	Distinguished Between University Purposes and College Purposes
Arizona																	X
California																	X
Florida			X		X		XX		X	X							
Illinois																X	
Indiana																X	
Maryland*																	
Massachusetts																	X
Michigan																X	
Minnesota															X		
Missouri																X	
New Jersey																X	
New York															X		
North Carolina															X		
Ohio	X	X		X													
Pennsylvania	X	X	X	X													
Tennessee		X															
Texas*																	
Virginia																X	
Washington																	X
Wisconsin	X		X		X		XX				X	X	X	X			
Total 20	3	3	3	2	2	2	2	1	1		1	1	1	1	3	6	4

*No Statutory Purposes Set Forth in the Statutes

(5) Of the five state statutes that set forth generic college and university purposes only two statutes, Pennsylvania and Wisconsin, set forth truly generic college and university purposes. That is, they specifically noted in the statutory provisions that the purposes applied to both colleges and universities, whereas, the three other states merely expressed their purposes in terms of either applying to college or university systems but did not mention the applicability to both systems.

CHAPTER 4

ANALYSIS OF THE DATA

Introduction

This chapter presents an analysis of the data by comparing: (1) the purposes found in the review of the literature for two year public post-secondary institutions with those of four year public post-secondary institutions; (2) the statutory purposes found in the review of the statutes for the two year public post-secondary institutions with those found for the four year public post-secondary institutions; and (3) the purposes of the two types of public post-secondary institutions found in the review of the literature with those found in the review of the statutes. The chapter also presents a summary of the findings.

Review of the Literature: A Comparison

Brunner (1958) established five major classifications of community and junior college purposes. Under each of the five major classifications, Brunner listed several purposes. A modified version of Brunner's classification scheme was used to organize and classify the data relating to community and junior college purposes. A total of 30 different community and junior college purposes was found through the review of the literature. This total, of course, excludes those community and junior college purposes which could not be properly

classified into any one of Brunner's five major classifications. A total of 19 (23.45%) different sources identified one or more "unclassifiable" community and junior college purposes.

Relating to Terminal Education

Under the terminal education classification there were a total of 75 (92.59%) sources noting one or more combinations of terminal education, general education, or vocational and semi-professional education. Of these, vocational and semi-professional education was clearly the most frequently noted, with 67 (82.71%) different sources making reference to it, while only 48 (59.25%) mentioned general education, and only 14 (17.28%) specifically noted terminal education (see Table 1). The only other purpose found under this classification was that of work experience, which was mentioned by only three (3.70%) sources.

Relating to Transfer Education

Under the transfer education classification, 73 (90.12%) different texts and articles referred to one or more combinations of transfer education, academic preparation, or pre or professional training. Of these, transfer education was the most frequently noted with a total of 54 (67.40%) different sources specifically mentioning it as such in their writings. Eighteen (22.22%) sources made reference to pre or professional training and 11 (13.71%) sources mentioned academic preparation. Also, under this classification there was a total of 23 (28.39%) different sources that mentioned popularization of education

in one form or another as a community and junior college purpose (see Table 1). Other purposes mentioned, which were grouped under this classification included, remedial education, localized (or decentralized) college educational opportunities, "weeding out", and home influence, none of which were referred to by 20 percent or more of the sources.

Relating to Adult Education

Under the adult education classification, a total of 45 (55.55%) sources specifically mentioned adult education as a community and junior college purpose (see Table 1). Other purposes found under this classification were that of offering short courses for specialized interests, offering past compulsory attendance age courses, and providing leisure time education, all of which were mentioned by only four (4.93%) sources.

Relating to All Types of Students

Under this classification counseling and guidance was, by far, the most frequently noted community and junior college purpose. Thirty-four (41.97%) of the sources specifically identified this as a purpose (see Table 1). Other purposes found under this classification, being referred to be less than 20 percent of the sources were, economical use of time and money, better instruction, meeting diverse needs of students, and exploring students interests and abilities.

Relating to the Community at Large

Finally, the predominant community and junior college purpose under the community at large classification was that of community

service. Twenty-two (27.16%) of the sources specifically reported this as a purpose (see Table 1). There were six other purposes found under this classification, none of which were referred to by 20 percent or more of the sources. They were, meeting vocational and semi professional needs of the community, affecting the cultural tone of the community, experimental function, integration of high school with college, fostering evolution of school systems (reorganization), and community leadership.

It was determined that of the 30 classifiable purposes reported, only six purposes could be identified as major community and junior college purposes. These included, in descending order of frequency: (1) transfer education, consisting of general education and vocational and semi professional education; (2) transfer education, comprised principally of transfer education, academic preparation, and pre or professional training; (3) adult education; (4) counseling and guidance; (5) community service; and (6) popularization of education. The two most frequently mentioned community and junior college purposes were terminal education and transfer education.

The college and university purposes were grouped into 17 major classifications of purposes. These were: (1) research; (2) teaching; (3) community service; (4) professional-vocational training; (5) citizenship; (6) preservation of knowledge; (7) scholarship; (8) leadership; (9) individual development; (10) liberal arts education; (11) general education; (12) problem solving; (13) popularization of education; (14) morals and ethics; (15) cultural training; (16) meeting needs of

people; and (17) internationalism. In addition, there were a total of 16 (15.53%) different sources that referred to at least one purpose that could not be properly classified. Appendix B contains a listing of college and university purposes that were deemed "unclassifiable".

Of the college and university purposes found, only five could be identified as major purposes. Research was noted by 81 (78.64%) of the sources. Sixty-one (59.22%) sources referred to teaching as a purpose. Community service and professional-vocational training were identified by 36 (34.95%) and 35 (33.98%) different sources respectively. Finally, citizenship was mentioned by 26 (25.24%) of the sources reviewed as a college and university purpose (see Table 2). The two most frequently noted college and university purposes were research and teaching, with community service rating a distant third.

The community service purpose was the only major purpose reported in the literature for both types of post-secondary institutions (see Table 5). From the review of the literature, there appears to be little, if any, overlapping or duplication of stated purposes between the two and four year public post-secondary institutions. It could well be that specific presentation of material by individual institutions could introduce overlapping or duplication, but this could not be determined by a review of the literature.

Review of the Statutes: A Comparison

Three states, Indiana, Tennessee, and Wisconsin, did not define the statutory purposes of community and junior colleges in their statutes. The Missouri and New York statutory provisions were too vague

Table 5. Ranking of the Major Purposes of Two and Four Year Public Post-Secondary Institutions as Found Through a Review of the Literature and a Review of Twenty Selected State Statutes

	Two Year Public Post-Secondary Institutions		Four Year Public Post-Secondary Institutions	
Rank	Literature	Statutes	Literature	Statutes*
1.	Terminal Education	Transfer Education & Terminal Education (Tie)	Research	
2.	Transfer Education		Teaching	
3.	Adult Education	Adult Education	Community Service	
4.	Counseling and Guidance	Community Service	Professional-Vocational Training	
5.	Community Service		Citizenship	
6.	Popularization of Education			

*Did not establish any major four year public post-secondary institution purposes

and general to properly identify and classify any purposes. Of the 20 selected state statutes, 15 states set forth identifiable and classifiable generic community and junior college purposes in their statutes. The statutory purposes set forth by these statutes were: (1) terminal education; (2) transfer education; (3) adult education; (4) community service; (5) general or liberal education; and (6) popularization of education. However, only the first four were accepted as statutory purposes, since both the general or liberal education and the popularization of education purposes were mentioned by only one statute. It was evident from the review of the statutes that terminal education and transfer education were by far the two most frequently mentioned statutory purposes of public community and junior colleges (see Table 3).

Maryland and Texas were the only two states that did not specify any statutory purposes for public colleges and universities in their statutes. In addition, over half the states did not provide specific generic college and university purposes in their statutory provisions. Three state statutes, Minnesota, New York, and North Carolina, set forth statutory purposes which were too vague and general to properly identify and classify. Six states, Illinois, Indiana, Michigan, Missouri, New Jersey, and Virginia, merely defined the purposes of individual institutions and/or departments in their statutory provisions. Finally, four state statutes, Arizona, California, Massachusetts, and Washington, distinguished between the purposes of the state university system and the purposes of the state college system.

Five states, Florida, Ohio, Pennsylvania, Tennessee, and Wisconsin, specified generic identifiable statutory purposes for colleges and universities. However, only the Pennsylvania and Wisconsin statutory purposes could be classified as truly generic purposes. That is, their statutory provisions specifically encompassed both college and university purposes. The remaining three states set forth generic purposes that applied to either state universities or state colleges, but not to both.

There were numerous college and university statutory purposes set forth in the statutes of the 20 selected states, but none was referred to by 20 percent or more of the statutes. Three statutory purposes, professional and vocational training, teacher training, and research, were the most frequently mentioned statutory purposes. However, each of these purposes was mentioned by only three (15%) different state statutes. Other statutory purposes mentioned in the state statutes were: liberal arts education, teaching, community service, individual development, citizenship, leadership, ethics and culture, extension, popularization of education, efficiency, and cooperation.

From the review of the statutes it was not possible to determine whether or not any overlapping or duplication of statutory purposes existed between the two and four year public post-secondary institutions. The statutory provisions pertaining to community and junior colleges presented generic statements of purpose which could be easily classified. The college and university statutory statements of purpose tended not to set forth generic statutory purposes, but rather to

specify the purposes of specific institutions or systems, making them difficult to interpret.

Review of the Statutes and Review of the Literature: A Comparison

When comparing the community and junior college purposes set forth in the statutes with those found in the literature, terminal education and transfer education were the two most frequently mentioned purposes in both reviews. Terminal education and transfer education were ranked equally in the review of the statutes, while terminal education was ranked over transfer education in the review of the literature (see Table 5). Adult education was rated third in both the statutes and literature. Community service was reported as a major community and junior college purpose in both the statutes and the literature. The review of the statutes revealed that community service was the fourth most frequently mentioned purpose, while the review of the literature identified community service as the fifth most frequently mentioned purpose. Popularization of education was set forth by only one statute, hence not considered a major statutory purpose. However, popularization of education was the sixth most frequently reported purpose in the review of the literature (see Table 5). Finally, the statutory review failed to disclose counseling and guidance as a community and junior college purpose, while it was identified as the fourth most frequently mentioned purpose in the literature (see Table 5).

The purposes reported in both the review of the statutes and the review of the literature of the two year public post-secondary institutions were generally compatible. Basically, the purposes reported

in the literature were reflected in the statutes, except for two important and highly regarded community and junior college purposes: guidance and counseling and popularization of education. Aside from these two important purposes, the review of the statutes and the review of the literature basically reflected identical major community and junior college purposes.

It was not possible to compare the college and university purposes found in the statutes with those found in the literature. The statutory provisions failed to establish any major college and university purposes. Whereas, the review of the literature revealed five major college and university purposes (see Table 5). Only three (15%) state statutes specified research and professional-vocational training as college and university purposes. However, the review of the literature identified research and professional-vocational training purposes as the most frequently noted and the fourth most frequently mentioned college and university purposes respectively (see Table 5). Teaching was only mentioned by two (10%) state statutes, but was the second most frequently mentioned college and university purpose in the literature. Only two (10%) statutes specified community service as a college and university purpose, but the literature ranked this purpose as the third most frequently noted purpose. Finally, citizenship was only mentioned in one (5%) statutory provision, but was ranked fifth in the literature (see Table 5).

Summary of the Findings

The review of the literature revealed that the major community and junior college purposes were: (1) terminal education; (2) transfer education; (3) adult education; (4) counseling and guidance; (5) community service; and (6) popularization of education. The review of the literature also identified the major purposes of public colleges and universities as: (1) research; (2) teaching; (3) professional-vocational training; and (4) citizenship. The review of the literature disclosed little, if any, overlapping or duplication of purposes between the two types of public post-secondary institutions.

The review of the statutory purposes of two and four year public post-secondary institutions disclosed that of the 20 state statutes examined, only three states did not set forth the purposes of public community and junior colleges. The Missouri and New York statutes were too vague and general to properly classify. The remaining 15 states, however, did specifically define the purposes of community and junior colleges as: (1) terminal education; (2) transfer education; (3) adult education; (4) community service; and (5) general or liberal education. It was found from the review of the statutes that terminal education and transfer education were by far the most frequently mentioned community and junior college statutory purposes.

Maryland and Texas were the only two states not to define the statutory purposes of public colleges and universities. Three states set forth statutory purposes which were too vague and general to properly identify and classify. Six states did not specify generic

statutory purposes for four year public post-secondary institutions. Instead, their statutory provisions specified the purposes of individual institutions and/or departments. Four state statutes merely defined the statutory purposes in terms of either state colleges and state universities but not both, providing no generic statutory purposes. Finally, only five of the statutes examined set forth identifiable and classifiable generic college and university purposes. However, only two of the five could be termed truly generic since they specifically specified the purposes to include both colleges and universities, and did not distinguish in the statute between the college and university systems. The remaining three states merely defined the statutory purposes of either state colleges or state universities, but did not contain statutory purposes that specifically encompassed both systems.

There were numerous college and university statutory purposes revealed by the review of the statutes but none could be accepted as a major statutory purpose, since all were referred to by 20 percent or less of the statutes examined. Since no major statutory purposes were found for public colleges and universities, it was not possible to determine whether or not there existed any overlapping or duplication of statutory purposes between two and four year public post-secondary institutions.

When comparing the statutory purposes set forth in the statutes with the purposes reported in the literature, it was found that the statutory provisions pertaining to community and junior colleges failed to reflect counseling and guidance and popularization of education, two community and junior college purposes that appeared to be important from

the review of the literature. Except for these two important purposes, however, both the statutes and literature reflected essentially the same community and junior college purposes.

The statutory provisions pertaining to public colleges and universities, on the other hand, could not be compared to the purposes found in the literature since the statutes failed to report any major statutory purposes for these institutions. Hence, it was not possible to determine whether or not the purposes referred to in the literature were reflected in the statutes.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter provides a summary of the study, conclusions, and recommendations based on the findings.

Summary of the Study

The main purpose of this study was to determine whether or not the statutory provisions of 20 selected states reflected an overlapping or duplication of stated purposes between two and four year public post-secondary institutions. To provide perspective, it was deemed appropriate to review the literature to identify and compare the purposes of the two types of public post-secondary institutions as viewed by authorities in this field. These purposes were then classified and compared with the statutory purposes of the 20 selected states. Finally, the statutory purposes of the respective types of institutions were compared.

The review of the literature identified a number of sources addressing the purposes of two and four year public post-secondary institutions. The purposes of the two types of public post-secondary institutions were determined by identifying and classifying the statements of purpose found in the literature. Community and junior college purposes were grouped into five major classifications, while those

pertaining to colleges and universities were grouped into 17 different classifications.

The review of the literature, identified six major purposes for the two year public post-secondary institutions and five major purposes for four year public post-secondary institutions. Only the community service purpose was identified by 20 percent or more of the sources in the literature as a purpose of both types of institutions. The review of the literature failed to reveal any significant overlapping or duplication of purposes between the two types of public institutions. It was concluded, therefore, that each type of institution has its own special purposes.

The next phase was to identify the statutory purposes of the two types of public post-secondary institutions through a review of the statutes. Twenty states with the largest student enrollments for the academic year of 1976-1977 were selected. The statutes of these 20 states were then examined for statements of purpose of two and four year public post-secondary institutions.

The review of the statutory provisions pertaining to community and junior colleges revealed a total of six purposes. However, only four of the six were referred to by 20 percent or more of the statutes. These were: (1) transfer education; (2) terminal education; (3) adult education; and (4) community service.

The review of the statutory provisions pertaining to colleges and universities, on the other hand, revealed 14 statutory purposes, none of which were referred to by 20 percent or more of the statutes.

The statutory provisions pertaining to colleges and universities tended to define the purposes of specific institutions rather than generically.

In both the review of the statutes and the review of the literature only the purposes referred to by 20 percent or more of the sources were accepted as the major purposes of two and four year public post-secondary institutions. However, all purposes found through both reviews were noted in the study.

Since no major college and university statutory purposes could be identified, it was not possible to compare the statutory purposes of the two types of public institutions. Hence, it was not possible to determine whether there existed any overlapping or duplication of purposes between the two and four year public post-secondary institutions.

All major community and junior college statutory purposes were reflected in the literature. However, the statutory provisions pertaining to community and junior colleges failed to set forth counseling and guidance and popularization of education as major statutory purposes, two major purposes highly regarded in the literature. Except for these two important discrepancies in community and junior college purposes, the literature reflected the same purposes as the statutes.

Finally, unlike the community and junior college statutory purposes, the statutory purposes of colleges and universities could not be compared with the purposes disclosed by the review of the literature, since no major college and university purposes were found. Consequently, it could not be determined whether the purposes identified through the review of the literature were reflected in the statutes.

Conclusions

The following conclusions were made from the analysis of the data:

1. At present major purposes of public community and junior colleges as reflected in the literature are: (1) transfer education; (2) terminal education; (3) adult education; (4) counseling and guidance; (5) community service; and (6) popularization of education.
2. At present major purposes of public colleges and universities as reflected in the literature are: (1) research; (2) teaching; (3) community service; (4) professional-vocational training; and (5) citizenship.
3. From the review of the literature it was concluded that each of the two types of public institutions had its own special purposes. No significant overlapping or duplication of purposes between the two types of public institutions was evident from the review of the literature.
4. The current major statutory purposes of public community and junior colleges are: (1) transfer education; (2) terminal education; (3) adult education; and (4) community service.
5. The statutory provisions pertaining to colleges and universities did not specify any generic statutory purposes for these institutions. Therefore, it could not be determined whether the statutory provisions reflected any overlapping or duplication of statutory purposes between the two and four year public post-secondary institutions. Also, it was not possible to determine

whether the literature and statutes reflected the same college and university purposes.

6. The statutory purposes concerning community and junior colleges did not include counseling and guidance, and only tokenly referred to popularization of education, two important and highly regarded community and junior college purposes reflected in the literature.
7. The statutory provisions pertaining to college and university purposes tended to define the purposes of individual and specific institutions or systems rather than setting forth generic purposes for these institutions.

Discussion

This section presents a discussion of certain impressions shaped in large part by the observations made and perceptions formed during the course of this study. The section first discusses general observations which relate to both two and four year public post-secondary institutions. It then briefly discusses the two year public post-secondary institutions, and concludes with a discussion of the four year public post-secondary institutions.

General Observations

Usually, the statutes that set forth purposes for the two and four year public post-secondary institutions were worded in general, vague, and often undefined terms. Very few state statutes included definitions of the terms used. If accountability continues to be demanded of all public institutions, accountability must be a major

factor to be considered in framing statutory provisions relating to the purposes of the two types of public post-secondary institutions. Simply stated, accountability is the measurement of performance. Purposes are the standards by which performance must be measured. Therefore, if accountability is to be effective, the statutory purposes of the two types of public post-secondary institutions should be sufficiently precise to permit an accounting of their performance.

In addition, such terms as aim, function, goal, objective, and purpose were often used interchangeably and without definitions, apparently to denote the same thing. These terms are not synonymous; each has its own meaning. There were many instances where different statutory provisions used aim, function, objective, and the like to denote what this study defined as a purpose. Likewise, the review of the literature revealed that two or more of these terms were often used within the same sentence or paragraph, spreading confusion on the way. It is imperative that before attempting to define the purposes of the two and four year public post-secondary institutions, such terms be properly defined and articulated in the statutes as well as the literature.

Community and Junior Colleges

It was evident from the review of the statutes that some of the more notable purposes that have distinguished the community and junior colleges from other post-secondary institutions, have been tokenly specified, if at all, by the statutes. One of the reasons that statutes failed to establish guidance and counseling and popularization of education as major community and junior college statutory purposes is that these institutions may tend to overemphasize transfer and terminal

related purposes more than other purposes recognized in the literature. Absent a defensible reason for not doing so, the statutes that govern the operations of the community and junior colleges, should reflect the accepted and recognized purposes of the community and junior colleges revealed by the review of the literature.

Colleges and Universities

Historically, colleges and universities had been well established when the community and junior colleges came into their own. The community and junior colleges were competing with the colleges and universities as well as other public institutions for local and state funds and resources. Consequently, community and junior colleges were likely to be more specific in justifying their mission within the total educational system. As a result the community and junior colleges have not experienced the same degree of autonomy that the colleges and universities have had. In general, the role of the colleges and universities has been wide and diverse. This tends to be reflected by the fact that of the 15 state statutes that specified community and junior college purposes a total of only six statutory purposes were identified. While, on the other hand, in the five statutes setting forth generic college and university purposes, a total of 14 different college and university statutory purposes were identified.

It is unlikely that colleges and universities are willing to voluntarily give up the autonomy they have enjoyed for so long. However, if the intent of the legislature is to hold public post-secondary institutions accountable it should be apparent in the statutes. The

legislature should, therefore, draft provisions which afford accountability of these institutions and in doing so it is likely that the autonomy of these institutions will be affected in some way. However, if the intent is not to hold public post-secondary institutions accountable, then the statutes should reflect this intent and be drafted in such a way as to afford post-secondary institutions additional discretion.

As a general rule, the statutory provisions pertaining to colleges and universities tended to separately define the purposes of specific institutions or systems rather than providing statements of generic purposes. One reason for this might be that colleges and universities are generally few in number when compared with community and junior colleges within a particular state. Hence, as a practical consideration it is much easier to separately define the purposes of a few specific colleges and universities than it is to separately define the purposes of numerous community and junior colleges. In other words, it is easier to define the purposes generically when a large number of institutions exist than it is when only a few exist. It matters not, if a state chooses to define the purposes of individual institutions rather than generically. It should, however, also provide a generic statement of purpose that encompasses the independent statements of purpose if accountability is an important factor to be considered.

Recommendations

This section presents the recommendations for action and the recommendations for further study.

Recommendations for Action

Based on the findings of this study the following recommendations for action are made:

1. Since, for the most part, the statutes govern the operation of post-secondary institutions, the statutory purposes of the two and four year public post-secondary institutions should be sufficiently precise and defined to permit accountability, if accountability is to be considered, of their performance. In doing so the statutes should include definition of terms used and the theoretical and philosophical framework upon which the statements of purpose are framed.
2. To avoid confusion, such terms as aims, function, goal, objective, purpose, and the like should be properly defined and distinguished in the statutes, as well as the literature. Ideally, the states should adopt universal meanings for these terms so that the different statutes are consistent in the useage of such terms.
3. The statutory provisions setting forth the two and four year public post-secondary institution purposes should be periodically reviewed and updated so that the statutes reflect not only a defensible basis for the effective operation of the two types of institutions, but also the established purposes of these institutions.
4. If the intent of the legislature is to hold public post-secondary institutions accountable it should be apparent in the statutes. If so, it seems reasonable to demand that legislative bodies

draft the statutory provisions pertaining to two and four year public post-secondary institution purposes in more specific and precise terms. That is, the legislators should formulate unequivocal purposes and these purposes should be reflected in the statutes in such a way that the provisions afford accountability of the performance of these institutions.

However, if the intent is not to hold these institutions accountable, then the statutes should reflect this intent. The institutions, then, should be given a greater degree of discretion in which to operate.

5. If accountability is to be considered, the statutes specifying statements of purpose for individual institutions rather than generically, should also provide a generic statement of purpose that encompasses the independent statements of purpose into comprehensive systems that can be held accountable. That is, the statutes should provide a generic statement of purpose for each type of post-secondary institutions so that the system in general can be held accountable. In this way the purposes of each system are specifically outlined in the statutes and each independent statement of purpose has a common foundation from which to expand.

Recommendations for Further Study

The following recommendations are made for further study:

1. Conduct a survey of current statutory provisions, containing statements of purpose and determine enactment date. Review the

statements of purpose through the past century, or for a particular period of time, to determine if the statutory statements of purpose have been periodically updated. And if so, to what extent and under what circumstances.

2. Replicate this study, reviewing the statutes of the remaining states.
3. Conduct a parallel study to determine private post-secondary institutional purposes. Compare the results with the purposes of public post-secondary institutions as found through both the review of the literature and the review of the statutes.
4. Conduct a survey of catalogs and bulletins of numerous public post-secondary institutions within a particular state or states to determine whether or not the statements of purpose found in such catalogs and bulletins are consistent with the respective state statutes.
5. Conduct a survey of lawmakers to ascertain their notion of what the purposes of post-secondary institutions are and should be and compare these results with the actual representative statutes of each state to determine if such concepts are reflected in the statutory statements of purpose.
6. Conduct a survey of post-secondary school personnel to determine if their concept of what the purposes of post-secondary institutions are and should be are reflected in the literature and/or statutes.
7. Conduct a review of the statutes and literature in order to develop a model statute relating to the purposes of the two types of public post-secondary institutions.

APPENDIX A

LIST OF UNCLASSIFIABLE PURPOSES FOUND THROUGH THE REVIEW OF THE LITERATURE OF PUBLIC TWO YEAR POST-SECONDARY INSTITUTIONS

1. McDowell (1919):
    a. Teacher training
    b. Secure segregation of the sexes
    c. Provide higher education under church control

2. Koos (1924):
    a. Provide individual attention to students
    b. Placing in the secondary schools all work appropriate to it
    c. Making the secondary school period coincide with adolescence
    d. Assigning a function to the small college
    e. Relieving the university
    f. Making possible real university functioning
    g. Improving high school instruction

3. Morris (1929):
    a. Providing individual attention to students

4. Eells (1931):
    a. Research

5. Cambell (1932):
    a. Providing completion unit of secondary education

6. Smith (1950):
    a. Provide varied curriculum
    b. To support and promote other community and junior college functions

7. Bonar (1952):
    a. To relieve four year colleges and universities of a tremendous physical expansion program

8. Fields (1952):
    a. Provide varied curriculum
    b. Developing different kinds of learning experiences
    c. Utilizing several kinds of teachers from all segments of society

9. Brunner (1958):
    a. Ease the student's transaction from the restriction of high school to the freedoms of college
    b. Provide citizenship education, especially to the foreign born
    c. Reduce illiteracy
    d. Train teachers
    e. Orient students vocationally
    f. Provide individual attention to students
    g. Provide smaller classes than four year institutions can
    h. Emphasize instruction rather than research
    i. Relieve the university for more specialized training

10. Medsker (1960):
    a. Salvaging function
    b. Consideration for academically superior students

11. Tyler (1964):
    a. Being rapidly and creatively responsible to the educational needs of their respective communities

12. Reynolds (1965):
    a. Provide individual attention to students
    b. Relieve university
    c. Make possible the real functions of the university

13. Gleazer (1967):
    a. Rescue function

14. Gleazer (1971):
    a. Re-training function

15. Morsch (1971):
    a. Salvaging function
    b. Provide extension courses

16. Wattenbarger (1971):
    a. To inculcate a core of knowledge for everyone who attends

17. Council for Financial Aid to Education (1973):
    a. Outreach
    b. Innovation

18. Monroe (1973):
    a. Goal finding or cooling out function
    b. Co-curricular or student activity function
    c. Salvaging function
    d. Screening function
    e. Custodial function

19. Pifer (1974):
    a. Provide non-traditional education
    b. Provide recurrent education

APPENDIX B

LIST OF UNCLASSIFIABLE PURPOSES FOUND THROUGH THE REVIEW OF THE LITERATURE OF FOUR YEAR PUBLIC POST-SECONDARY INSTITUTIONS

1. Koos and Crawford (1921):
    a. Mental discipline
    b. Good speech
    c. Worthy use of leisure time
    d. Manners
    e. Good health
    f. Selection for graduate work
    g. Co-ordination of student's work
    h. Guidance and exploration

2. Peik (1933):
    a. Mental discipline
    b. Worthy use of leisure time
    c. Good health
    d. Manners
    e. Preparation for graduate work
    f. Command of fundamental process
    g. Worthy home membership
    h. Coordination and synthesis of college work
    i. Religious training
    j. Providing for cultural development of prospective teachers

3. Fowler (1937):
    a. Enrichment of culture

4. Cole (1940):
    a. Mental discipline
    b. Worthy use of leisure time
    c. Good health
    d. Preparation for graduate work
    e. Co-ordination of graduate work
    f. Training of the emotions
    g. Development of a philosophy of life
    h. Guidance and exploration

5. Hanus (1940):
    a. Health and physical fitness

6. Ashbaugh (1952):
    a. Efficiency in the attainment of its own objectives

7. Cumings (1954):
    a. Center for intellectual exchange between teachers and students

8. Jacobson (1955):
    a. Adult education

9. DeVane (1957):
    a. Specialization

10. McKenna, Shrum, and Tarratus (1963):
    a. Mental discipline
    b. Good speech
    c. Worthy use of leisure time
    d. Good health
    e. Co-ordination of student's work
    f. Critical, reflective or creative thinking
    g. Academic freedom
    h. National defense
    i. Understanding of education and research process for support purposes

11. Osmunson (1970):
    a. Spirit of place

12. Bowen (1973):
    a. Academic freedom
    b. National defense
    c. Efficiency
    d. Minimizing the scope of government
    e. Equity
    f. Tempering equality in income distribution
    g. Student freedom
    h. Diversity and progressiveness

13. The Carnegie Commission on Higher Education (1973):
    a. Evaluation of society

14. Mayhew (1973):
    a. Spirit of place

15. The Second Newman Report (1973):
    a. Remedial education

16. Gross and Grambsch (1974):
    a. Development of student's objectivity
    b. Affect students with great ideas
    c. Extension programs
    d. Cultivate student's taste

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