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CONSIDERATIONS FOR CHANGE IN COMMUNITY COLLEGE ENGLISH INSTRUCTIONAL PROGRAMS

by
James Arthur Odom, Jr.

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Arts
(English Language and Literature)
in The University of Michigan
1975

Doctoral Committee:

Lecturer Timothy G. Davies, Chairman
Professor A. Steven Dunning
Associate Professor Murray E. Jackson
Professor Jay L. Robinson

DEDICATION

This paper is dedicated to Dr. Clyde E. Blocker in grateful recognition of the support and guidance he has provided me throughout my professional/academic career; and to my wife, Dorothy, whose patience and forbearance enabled me to devote the necessary time to its completion.

ACKNOWLEDGMENTS

I would like to thank my Doctoral Committee for their guidance and suggestions, but I would like to offer a special note of gratitude to Dr. Timothy E. Davies whose constructive, lucid criticism enabled me to bring my thinking into sharper focus and deal with the question of instructional change. I would also like to acknowledge the timely suggestions and long hours of service provided by my typist, Mrs. Patricia A. Jenkins.

PREFACE

The National Safety Council can predict relatively accurate accident statistics for a holiday weekend, but they are unable to publish a list of names ahead of time announcing who the victims will be, or whether the accident will be fatal or minor, caused by self or others. Similarly educational researchers are able to compile relatively accurate information which applies to the majority of community colleges, but they are unable to say categorically, for example, what approaches should be taken to achieve instructional change at a given community college. In the first instance the National Safety Council is dealing in statistical probability, taking into account such variables as traffic volume, peak hours of travel, and driver characteristics; in the second instance educational researchers study particular instances or conduct mass surveys, from which their conclusions are drawn regarding what community colleges are in terms of their role and the composition of their faculty, student body, and administration. If we are to know how serious an accident is, in the final analysis we read the details in the newspaper or hear them on the news; if we are concerned about instructional change we must begin by looking at a specific community college, taking into account

conditions which prevail at that institution as well as the community within which the institution functions.

During the past two years community colleges have felt increased external pressure for changes in their instructional programs. Anyone who has been in higher education since the mid '60's' recognizes the fact that courses and programs have been established by colleges because of pressures, sometimes great sometimes small, brought to bear by community groups and the larger society. However, the chief distinguishing characteristic of the external pressure in the past year and a half has been the pressure exerted by an inflationary economy and an uncertain job market. These pressures are perhaps not as evident to some; certainly they are not as visible as the direct confrontations between colleges and communities in the late sixties. Nevertheless, today's pressures are having a very decided effect upon community colleges for when students begin to look upon higher education as only one of several alternatives after high school, when employers and agencies have to reconsider their investment in employee education as a result of budget tightening, and when the general public are generally disillusioned with higher education, enrollments are likely to decline.

Community colleges have been forced to reexamine many of their academic policies and procedures. They have also had to face the fact that many of the courses and

curricula they offer have had to be altered because "new students" and area employers are attracted only by courses and curricula that they feel meet their needs. Today, for example, prospective employers are having a much greater impact upon courses and curricular design than heretofore. Once it was sufficient merely to have employers sit on advisory committees; now they want to make absolutely certain that the colleges' offerings are adequate for their training needs, for when employers and community agencies look upon the community college as a possible means for retraining their work force or as a source for new employees, they want to be certain what they are getting. Thus the external influences exerted by employer and student are beginning to affect not only new programs in the design stage but also those that have been in existance for a number of years. The result of the community college' efforts has been an increase in the number of part-time adult enrollees, creating an even more diversified student mix.

The discussion which follows here is intended to stimulate the thinking of those who are charged with the responsibility for English instructional programs at the community college level. The discussion is based upon my graduate study, and my thirteen years as a community college teacher and administrator. The discussion centers upon reading, particularly reading which focuses upon community college students, faculty and administrators,

and upon my own observations and experience. In combining the theoretical with the subjective, this discussion will present the following question: Given the nature of community college students, faculty, and administrators, as well as the environment in which community colleges must function, what factors must be considered in determining the best strategy for effecting instructional changes in community college English programs?

This discussion, centering as it finally does upon the Harrisburg Area Community College, is not intended to offer a single strategy which will cure the ills of all English instructional programs, for I recognize that the solutions which are arrived at on one campus cannot be adopted wholesale on a second campus. By focusing finally upon the Harrisburg Area Community College, this discussion intends to serve as a guide for the thinking of those concerned with the effectiveness of English instructional programs, and as support for those who are determined that the community college must not be concerned merely with efficient survival, but with utilizing the community colleges' resources and philosophy to serve the greater society.

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CHAPTER I

THE COMPREHENSIVE COMMUNITY COLLEGE: FACULTY AND STUDENTS

One of the seeming contradictions of the community college is that each community college is like every other community college, yet unique. The unique quality of each community college becomes clear when we realize that while every community college offers transfer curricula, career or vocational/technical curricula, developmental/remedial courses, and adult and continuing education courses which may be similar in many respects, each community college tends to tailor its instructional programs and offerings to the setting within which it operates. Thus its transfer curricula are tailored to fit the requirements at the four-year institutions to which most of its students transfer; while its career curricula and continuing and adult education courses will be designed to fit the job requirements of the work community and the special interests of the citizens within the college's service area. Because of its multiplicity of purposes, the one word so often used to describe community colleges is "comprehensive."

Fifteen minutes spent examining the card catalog at a university library reveals very quickly that thousands of words have been written in the attempt to describe a comprehensive community college. Kelly and Wilbur cite 1948 as the year when three significant events occurred which "fostered the identifying caption, the comprehensive community college." These events, all of which had national implications are:

1. The report of the President's Commission on Higher Education for American Democracy, which recommended that "free public education should be extended upward to include two more years of study beyond high school and that every state should establish local community colleges as a part of the public school system so that every person could have easily accessible free education through the sophomore year. The proposed community colleges would offer all types of terminal and general education programs to meet the needs of the local community's work force as well as courses preparing students to continue on to higher levels."
2. New York's establishment of "one of the most comprehensive laws ever enacted for the establishment of a state-wide system of community colleges."
3. The Strayer Report, a Report of a Survey of the Needs of California in Higher Education, which warned against the trend of expanding junior colleges into senior colleges, thus strengthening the junior college concept, particularly the idea of the community college's unique contribution to higher education.

The authors go on to cite the fact that the newly emerging community colleges were especially attractive to returning veterans after World War II, who used the G.I. Bill's educational benefits to take advantage of short-term occupational training as well as long-range professional training.[1]

Kelly and Wilbur identify the six major functions of the comprehensive community college as the transfer function, occupational education, general education, guidance and counseling, and community service.[2] Other authors emphasize the same factors cited by Kelly and Wilbur, viz., that the comprehensive community college was set up to offer post-secondary education for any who could benefit from it, the education most often taking the form of vocational/technical training, pre-professional/transfer training, and developmental/remedial training.[3] More recently community colleges have also begun to emphasize adult and continuing education, as well as community service programs.

If we accept the fact that the comprehensive community college offers a vast array of courses and programs, it stands to reason that students attracted by such comprehensive institutions will be diverse. In a monograph titled The Junior College Student: A Research Description, K. Patricia Cross Summarizes certain of the characteristics of the community/junior college student:

1. Carefully designed research studies find that junior college students in national, regional, or statewide samples achieve lower mean scores on academic ability tests than comparably selected students at four-year colleges and universities. Some junior college students, however, score high on measures of academic aptitude.
2. The junior college is presumed to play a significant role in the democratization of American higher education, with parents of these students tending to have lower socio-economic status than parents of students in four-year colleges and universities.

3. Clear-cut differences in occupational aspirations exist between non-college, junior college, and four-year college groups, with junior college students generally appearing less settled about future plans than either of the other two groups. However, relatively little is known about those junior college students who do not later transfer to four-year colleges, the vocationally oriented students, the dropouts, or older students returning to pick up new skills or simply to revitalize their education.
4. Junior college students have more practical orientations to life and to college than their four-year college peers. They are less intellectually disposed, score lower on measures of autonomy and non-authoritarianism, appear more cautious and controlled, are less likely to be adventurous and flexible, and are less sure of themselves.[4]

In a more recent study Cross has identified three categories of "New Student[s]" to higher education that "institutions of higher education are not prepared to educate." Cross contends that in the past traditional education has failed ethnic minorities, adults, and women, and "unless substantial changes are made it will fail [them] in the future." We may now add the elderly and retired as a fourth category of "new student." Reinforcing her earlier research description of community college students just cited is Cross's description of the New Student:

> . . . New Students are positively attracted to careers and prefer to learn things that are tangible and useful. They tend not to value the academic model of higher education that is prized by faculty preferring instead a vocational model that will teach them what they need to know to make a good living. . . . New Students consistently pick the "non-academic" activities and interests and competencies from among the lists that we present to them. New

> Students prefer watching television to reading; they prefer working with tools to working with numbers; they feel more competent in using a sewing machine than in reciting long passages from memory. . . . New Students prefer to learn what others have said rather than engage in intellectual questioning. They do not enjoy puzzles or the complicated manipulation of ideas and abstractions. . . . [they] possess a more pragmatic, less questioning, more authoritarian system of values than traditional students.[5]

Obviously community college student bodies do not consist of New Students or traditional students exclusively. Instead, the student bodies will have varying proportions of each category of student, depending upon the college's location and how successfully it can attract and retain a varied student body. Consequently because such New Students are constituting an increasingly larger proportion of community college student bodies, and this is especially true at the Harrisburg Area Community College, community college curricula and teaching must be matched to the individual talents of the student in order that we might maximize "the match between the talents of the individual and the teaching resources of the institution." Only in this way, Cross concludes, can we claim that access to education will lead to equality of opportunity in education for all students.[6]

In A Modest Proposal Roueche and Pitman point out that traditional roles and attitudes in education have failed, especially insofar as the community college student is concerned. "Until the advent of community colleges," the authors point out, "college attendance was

more dependent upon family income than upon aptitude or aspirations," this despite the fact that educational opportunity for all was becoming a societal demand long before the appearance of the community college. Now that community colleges are present in abundant numbers, higher education is more accessible to the so-called non-traditional students, but such students are often so poorly motivated and so poorly prepared academically that they do not persist very long. The open door of opportunity soon becomes a revolving door of frustration, because concern for equal access to educational opportunity too often stops with admission, seldom being translated into special assistance programs and curricular adaptations which help all students to succeed. Roueche and Pitman remind us: "Community college students have different needs from those of their four-year counterparts. 'Poor' students are in the majority. They cut across racial, ethnic and class lines. The open-door policy produces a heterogeneous student body, representative of the total population. Community colleges must expect and provide for students from the lower two-thirds of the academic spectrum--an important yet frequently ignored fact."[7] While one may search in vain for any community college which is truly "representative of the total population," this philosophy of the community college does make such a representation theoretically possible.

Pointing out that the community colleges have become the "primary vehicle for upward social and economic mobility," the authors bring into focus one very significant fact:

> A major misconception about community college students has developed because educators have failed to recognize that the standards for evaluating success in selective institutions do not apply to community college students. Too much attention has been given to academic achievement and intelligence as predictors of student success. Standardized achievement tests and standardized intelligence tests are customarily used in comparing two-year and four-year students. In such comparisons, community college students come out second best. The community college student's composite scores fall well below the scores of the four-year student. Educators then conclude that two-year college students are poorer students. However, the scholastic aptitude that is being measured by these tests is the rate of learning rather than the capacity for learning.
>
> Community college students generally learn at slower rates than four-year students, but it is unjustified to conclude that their learning capacity is less.[8]

For a more subjective conception of what the community college student is and what he expects, it is worth examining William Moore's discussion of the marginal student, in which he attempts, through citing twelve case histories, to translate statistics into human beings, rather than the reverse. Moore cites, for instance, the disgust of the marginal student for poor and inadequate performance, his discontent with administrators who continue to reward poor teaching with salary increases and tenure. If the program for marginal students is to be successful, Moore contends, it must be devised with a clear, accurate understanding of the student who is to be

taught, the teachers who are to work with the students, the curricula the students will enter or aspire to, and the educational environment within which the student and teacher must function.[9]

It is evident that the comprehensive community college is a multi-faceted institution, at least nominally dedicated to providing post-secondary education for any student who wants it. As a result, in addition to the so-called traditional student, it has inevitably attracted students who are non-traditional, who come with a different set of expectations and needs than did their predecessors.

Like its students, the community college itself has often had a problem of identity. On the one hand it must abide by the dictates of four-year colleges and universities when preparing students for transfer, while on the other it must deal directly with employers in the community, as well as boards of licensure and/or labor unions, in order to design career curricula and be prepared to alter these curricula on a moment's notice as the job requirements change. Between the two extremes are those courses, programs, and services a community college is expected, indeed obligated, to offer because it has the word "community" in its title. As a result, a certain amount of confusion is inevitable because of the community college's attempt to be all-encompassing.

In his comprehensive study of San Jose Community College, Burton R. Clark drew a conclusion which is especially pertinent:

> The character of San Jose Community College [and of most community colleges] may be summarized in these terms: It is a relatively dependent organization, coming under direct control of a superior educational authority and compelled to react to a clientele not of its making. Its unselected student body determines the nature of its work and the evaluation of its programs. It is oriented in context toward the outlook and operating modes of American secondary education and has taken on the multiplicity of commitments expected of a comprehensive school. Its tasks are different and flexibly organized, producing an indistinct character when compared to schools that specialize in clientele and curricula.[10]

Before considering the implications of the above discussion for the English instructional program at the community college level, we need first to consider one other element: The community college faculty member.

Traditionally the community college has drawn its faculty from two sources: The secondary school and the four-year college or university. As a consequence one would expect to find some divergence of purpose among the faculty because of their differing backgrounds. This is not to say that such persons cannot conceive and execute valid community college programs, but rather that certain problems will have to be recognized ahead of time and dealt with in turn if such programs are to be worthwhile. The person who has prepared for a secondary career, for instance, has gone through a training program prescribed by the state which emphasizes methods and "professional"

courses in education, with the intention of earning a teaching certificate. By contrast, his colleague from the four-year institution will have gone through a process of training which emphasizes in-depth academic study and research.

At the same time, many of the faculty teaching in career programs at the community college will not have even a baccalaureate degree, much less prior teaching experience. Their position on the faculty is a direct result of business and/or industrial experience that will supply a practical orientation which career students will find beneficial. In more recent years, many community colleges have created so-called para-professional positions, usually occupied by graduates from the community college's career programs, designed to provide general support for the professional staff.

A significant study of community college faculty characteristics was made by Young Park, who attempts to go beyond the mere question of training to deal with more significant issues. In interpreting his data, Park questions the "tired dogma" that "the teacher is a dedicated person, giving his all for the welfare of his students, perpetuating society's traditions, and passing on civilization. . . . At one time, it may have been true, but that time has long passed."[11] Park found, for example, among the community college faculty he studied, "a rather disturbing similarity between the personalities

of these teachers." He found the subject faculty members so "self-centered in their value-orientations" that he doubts their ability to alter an institution to fit the needs of a new generation of students, because he doubts their ability to "radically change their mode of conduct to fit anyone's desired end-state of existence--in spite of student demands to the contrary."[12]

He found the subject faculty to be liberal thinkers on the surface, but underneath the surface were the "rather disturbing similarities of personalities" cited above. Park's teachers are certainly not radical leftists, nor are they ultra-conservatives; however they come closer to the latter designation in their evaluation of themselves. So concerned are they with their own desired ends, so concerned are they for "better" teaching conditions, e.g., smaller classes, higher salaries, more autonomy, academic freedom, that Park doubts such self-centered personalities can "give the junior college a stable institutional personality." Park concludes: "Perhaps the term 'professional' has begun to take on a new meaning" for "just as there is a transition taking place in the priorities of values, so there may be a transition in the definition and responsibilities of a teacher."[13]

Finally, the discussions of Cohen and Brawer in Confronting Identity are important for understanding what and who the community teacher is. Their detailed

discussions on "Traits and Typologies" and "Roles and Images," as well as their discussions concerning teacher/student relationships, and the teacher selection process are especially pertinent for both the neophyte and the experienced teacher, when considered in the light of their book's central purpose: ". . . to assist the community college instructor to make the transition from amateur to professional status--a transition which may be taking place in his first or his twenty-first year of teaching."[14] The authors assert that both teachers and institutions must strive for identity and professional maturity. Their conclusion regarding what constitutes identity and maturity for the individual teacher may also be applied to the individual community college:

> The flexible person, certain of his identity, fully professional in his work orientation, able to search persistently into himself for greater consciousness of all his processes of being, is the person who manifests a high degree of ego strength. The good teacher is the good person. Indeed, the mature instructor who would enhance institutional and professional maturity must be a decent sort of individual. Beyond that, however, the mature, conscious professional must know well what he is about and accept himself as a many-faceted, ever-developing human being.[15]

In A Modest Proposal Roueche and Pitman also discuss the characteristics of community college faculty. They assert that community college faculty are so often concerned about status and being "properly identified" with higher education that they have little concern for non-traditional students. Too often, they contend, "the

typical community college faculty member is, like his colleague at the four-year college, an academic specialist." They continue:

> He derives his greatest satisfaction from transmitting the knowledge of his chosen discipline to students. Consequently he prefers to teach advanced and specialized courses. These courses afford him the opportunity of teaching what he knows best. Simply stated, some community-college instructors want to teach students who are easy to teach--those who are 'already motivated.' The old adage that 'college is here if you want to take advantage of it' is still prevalent. Instructors in remedial or developmental courses often do not demonstrate any knowledge or understanding of the basic objectives of the courses. The instructor himself is often no more informed than the vague objectives which accompany the course outlines. Many instructors indicate that their primary objective is to bring the student up to the level of the college-credit course.[16]

The result of such attitudes is a high attrition rate among non-traditional students, since in the view of such faculty the students were not "college material" to begin with. The inevitable result of such pessimism is academic failure.

Coupled with the attitudinal problem is the relative lack of preparation of most community college faculty for the task they are assigned. "For most recruits," N. L. Friedman observes, "the public junior college [community college] is a new organizational work setting and level for which they usually have had no special or unique pre-service preparation."[17] Roger H. Garrison, in his study of junior college faculty, found that the basic preparation for junior college teachers seems to be the master's degree: The B.A. or B.S., plus 30 hours

of graduate credit, mainly in discipline oriented courses rather than in education or methods courses.[18] Again there is clearly no special preparation for community college teaching.[19]

When we consider the diversity of purposes pursued by the community college, the varied student body, the differing background, training, and expectations prevalent among the faculty, we can begin to sense the problems inherent in designing curricula, problems which are even more complicated when dealing with the English instructional program because one year of English composition is a requirement for earning virtually all community college degrees; at least one semester of English composition is required for earning most community college certificates. Since English composition is a required course, are there to be different sections or different syllabi used for different curricula? What English experiences do students need in Retail Sales? Architectural Drafting? Pre-Medicine? The question becomes even more complex when we consider the variety of personal characteristics of the students who will be taking the courses, as well as their expectations.

Some will be so-called disadvantaged students, whether from the inner city, the farm, or Appalachia, who see Standard English as a way of "making it," and while they may resent having to go through the process of learning Standard English, they see no value in even

discussing their own dialect. Other students, more oriented toward middle-class language values, think they know what they want to learn about English and they know what kind of English has been rewarded in their past experience. Thus they will look upon the teacher as the authority upon good English, who will help students learn what is correct and incorrect, helping the student gain social status thereby. Still others will want English which will be the key to job advancement and required by the employer, not necessarily desired by the student.

Whether the English Department approves or not, English teachers will have to establish a working relationship with new and traditional students, many of whom will have one trait in common, despite age, sex, economic or ethnic differences: They hate English, whether composition or literature, and have performed badly in all previous English classrooms.

Whether the English Department approves or not, the English faculty will be looked upon by their colleagues in other divisions of the college as providing a service function, making sure that those students who pass through English 101, for instance, will know how to write a documented term paper. Faculty teaching in career programs will prefer to see the English teacher as one who trains business students to write reports, prospective secretaries to spell and punctuate, and all students to "think." This is not to say that the English Department

must accept the perceptions of colleagues. Instead it is the English faculty's role to institute changes and design courses as they perceive it necessary, rather than merely following the dictates of others.

All evidence indicates that the one distinguishing characteristic of the community college English program must be its flexibility, and its capacity to meet the needs and demands of diverse curricula and a diverse student-faculty population. Such a program will need to have the following features. It must:

1. Encourage improvement in a student's performance, taking him where he is when he enters the course and moving on from there, but always in relation to a set of clear objectives, developed by the English professionals.

2. Encourage and allow a student to compete against himself, rather than against the class as a whole, or against a mythical "standard" which dictates that there can be only a specified number of A's, B's, and C's, and that somebody must fail.

3. Be related to a philosophy of education consistent with the role of the community college in general, as well as with that of the particular community college where the teacher finds himself.

4. Be related to an expressed rationale for the course which has been worked out by the teacher and expressed repeatedly to the student. This rationale

should be worked out in advance of the course to the mutual satisfaction of the teacher and his department chairman.

5. Be supportive rather than destructive, with emphasis upon the manner in which the teacher's correction and evaluation of students is carried out, in an attempt not to destroy the student in the process of evaluation.

6. Recognize and encourage individual differences, allowing the individual student a wide range of elective materials to choose from, as well as a variety of ways to work with the material in order to satisfy the requirements and objectives of the course.

7. Be flexible enough to be changed because the one constant in the community college classroom, regardless of discipline, is the rapid turnover of students. No conscientious teacher can allow his course to "settle down" and eventually work to the detriment of a newer group of students.

8. Be related to the workaday world so that the English teacher can help the community's employers to arrive at reasonable criteria for employment, e.g., is so-called Standard English really necessary for satisfactory performance in a particular job or is it a screening device meant to screen out certain applicants? Similarly, what can the teacher do to help students realize that in the workaday world evaluation is a common

and ongoing process, often not a very fair process because it tends to be highly subjective?

In addition, the English teacher should be familiar with a variety of approaches in order to develop his course objectives. He may wish, for example, to fit his course into one of the three curricular patterns suggested by Gill: The knowledge-centered academic model; the desirable behavior or skills oriented model; the individual fulfillment model,[20] or he may prefer the contract system described by Grimes which is a "flexible format which allows students a range of alternate assignments required for satisfactory completion of a single exercise or even an entire course."[21] If he prefers, he may use Judy's method of taking a particular piece of writing past a series of checkpoints, with the end result that "all evaluation, commentary, criticism and response become directed toward the single aim of helping an individual student have a satisfying experience with his writing as quickly and effectively as possible." Judy's teacher-as-editor approach is admittedly time consuming, but worth examining.[22]

Insofar as evaluation is concerned, the teacher may prefer the cassette tape recorder method, described in detail by Vogler,[23] or he may prefer to stay with the written comment, following the advice of D. G. Kehl:

> To be truly beneficial, the summary comment . . . should accomplish four things. It should <u>appraise</u>, evaluate, the degree of effectiveness of the whole

> and its parts. It should analyze both the major strengths and weaknesses of the essay. It should, in lucid, succinct prose, apprise the student of his major problems. And finally it should advise him, as specifically as possible how he can realize the potential of his writing in his revision of the essay and in future writing. Each of these four steps involves a question which the teacher must answer. To apprise beneficially he answers the question: Does the paper have a clear sense of purpose and does it effectively accomplish its purpose? That is, does it communicate? To analyze, he answers the question: Wherein does the paper succeed and wherein does it fail--and why? To apprise, he answers the question: What are the major weaknesses and how can I best make the writer aware of them? To advise, he answers the question: What does the writer need to know and do in order to realize his potential both in this paper and in future ones.[24]

If it is obvious that the professional literature abounds with suggestions regarding philosophical issues, as well as specific recommendations, it should be equally obvious that the imaginative and creative English teacher can devise his own methods, so long as they are grounded in a clear set of objectives.

At some point during the course, regardless of objectives or methods, everything a student has or has not accomplished will have to be translated into a grade, or, assuming a course is offered on a non-graded basis, a progress report. Insofar as grading is concerned, the teacher will need to arrive at his own system which will be worked out within the framework of institutional policy. His grading methods should:

1. Allow for work in progress.

2. Be related to extensive and varied samples of carefully guided student writing.

3. Be based upon results which are mutually satisfactory to student and teacher.

4. Culminate, perhaps, in an assessment other than a letter grade, assuming that his particular institution has made allowances for such an eventuality.[25]

One question which frequently recurs when discussing Freshman English/Composition courses is whether or not the course should be required. The answer should be obviously not if we continue to require a course which traditionally has had relevance for and met the needs of a relatively small group of students. The course can continue to be a requirement at those institutions where the English Department has designed a flexible course, with a variety of options, taught by a faculty who are comfortable with the departmental course objectives and the institutional philosophy. Considering the comprehensiveness of the community college, the diversity of its students and faculty, any Freshman English/Composition course which is not flexible is criminal.

The community college English Department might examine the premises upon which its Freshman English/Composition sequence is built. If the program is undergirded by any one or a combination of the following twelve premises outlined by David Treacy, each one of which is either "directly false" or "drawn upon an extremely dubious psychology of how people learn," the program should be reexamined:

Premise 1: High school English teachers are inadequate.
Premise 2: [English teachers] must turn out a polished writer.
Premise 3: Every mistake a student makes must be corrected.
Premise 4: Every paper a student writes must be graded.
Premise 5: Students can learn to write with only a finite number of well-defined practice sessions.
Premise 6: There is a simple, definitive level of language usage to which every student should aspire.
Premise 7: Grammar plays an essential role in a composition course.
Premise 8: Composition is somehow a basic communication skill.
Premise 9: It is sufficient to correct someone merely by verbalizing his mistakes.
Premise 10: Composition is a skill that can be learned equally well at any stage in life.
Premise 11: Composition is a skill that can be acquired without a competency model.
Premise 12: Composition is a skill that can be learned without a high degree of motivation.[26]

Treacy concludes that there are no "compelling reasons why any of these premises must necessarily be true, and some fairly convincing arguments can be developed to the contrary." Any experienced English teacher will recognize that one or several of the premises have guided his own approach to composition. Treacy causes one to question the casual and "unquestioning acceptance of these premises," which have become, consciously or unconsciously, a part of the English teacher's professional credo.

One suggested direction an English instructional program might consider is advanced by John Weber, who

recommends an approach which would make clear distinctions between remedial English, English for "terminal" students, and English for transfer students. Recognizing that the remedial program is the weakest part of the community college English programs because "materials are scarce, interested and sympathetic teachers are hard to find, students tend to be lacking in cultural background and academic ability and have many personal and emotional problems," Weber nevertheless recommends that realistic goals be set for remedial programs, goals which are "reasonably consistent with what can generally be accomplished; that students generally not be allowed endlessly to repeat a remedial course; that the program concentrate upon training in reading improvement first, followed by training in writing improvement; and that remedial work continue to be an integral and important part of the community college's program." He would allow terminal students to take the transfer English courses, provided they have the interest and the ability, but the terminal English courses themselves would concentrate upon the "popular arts" and upon writing "related to the students' job requirements." In the transfer English courses he would emphasize "instilling attitudes of intellectual honesty, respect for the proper use of written material," all of this to be superimposed onto a framework of expository and argumentative writing. He would allow literature to be read in the transfer courses, but only

for its ideas and content, leaving such matters as structure, form and style to courses in literature. In each instance his English courses would stress writing skills.

Weber's approach is undoubtedly anathema to some, but it does represent one fairly common solution that has been adopted, with minor variations, e.g., a course in Business Communications or Technical and Report Writing may be required, in addition to English Composition. Few community colleges have eliminated the English Composition requirement in some shape or form, this despite the recommendations appearing with increasing frequency in professional journals.[27]

I cite Weber's approach at length because it shares a common weakness with so many approaches found in the professional literature and on many community college campuses. The problem with Weber's approach is its neat categorization of students into "transfer" and "terminal" groups, then his assumption that once students are in neat categories English can be taught accordingly. Experience has shown me that many "transfer" students never transfer, that many "terminal" students transfer to four-year institutions, and that many "transfer" and "terminal" students change curricula as their interests and aspirations change, for whatever reasons. We cannot neatly label students at any age level and thus weld them into a curriculum for life. This being true, how can English

teachers try to teach English for "transfers" and "terminals," and how can we build "academically oriented" models or "skill oriented" models which may negate the student's achievement of an ultimate goal which often takes shape at varying points in the individual student's college career. We must not lose sight of Cross's admonition that the New Students "tend not to value the academic model of higher education . . . prized by faculty." (See p. 4) The English teacher needs to be aware of what others are doing in the profession, but just as he should not be bound by what his colleagues throughout the college may perceive as the aims of English instruction, he need not be bound by what others in the profession are doing. The English teacher's role is to serve the students who appear in the classroom, not those he would have appear.

Each community college will have to decide for itself what the ultimate design of its English instructional program will be. The ultimate design will have to be extremely flexible, however, if the diverse goals of the college itself are to be realized in satisfying the varied needs of its sudent body while at the same time capitalizing upon the diverse talents of its multi-experienced faculty.

FOOTNOTES

CHAPTER I

[1]Win Kelly and Leslie Wilbur, Teaching in the Community Junior College (New York: Appleton-Century-Crofts, 1970) pp. 12-14.

[2]Ibid., p. 14-15.

[3]A comprehensive discussion may also be found in:
Clyde E. Blocker, Robert M. Plummer and Richard C. Richardson, The Two-Year College: A Social Synthesis (Englewood Cliffs, N.J.: Prentice-Hall, 1965).
Burton R. Clark, The Open Door College: A Case Study (New York: McGraw-Hill Book Company, 1960).
Edmund J. Gleazer, This is the Community College (Boston: Houghton Mifflin, 1968).

[4]K. Patricia Cross, The Junior College Student: A Research Description (Princeton, N.J.: Educational Testing Service, 1968).

[5]K. Patricia Cross, Beyond the Open Door (San Francisco: Jossey-Bass, Inc., Publishers, 1971) p. 159.

[6]Ibid., pp. 160-162.

[7]John E. Roueche and John C. Pitman, A Modest Proposal: Students Can Learn (San Francisco: Jossey-Bass, Inc., Publishers, 1972) pp. 2-5.

[8]Ibid., pp. 7-8.

[9]William Moore, Jr., Against the Odds (San Francisco: Jossey-Bass, Inc., Publishers, 1970).

[10]Burton R. Clark, The Open Door College: A Case Study (New York: McGraw-Hill Book Company, 1960).

[11]Young Park, Junior College Faculty: Their Values and Perceptions (Washington: American Association of Junior Colleges, 1971) p. 48.

[12]Ibid., pp. 49-51.

[13]Ibid.

[14]Arthur M. Cohen and Florence B. Brawer, Confronting Identity: The Community College Instructor (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972) xiii.

[15]Ibid., p. 22.

[16]Roueche and Pitman, op. cit., pp. 9-10.

[17]N. L. Friedman, "Task Adaptation Patterns of New Teachers," Improving College and University Teaching," XVII (Spring, 1969) p. 104.

[18]Roger H. Garrison, Junior College Faculty: Issues and Problems (Washington: American Association of Junior Colleges, 1966) p. 72.

[19]As of this writing several universities have instituted programs for training community college teachers. Their efforts, however, are coming too late for many community colleges to benefit from them because the community college oriented teachers are coming into the job market at a time when there is little mobility among community college faculties. As a result of tight economy and the tenure system, there are few vacancies on community college faculties at present, and there is less faculty mobility.

[20]Kent Gill, "Whither an English Curriculum for the Seventies," English Journal (April, 1971) pp. 447-454.

[21]Geoffrey A. Grimes, "A Contract System for Freshmen and Sophomore English Courses," College Composition and Communication (May, 1972) pp. 192-195.

[22]Stephen Judy, "Writing for the Here and Now: An Approach to Assessing Student Writing," English Journal, 62 (January, 1973) pp. 69-79.

[23]Stephen H. Vogler, "Grading Themes: A New Approach; A New Dimension," English Journal, 60 (January, 1971).

[24]D. G. Kehl, "The Art of Writing Evaluative Comments on Student Themes," English Journal, 59 (October, 1970) pp. 972-980.

[25]For an interesting approach to non-letter grading, one might want to examine Max S. Marshall, Teaching Without Grades (Corvallis, Oregon: Oregon State University Press, 1968). Marshall is concerned about the tyranny of the grading system and how "Letter grades converted into numerical points and grade-point averages provide neat packages of statistics for record keeping, but to many students and teachers they appear inadequate, unrealistic, and inequitable." He shows how many of the "new" grading systems are simply the old systems warmed over. He finally describes a method of keeping a student

informed regarding his progress in a course, as well as a means of keeping permanent records without using grades. Once the teacher and the student no longer have "the specter of grades forever floating between" them, a better quality of teaching and learning will take place in college classrooms, because participants in the learning process will "concentrate upon its main purpose rather than on assembling statistics for the registrar." Marshall's book is intriguing; however, one wonders whether his approach would work as well throughout an entire college or university as it does in the college of medicine, where Marshall teaches, because the low student/faculty ratio in a college of medicine, coupled with the intensive hours of laboratory work, suggest that medical school teachers and students have an ideal situation for evaluation which is more realistic than that offered by the conventional letter grade. The question is, does Marshall's approach have relevance for English teachers who also spend a great deal of time, if they are doing their job, maintaining close working relationships with their students, often in a laboratory (writing center) setting. The English classroom is different from the science classroom but an innovative and creative teacher can undoubtedly find applications for Marshall's methods. Marshall brings into sharp focus the failures of the letter grading system, showing its effect upon student and teacher, at the same time suggesting alternatives worth considering.

[26]David Treacy, "Some Premises of Freshman Composition," College Composition and Communication, (December, 1969) pp. 343-348.

[27]John Weber, "Recommendations for Better English Instruction," Junior College Journal, 38 (February, 1968) pp. 32-38.

CHAPTER II

PROBLEMS OF ENGLISH INSTRUCTION AT THE COMMUNITY COLLEGE LEVEL

Much of what ails the community college English program may be attributed to the nature of the training English teachers receive and to the laissez faire attitude which often exists in English Departments.

The teacher's training, from the junior year of college through graduate school, has often emphasized courses in language and literature, even though he may have included teacher certification courses in his curriculum so that he might teach English at the secondary level.

After completing an advanced degree, usually the master's degree, suppose he accepts his first teaching assignment at the community college level. Perhaps he has worked as a teaching fellow at the university where he earned his degree; perhaps he has trained for secondary certification, in which case he has done supervised teaching at the secondary level. Now for the first time, however, he faces his classes, which are to be his sole responsibility. Most typically this will be four or five classes of English composition averaging twenty-five students per section. He is told that his job is

teaching composition skills, but how he does it is apparently up to him. No one cares about his scholarly interest in literary figures or genres. Chances are his department chairman is so bogged down in administrative detail that except for class rosters, a set of broad course objectives, and a list of texts, he gives little real attention to a new instructor for the first few days, or even weeks, of classes.

The new teacher, faced for the first time with teaching communication skills under such circumstances, draws upon his own experience and establishes a pattern for his teaching which will be difficult to change unless the new teacher proves to be flexible. Virtually all of the writing he has done, except for narrative and descriptive essays in high school, has been expository, defending a thesis. His more recent graduate school training has emphasized scholarly writing, but since no one has ever defined for him what scholarly writing is, he has developed a writing style which to his eye and ear looks and sounds like the styles he has encountered in scholarly journals. Hence it must be scholarly. Once he has analyzed his own writing style, assuming he ever does, he sets out to teach something similar to his own students. This is fine if he has a group of budding scholars, whether English majors or not; but it is not so fine if his class represents, as is most often the case at

the community college level, a wide diversity of aims and abilities.

What makes the situation even worse is the fact that while he may admire good writing, however defined, he often has no desire to write himself, and does so only under duress. Thus he is often trying to impart a skill which he himself may have mastered, but one which he seldom practices. Naturally he often does not feel too comfortable trying to teach the skill. Instead he allows himself to be deflected. Most typically, because his graduate training has emphasized it, he will allow himself to drift toward teaching literary analysis and criticism.

If we move from classroom to classroom at a community college, it is not too uncommon to encounter English teachers who hate to write and who are convinced that they are not competent writers. It is not unusual to find English teachers whose real interest is in dramatic technique, journalism, or radio and television broadcasting. It is not too difficult to find English teachers whose primary interest is vested in their undergraduate minor in psychology or sociology, which can assume a prominent place in their classroom. In short, it is possible to find numbers of English teachers who, under the guise of English Composition, teach whatever happens to interest them at the moment that can be represented by a reading list. The one trait they all have in common, regardless of approach, is that like the teachers who

prepared them, they are prepared to work most effectively with those students who share their own interests and background.

The description above may seem exaggerated, but one has only to examine the credentials and practices of the English staff at most community colleges to discover how near the truth it is. They will most often fit into the pattern above, one reason being that so many English department charimen, when building a faculty, are extremely concerned about academic balance and academic respectability, often shunning the candidate who has prepared for secondary level teaching and thus has been "contaminated" by methods courses and courses in educational psychology and learning theory. Chairmen often seek the "purer" academic, this despite the fact that three-quarters of the sections offered by the English department in any given semester are composition classes, which the college catalog advertises as writing courses. This also despite the fact that the community college prides itself upon hiring teachers who can enhance its image as a "teaching institution."

Many of the problems which come about in teaching composition admittedly arise not only because of the teacher's professional preparation, but also because the teacher does not have a clear conception of what he is supposed to accomplish. This becomes evident when we realize that even after a semester or so of teaching some

teachers still flounder, uncertain what direction to take next. Even where there is a clear purpose for the course some teachers are still too easily deflected.

Exactly what is it that English Composition purports to do? The chief ends of the teacher's efforts in English Composition are to increase literacy and promote writing production. By "literacy" we mean the competent control of reading and writing, and when we speak of "writing production" we mean the end product of the composition class, whether sentences, paragraphs or essays. Obviously, there will be varying levels of student performance insofar as literacy and writing production are concerned. Certain students will be equally at home reading and writing about Shakespeare or Norman Mailer; others will be uncomfortable merely reading any author whose writing is assigned. Insofar as writing is concerned, certain students will already be capable of writing essays well enough constructed to satisfy any assignment; other students will have difficulty thinking in terms broader than a paragraph and will be terrified at the thought of putting two or more paragraphs in sequence. The fears of this latter group may manifest themselves as hostility, resentment, or indifference toward the teacher, creating an atmosphere in which both more or less able students are deflected from the acquisition of knowledge and skills which is the purpose of the class.

At first glance the most likely cause of deflection may seem to be class size. Given five classes of twenty-five to thirty persons each, any teacher is likely to be tempted to lecture three days a week. The lecture-discussion method is successful in certain kinds of courses, but how can one "talk" and "discuss" a person into acquiring writing skills? Given the fact that a three credit course meets on the average of forty-two to forty-five hours per semester, how much time is really available to teacher and student, especially for those students who do not yet know how to write an essay? Similarly, in a class of twenty-five to thirty students discussion is desirable occasionally, but in such a large group if each student takes two minutes to speak, the whole period is consumed. In actual practice, however, unless the class is broken up into smaller units, only about one-quarter of a class ever really participates in class discussions. The chief danger of the class discussion method is that it may deflect a composition teacher from his true purpose, teaching writing skills. It also leads the English teacher into areas which, properly speaking, are not the province of the English Composition course, although admittedly they may be areas in which the English teacher has competence and is more comfortable.

In discussing an essay, a short story, or whatever it is the class has read, for example, the teacher is so

often tempted to fall back upon the methods he experienced in his university courses. Too often, his attempts to be "relevant" lead him further and further away from the writing process. He may take class time to expound his views on social or political problems, either of the institution or of society at large; he may take class time trying to proselytize for his own particular beliefs. In short, he may do everything but deal with writing skills. This is not to say that writing does not get done. Assignments are made periodically and student essays are collected periodically, but too often the writing merely serves to interrupt the lectures in order that the teacher might "get something on record for a grade." It follows that in such classes if a student knew how to write before he entered the course, he often fares well; if he did not already know how to write, he too often fares badly. The chief danger of the lecture-discussion method in English Composition is that it can lead to such abuses. Even with the best of intentions on the teacher's part, it can lead to a great deal of talking about writing and very little guided practice in writing. In any event, the writing must be done regardless of class size. All indications are that, given the present economy, arguments for smaller classes will likely fall upon deaf ears. The teacher, therefore, will have to find ways of doing an effective job with the numbers of students assigned.

Secondly, the English teacher often gets deflected from his purpose because almost all of his training has emphasized literature. He has read it and analyzed it extensively; to a more limited extent he has written about it. Thus in his English Composition courses he is prompted to follow a pattern more suitable in higher level courses. If the class is reading The Grapes of Wrath, for instance, the teacher sometimes allows himself to become so engrossed in the facts of Steinbeck's life and the social conditions of the 1930's that he spends most of his time doing what should be done in a higher level course. This approach, after all, is more compatible with his training. A good performance can assure student interest because this is easier and pleasanter than writing. The students probably learn early in the course what the acceptable views are and know that so long as they can keep their writing fairly well-organized and keep their mechanics fairly orthodox, they can pass the course. The result is that instead of dealing with The Grapes of Wrath as a piece of writing, examining what makes some of the descriptive and narrative passages effective, looking at the key ideas and how they are built into the framework of the novel, then framing his writing assignments accordingly, the teacher ends up doing something which does not have student writing production as its chief aim.

The cumulative effects of the teacher's training, of class size, the teacher's own lack of imagination or

preoccupation with relevance, and the fact that he really would rather be teaching a literature course, cause him to resort to all kinds of "gimmickry," much of it worthy of a television entertainer. He plays records of all kinds, ranging from the latest rock groups to Dylan Thomas or Nikki Giovanni reading their own poetry; he brings in members of local organizations, ranging from the Black Panthers to the White Citizens' Council, to give their views on particular issues; he brings in colleagues from other disciplines to give "in-depth coverage" of an issue which arose while discussing a particular reading; he assigns additional readings around a particular essay or piece of fiction, hoping thereby to give his students a better grasp of the subject. It seems that he is often doing everything in his English Composition courses but practicing writing skills! There is nothing wrong with how a teacher using these strategies teaches a course so long as the teacher is capable of using such strategies to produce writing. The problem arises when the methods become ends in themselves and do not develop the student's communication skills.

Teachers quite naturally have a great deal of leeway in the classroom, but failure to remind themselves and their students of their purpose is what so often begins to deflect teachers from their chief aim and thus leaves them open to the valid criticism that they are teaching everything but how to write. In this respect, I recall

an experience I had several years ago when, in an attempt to illustrate the various ways of developing a theme, I decided to use music. I played a movement from a Haydn symphony, the first movement of Grieg's A Minor Piano Concerto, Ravel's "Bolero," and Respighi's "Pines of Rome," in each instance showing how the composer developed his theme. Then I related each piece of music to essays we had read, showing how the Haydn classical pattern, or Grieg's combination romantic-classical pattern works very well for expository writing; but how for descriptive or narrative essays the developmental patterns used by Ravel and Respighi are equally appropriate. It was an inspiring lecture. The only problem was that I did not properly prepare the class for what I was doing. Instead of having twenty-seven students with a better understanding of development, I had confusion. Some wondered if I was teaching a music course; others wondered if I expected them to understand the music of Haydn, Grieg, Ravel, Respighi, et al; still others were too thoroughly confused to know what I was doing or what I expected of them. My problems began when, in my enthusiasm, I did not make clear what I was doing and how it related to the purpose of the course.

The next time I tried this approach we dealt with appropriate musical patterns of development as we dealt with the particular pattern in writing. I also used a wider variety of music, especially including music that

was more recognizable to the class. What is more important, I kept the entire project centered on what we would be writing ourselves. The results were better the second time around because I had learned that anything you do in English Composition can be tailored to fit the purpose, but the burden is upon the teacher to communicate his purpose to the class and to so tailor the material that it fits the central purpose of the course. I also learned that nothing is relevant in an English Composition course which does not stimulate writing production; thus, if once the music dies away I have not moved my students to improve their writing skills, regardless of the ability each one brings to the course, then what I have done has been irrelevant.

Whenever the question of what goes on in English Composition courses arises, I am reminded of Sir Nicholas Gimcrack's scientific methods in Thomas Shadwell's The Virtuoso, (1676). Sir Nicholas is a "projector," i.e., a scientist, who has many interests and a variety of projects under way. At one point in the play he is observed flat on his stomach, stretched out on a table top. He has a string in his teeth, the opposite end of the string being attached to the hind leg of a frog in a bowl of water. As Sir Nicholas pulls on the string, the frog moves in the water. Sir Nicholas tries to match the frog's movements. It seems that he is trying to learn to swim, by imitating the frog's movements. When asked

whether he has ever tried to swim in water, Sir Nicholas replies: "Never, sir. I hate the water. . . . I content myself with the speculative part of swimming; I care not for the practic. I seldom bring anything to use; 'tis not my way. Knowledge is my ultimate end." (The Virtuoso, II, ii)

So many teachers of English Composition are like Sir Nicholas Gimcrack. Just as he is concerned more with the "speculative part of swimming" than with the "practic," so they are concerned more with the speculative part of writing rather than the practice of writing. However, because Sir Nicholas was concerned with all scientific knowledge, never concerning himself with the practical application of any of it, he spread himself too thinly and thus he was the perfect character for Shadwell's satire of the Royal Society of England; but as a practitioner of science he left much to be desired. Similarly, many English teachers have many varied concerns in English Composition, so much so that they are seldom concerned with the application of any of it; thus they are no more effective in their teaching of English Composition than Sir Nicholas Gimcrack was in his scientific pursuits.

What can be done to bring our teaching back into focus?

First of all, English teachers need to agree that their chief aim in English Composition is to increase

their students' language performance by constant practice subject to careful, limited criticism. They need to be more concerned about students who do not yet know how to write than they are with students who already do. Yet they need to be concerned about finding ways to use the services of this latter group to help them in their teaching. The experience will be beneficial to both groups of students, since students have a great deal to learn from each other if they are allowed to do so. I have a niece, majoring in German at Bennington College, who was recently sent on a work assignment as a teacher's helper in high school. If the teacher had students who were having difficulty grasping how the dative case functioned, it was Pam's responsibility to take them in small groups and go into depth about the dative case. But she had to do it in her own way. Merely to do it the same way the teacher had done would have been meaningless. The result was that small groups came away understanding the dative case, but equally important, a person for whom something came easily had to learn to work with people who had difficulty grasping these same principles. Pam told me later that for the first time in her educational experience she understood that "teach" is a verb. Too many teachers have never had such an experience prior to college teaching, and some college teachers still have not had the experience.

Why do English teachers continue to teach English Composition as though everyone already knew how to write? YMCA swimming teachers have never assumed all of their trainees could swim. Instead, one of the first things the instructor does is separate them according to ability. "Fine," one might say, "but that is easier to do in swimming where you can tell quickly enough not only who can swim and who cannot, but also how well." Granted, but in learning to swim one must learn how to do rhythmic breathing. The swimming instructors have learned that rhythmic breathing is often best taught by students who have just passed from the beginner level to the advanced beginner level. Such students are often better teachers for rhythmic breathing than the teacher in charge would be because they still feel a very real connection between the ability to do proper rhythmic breathing and the ability to swim smoothly and without fear in deep water. It is this part of the analogy that I think the English teacher can capitalize upon in the classroom. Such an approach will enable him to work with individual cases instead of merely lecturing and discussing writing, because he will utilize the services of those who already have some skill in writing, much of it recently acquired, and who will be adept in helping him to pass along these same skills to their fellow students. Both the German teacher and the swimming teacher have capitalized upon the abilities already present in their classrooms. By

using the Pams and the swimmers in their classrooms for peer group teaching, the teacher has created a climate in which language performance is enhanced and writing production is increased. By using this approach the English teacher can divide his classes of twenty-five to thirty students each into more manageable units, yet have them do a great deal of writing. This can only be done through the use of peers or para-professionals since the student-teacher ratio and the income it generates are very real limitations that budget makers must take into account; and regardless of how idealistic we may be about class size, no college can afford to add large numbers of professional positions to the budget.

Secondly, we need to agree upon what our purpose is, and impart that purpose to the class. "All effective writing is controlled by writer's purpose," according to James McCrimmon.[1] We can paraphrase McCrimmon and say that all effective teaching is controlled by the teacher's purpose. In so doing, however, we need to go one more step and say that the purpose must be agreed upon by <u>all</u> teachers teaching the course, that the purpose must take into account the fluctuating goals and aspirations of the students we do in fact receive rather than the aspirations and goals of students we would <u>like</u> to receive, and that the purpose must be clear to <u>all</u> students, just as the writer's purpose, in effective writing at least, is always evident to his readers. Once the teacher and his

colleagues have agreed that the purpose of the English Composition course is to increase competency with language through writing production, this should become the touchstone for the course, against which all approaches, all discussions, all class projects, are to be tested. If the class spends time discussing a particular social issue, the only justification for doing so lies in how the discussion will generate writing production. If the class reads a novel or a short story, any discussion about the author's life, the social conditions that influenced him, the structure of the work, etc., needs to be related to the purpose of the course. It should be clear that anything English teachers do must be related to the overall purpose of the course. They may set out to do this by any means at their disposal.

Perhaps part of the problem of trying to understand what we <u>should</u> be doing in English Composition, and how to go about it, arises because of how we perceive ourselves as English teachers. Loren Eiseley, in an essay titled "The Snout," argues that evolution is still going on, but few of us, vain creatures that we are, are willing to recognize or admit it. "We Teach the past," Eiseley contends, "we see farther backward into time than any race before us, but we stop at the present; or, at best, <u>we project far into the future idealized versions of ourselves</u>. [Emphasis added.] All that long way behind us we see, perhaps inevitably, through human eyes alone.

We see ourselves as the culmination and the end, and if we do indeed consider our passing, we think that sunlight will go with us and the earth be dark."[2] This is the same view so many English teachers take. Whenever they project into the future, they see persons like themselves, with the same training and background, doing the same things in the same ways they have always been done. If they and those like them do indeed perish, the world will end. They should take note of Eiseley's warning: Man is only one link in the evolutionary process, with no guarantee that the future is his, because survival depends upon adaptability. Can we as English teachers adapt ourselves and our classrooms to survive in the future? Our survival will depend upon our adaptability, especially if we teach at the community college level.

FOOTNOTES

CHAPTER II

[1]James McCrimmon, Writing With a Purpose: A First Course in College Composition, (Cambridge, Mass.: The Riverside Press, 1957) p. 3.

[2]Loren Eiseley, "The Snout," from The Reader: A Study of Form and Content, edited by William O.S. Sutherland, Jr. and Robert L. Montgomery, Jr. (Boston: Little, Brown and Co., 1960) p. 372.

CHAPTER III

THE ENGLISH INSTRUCTIONAL PROGRAM AT THE HARRISBURG AREA COMMUNITY COLLEGE: CHANGE IN TRANSITION

The philosophy of the Harrisburg Area Community College probably echoes the philosophy of HACC's sister institutions around the country, emphasizing as it does that "Individuals and groups should have ample opportunity to develop themselves through education and training to the limits of their capabilities and interests," and that the College's primary function is education through "the transmission of knowledge and culture, and the development of problem solving abilities."[1] Similarly, the curricula and course offerings all fall into the broad categories of transfer, career or vocational/technical, developmental/remedial, and adult/continuing education; the faculty, student body, and administration have their statistical counterparts at other community colleges around the country. It is only when we turn to examine the College as an individual institution that we can see how the English instructional program has evolved.

The Harrisburg Area Community College, which opened officially in September, 1964, was the first public community college in the Commonwealth of Pennsylvania

organized under the several provisions of the Community College Act of 1963, as amended. The College is sponsored by twenty-two school districts in a three-county area which has a population base of 450 to 460 thousand people. Legal responsibility for the College is vested in the Board of Trustees, who delegate authority for administration to the president, who in turn delegates authority to his administrative staff.

In the first years of operation, the College decided upon a division structure rather than a departmental structure, partly because of administrative expediency--several of the departments, if created, even today would consist of only one or two professionals--and partly because the president wanted to experiment with administrative structures. What finally took shape in 1968-69 was a division structure consisting of six academic instructional divisions, just recently expanded to seven, each under the direction of a chairman, each structured around programs which have a common core of disciplines behind them. For example, the Division of Life Sciences, Health Services and Physical Education includes programs in nursing, physical education biology, pre-medicine, recreation leadership, medical laboratory technology and nuclear medicine technology, all of which have the biological sciences as a common core; while the Division of Mathematics, Physical Science and Engineering

includes those curricula which have mathematics and physical science as a common core. This pattern of division structure has proved more manageable than the old "Math and Science" department so common at many colleges. Each academic division offers both transfer and career curricula, and supplies faculty for teaching adult and continuing education courses. Two divisions--Mathematics, Physical Science and Engineering; and Communication and the Arts, offer developmental/remedial courses. The division chairmen, working directly with the vice president for educational services, are responsible for all facets of their divisional programs, a level of responsibility comparable to that of a dean at many institutions. If they are ineffective, either collectively or individually, the whole structure suffers because there are no "buffer" administrative positions to ease the brunt of the blow.

An additional factor which affects administrative prerogatives is a governance structure which from the beginning has been participatory, including faculty and students in the process of deliberation leading to institutional policies, new programs, and solutions to problems which arise, both the predictable and the unpredictable. Contrary to what many believe, some educational administrators do not order, then others obey, as is so often true of business, industry, and the military. An educational administrator at the Harrisburg

Area Community College has always to keep the collegial aspects of his role in juxtaposition with the bureaucratic functions of his role. Thus, when an administrator has an impact upon anything in the institution, especially the instructional program, his efforts are not confined to lengthy discussions with fellow administrators. Instead he must develop a style which enables him to work with faculty to arrive at a consensus. He cannot be a loner; he cannot work exclusively through memoranda, avoiding face-to-face contact. Above all he must have patience because change will come about, whether in a new direction or a reversal of a previous decision which has become entrenched, through a process of discussion, education, and, sometimes, of compromise.

The faculty has grown from 13 in 1964 to 151 during the academic year 1974-75. The majority of the "original 13" came from Hershey Junior College, an institution which had a long history of sending its students to Ivy League schools, as well as to a variety of four-year colleges and universities in Pennsylvania. This set an academic "tone" in the early years which still permeates the institution since the senior faculty helped to design the course offerings initially, and have always influenced the kinds of persons hired as the institution expanded its faculty. There is also the fact that while in the early years of operation the Harrisburg Area Community College did offer career curricula, the majority were liberal arts transfer

programs because it takes a while to compile the necessary data in a given community so that a college can decide what career programs have the best chance at continuing success. Then, too, transfer curricula seldom require the same amount of capitol outlay to initiate as do career programs. Finally, there was the fact that this geographic area, prior to the opening of the Harrisburg Area Community College, had always been oriented to four-year college programs. This fact also prompted the College to develop its transfer programs first, to prove it could provide quality education in familiar areas before it began to move more freely into the then unfamiliar area of career education, hoping thereby to provide an early pattern of success. The Harrisburg Area Community College was extremely successful with its transfer students, which helped to gain community acceptance, but which also left a legacy of staying with the familiar and traditional. The result has been an instructional program which would be considered staid and conservative in many more progressive community colleges. This is especially true of the English instructional program. The faculty fit very closely the research description of faculty discussed in Chapter II, especially insofar as background and level of training is concerned. In the Communication and the Arts Division, for example, all but one holds the master's degree in English or one of the other disciplines offered by the division, e.g.,

speech, art, drama, music, foreign languages and philosophy. We might note, however, that between 1969 and 1971 persons added to the English faculty were chosen not only because of strong academic preparation, but also because of interesting features in their backgrounds, e.g., community college attendance, previous teaching experience at a community college, work experiences other than teaching which made them broader persons. They were hired to complement the older English faculty and also as an attempt to bring fresh perspectives into the Division. On the whole we have a creative English faculty who are facing up to the realities of what our changing enrollments portend.

The student body during the first five years was a fairly homogeneous group. This is attributable in part to the fact that prior to the opening of the College there was no low cost education available in the Harrisburg area. Traditionally academic students in high school were in the majority and upon graduation, if, as was so often true, a student could not afford to attend one of several very good but expensive liberal arts colleges within a hundred mile radius of Harrisburg, he tended to go to college out of state or not at all. Many students could attend state institutions but until the late '60's these were still exclusively teacher training institutions. There were, of course, proprietary schools in the area but these, too, tended to be beyond the financial means of

many students. Thus our service area had a large number of academically talented students who, if they wanted college at all, had to turn to the community college for the first two years.

Here if we turn to Figure 1--ACT Profile 1965-1973, we note an interesting trend. From 1965-1971 a large proportion of our entering students took the ACT (American College Testing) program. The figures reveal that the majority of testees planned to be full-time students, i.e., taking twelve or more credit hours per semester. They earned high scores on the English Sub-Test of ACT, the mean scores ranging from 16.4 to 17.7, on a scale of 36.0. The majority were well prepared in English while in high school, having earned grades of "C" or higher. The majority were high school seniors or graduates at the time of testing who tended to be between 18 and 20 years old. Space limitations preclude offering the entire set of profiles but it is interesting to note also that an average of 63% of the students planned to earn at least a four-year degree while an average of 31% planned to earn at least a two-year degree; the majority came from families in the $13,000 to $14,999 income range; they averaged two siblings still living at home who were high school or elementary school students.

If we turn now to compare these data with those in Figure 2--Fall Enrollments: First Time Matriculants (Full-Time/Part-Time), we will note that the proportion of

Fig. 1.--*ACT PROFILES: 1965-73

Year	No. Tested and Enrolled	Total First Time Enrollees	First Time Enrollees Tested (%)	EACT Score Range (%)	Status at Time Tested (%)	H.S. Grade Distribution English (%)	Age Distribution (%)	No. Years Out of H.S. (%)	No. Who Plan to be FT/PT (%)
1965	727	749	97	17.1 Mean	. . .	A=14.8 B=37.5 C=38.6 D= 9.1 F= 0	17= 2.1 18=26.3 19=56.0 20= 7.7 +21= 8.0	. . .	. . .
1966	663	873	76	26-36= 1 21-25=22 16-20=49 1-15=27 17.6 Mean	. . .	A= 7.4 B=35.6 C=46.3 D= 9.7 F= .2	17=24.5 18=46.9 19=13.3 20= 2.7 +21=12.6	. . .	. . .
1967	818	1,118	73	26-36= 2 21-25=25 16-20=45 1-15=28 17.6 Mean	. . .	A= 8 B=35 C=46 D=10 F= 0	17=27 18=47 19=10 20= 4 +21=12	. . .	. . .
1968	722	1,538	47	26-36= 2 21-25=27 16-20=46 1-15=25 17.0 Mean	. . .	A= 7 B=43 C=42 D= 7 F= 1	17=45 18=39 19= 4 20= 2 +21=10	. . .	. . .
1969	1,202	1,393	86	26-36= 2 21-25=23 16-20=48 1-15=27 16.7 Mean	H.S. Jr.= 1 H.S. Sr.=65 H.S. Gr.=27 College = 5 Other = 2	A= 7 B=38 C=46 D= 9 F= 0	17=50 18=17 19= 4 20= 2 +21=17	. . .	. . .

Fig. 1.--Continued

Year	No. Tested and Enrolled	Total First Time Enrollees	First Time Enrollees Tested (%)	EACT Score Range (%)	Status at Time Tested (%)	H.S. Grade Distribution English (%)	Age Distribution (%)	No. Years Out of H.S. (%)	No. Who Plan to be FT/PT (%)
1970	1,343	1,638	81	26-36= 2 21-25=24 16-20=47 1-15=27 16.4 Mean	H.S. Jr.= 0 H.S. Sr.=61 H.S. Gr.=30 College = 7 Other = 2	A= 3 B=32 C=53 D= 2 F= 0	17= 5 18=58 19=12 20= 5 +21=20	1 or More =28 Less Than 1=12	FT=88 PT=12
1971	1,423	1,662	86	26-36= 2 21-25=25 16-20=43 1-15=30 16.3 Mean	H.S. Jr.= 2 H.S. Sr.=65 H.S. Gr.=25 College = 6 Other = 2	A= 4 B=33 C=54 D= 9 F= 0	17= 5 18=58 19=13 20= 5 +21=19	1 or More =27 Less Than 1=73	FT=86 PT=14
1972	1,068	1,599	67	26-36= 3 21-25=27 16-20=42 1-15=28 16.4 Mean	H.S. Jr.= 2 H.S. Sr.=67 H.S. Gr.=24 College = 4 Other = 3	A= 5 B=42 C=46 D= 6 F= 1	17= 5 18=61 19=13 20= 4 +21=17	1 or More =23 Less Than 1=77	FT=87 PT=13
1973	659	1,602	41	26-36= 2 21-25=26 16-20=45 1-15=27 17.7 Mean	H.S. Jr.= 3 H.S. Sr.=78 H.S. Gr.=17 College = 1 Other = 1	A= 8 B=44 C=41 D= 7 F= 0	17= 3 18=77 19=11 20= 3 +21= 6	1 or More =13 Less Than 1=87	FT=91 PT= 9

*ACT was required for the first time of all entering students in the fall semester, 1965.

part-time students to full-time students tends to increase significantly in 1966-68 and again in 1973-74;[2] the years in between showing a relative stabilization.

Fig. 2.--FALL ENROLLMENT: FIRST TIME MATRICULANTS (FULL-TIME/PART-TIME)

Year	Full-Time Enrolled	Part-Time Enrolled	Total Enrolled	%Enrolled Part-Time
1964	405	21	426	5
1965	665	84	749	11
1966	538	335	873	38
1967	691	427	1,118	38
1968	844	694	1,538	45
1969	951	442	1,393	32
1970	1,077	561	1,638	34
1971	1,109	553	1,662	33
1972	1,000	599	1,599	37
1973	854	748	1,602	46
1974	828	856	1,692	51

At the same time that the part-time enrollment increased proportionally, the number of students in career curricula increased when compared to the number of students in transfer curricula. Also there was a dramatic increase in the number of special students on campus but especially at off-campus locations as the College began to take its services to the community. A special student is one who can take up to twelve semester hours of college credit without declaring a curriculum and without submitting any credentials, e.g., high school transcript or test scores. Special students are not

limited as to what courses they can take, the only check of their readiness being a scheduling interview with a counselor. Since 1969 the majority of special students are career-oriented, whereas earlier the majority were transfer oriented.

As the number of special and part-time students began to increase, the faculty and administration, at student request, decided that the admission process needed to be streamlined. It made no sense, for example, for students to take the ACT or submit high school records when the test scores were not needed for placement or when the high school record was outdated, often unobtainable, especially for adults. Thus it was in fall of 1970, in keeping with a change in state regulations, the College no longer required that a student be a high school graduate to be admitted. (Initially this privilege was extended only to those 21 or older but more recently the age was lowered to 18.) It was also during this period that the number of "New Students," as described by Cross, increased.

Harrisburg Area Community College has always had a personalized registration system which assures that each student sees a counselor or advisor before completing the registration process. During the years of maximum growth, 1967-71, when the number of matriculated students exceeded the projections by five to seven percent annually, persons without proper credentials had to wait for admission until

all credentials, i.e., ACT results and high school transcripts, had been submitted. The enrollment pattern began to change in the spring semester 1971-72 when for the first time the Harrisburg Area Community College experienced an enrollment decline. The number of entering students taking the ACT examination also began to decline during this period. (See Figure 1) Because of declining enrollments admissions deadlines were eliminated; admission decisions were made directly from the application and persons were allowed to enter as special students without any validating information or academic credentials. This accelerating trend began to affect the English instructional program because ACT scores were no longer universally available for placement into remedial English or English Composition, English 051 and 101, with the result that the faculty was forced to seek other ways of determining rediness for English 101, and to develop common course objectives for English 101.

College records show that with the elimination of rigid application deadlines, over one-half of our students, many of whom are first-time students, either apply for admission or register for classes during the last three weeks of the registration period. Because of these shifts in admissions and registration patterns the problem of placement in English has become even more acute.

The cumulative effects of changing enrollment patterns has had a decided influence upon the English

instructional program at the Harrisburg Area Community College. In order to adjust to the changes it has been necessary for faculty and administration to analyze what was happening and adjust the program accordingly.

The changes in the English program at the Harrisburg Area Community College fit most closely the "linkage model," a term originated by Ronald Havelock in his study A Guide to Innovation in Education, and which is summarized in David S. Bushnell's Organizing for Change. The linkage model, which focuses primarily on the user or the problem solver as the initiator of change, also assigns a role to the resource person.

Bushnell writes:

> The user senses a felt need which motivates him to diagnose and set forth the elements of the problem that he is experiencing. Through a systematic search process, various alternative solutions are identified and evaluated before a particular solution is selected for trial. During the search stage the problem solver links up with outside resource groups in the expectation that new and more relevant alternatives will be discovered, offering him the opportunity to test these new approaches. In the process of linking with outside resource groups, the problem solver must enter into a reciprocal relationship if the link is to be optimally productive. . . . the resource group as well as the user must be aware of the situation in which the problem solver operates if they are to react productively. The resource group, in effect, simulates the user's needs, but they must also be able to simulate the search activity which the user is going through.
>
> Linkage is not simply a two-person interaction process, however; the resource person must have access to more remote and more expert resources than himself. In his efforts to aid the user, the resource person finds it necessary to draw upon other specialists.[3]

The linkage model stresses the need for a "communication chain" to be developed so the resource persons and the user/problem solver can "link" their efforts to arrive at a workable solution. The strength of Havelock's linkage model, according to Bushnell, lies in its stress upon the importance of the "interpersonal linkage between user groups and resource groups." Bushnell outlines six steps through which a "problem solver" should proceed "to go about implementing needed reforms within [an] institution."

1. Diagnosing the problem
2. Formulating objectives and criteria for differences
3. Identifying constraints and needed resources
4. Selecting potential solutions
5. Evaluating these alternative solutions
6. Implementing the selected alternatives within the college system[4]

I am not suggesting that the faculty and administration used the linkage model as a blueprint, but rather that in retrospect what actually happened tends to fit the pattern of our experience. It is clear, however, that once an institution has recognized how change occurs, the linkage model can serve as a reasonable guide toward effecting further change.

With administrative encouragement, the faculty in the Communication and the Arts Division began to diagnose the problems posed by the changing student body. They began to question the relevance of the College's offerings in English composition and developmental/remedial English.

One of their first tasks was to elicit the help of the Research Office to see what information was available to describe the student body. They also polled faculty from other academic areas to see what they felt English should be doing; they enlisted the aid of administrators and the appropriate faculty committees so that both could make their contribution in keeping with their own peculiar function.

Recognizing that the College still attracts traditional students who are well prepared in English and for whom all supporting credentials were on file, the faculty first decided that such students could either bypass English 101 and go directly into English 102, or go into special sections for students talented in English, as determined by test data, high school record, or by examination. It proved more difficult to deal with the increasing numbers for whom neither test data nor high school grades were available.

In October, 1971, a small group of English faculty returned from a conference at The Pennsylvania State University with an idea they believed would improve the teaching of English composition. At the heart of the issue was the concern of a number of instructors of Developmental English 051-052 about the inflexibility of the sequence, especially the strict limits it imposed upon student achievement. Specifically, they were concerned that if a student in Developmental English

succeeded in remedying his "problems" in English in the first six to eight weeks of the course, he had to mark time for the remaining weeks of the course rather than proceeding immediately from English 051 to English 101. Thus his developmental work seemed punitive rather than preparatory. They also questioned an earlier Division ruling that in order for a student to move from English 051 into English 101, he had to earn a grade of B or better. If he earned a C or lower, the student was required to go from English 051 into English 052 for another semester of "seasoning." No other course in the institution required a B for entry, so this stipulation was removed by vote of the Division. This quite naturally led to the realization that perhaps English 052 was a superfluous course. The Division so decided and eliminated the course from the required sequence.

The group then devised a system whereby the student was encouraged to progress as rapidly as possible, and which enabled a preparatory student to finish the semester with credit in English 101. The Division considered and endorsed the idea. Thus the SAMOWARI Experiment was born, the experiment taking its name from the first two letters of the last names of the four faculty involved--Sanders, Moten, Wallace, and Ritter. It is interesting to note that the group consisted of two senior faculty, one intermediate, and one junior, untenured faculty member.

The next concern of SAMOWARI was administrative support because regardless of the merits of the case, the contemplated change could not come about without recognition of certain realities. First of all, there was the administrative machinery to consider, the machinery necessary to change registration continually throughout a given semester, yet maintain accurate student records. Second, there was the fact of cost, because within a given semester a student could be exposed to six credits of instruction for which the institution would realize only three credits of reimbursement. Finally, there was the question of faculty load and class size to be considered by the Faculty Personnel Policies Committee since an individual faculty member could suddenly find himself one section short at mid-term, or with seriously depleted ranks or an oversize class in one or more class sections.

The English faculty and the dean of instruction worked with the academic details of the idea; the Faculty Personnel Policies Committee worked on the problems posed by class size and faculty load; the division chairman, the dean of students and the dean of administration worked out the details of registration and finance.

As a result of everyone's joint efforts, each semester the College schedules several sections of English 051 and 101 which are fitted together, coordinated and taught by a nucleus of four faculty. When the master schedule is approved the coordination of sections has

already taken place, so all the faculty members have to be concerned about are course outline, content and objectives, as well as coordinating their day-to-day teaching efforts, rather than with administrative detail. The students are thus assured freedom of movement according to individual progress. Also, as a result of the project, the English faculty, recognizing that institutional policy required that all course work had to culminate in a grade, were instrumental in pushing for the introduction of a new grade to the teacher's arsenal. The grade of "Y" recognized work still in progress at the end of a semester. Unlike a grade of "Incomplete," which eventually must be translated into honor points for computation of grade point average, the "Y" grade holds everything in abeyance until work is completed. If the work is never completed, the hours attempted are never computed as a part of the student's grade point average.

Over the past two years we have noted a decline in the number of sections of English 051 we have had to schedule; we have eliminated English 052 from the curriculum; we are currently rethinking English 001, Developmental Reading. The wisdom behind these changes is borne out by a recently completed study by Alfreda Johnson, Associate Dean of Students at the Harrisburg Area Community College, entitled "The Relationship Between Selected Variables and the Prediction of Success in English 101," a practicum presented to Nova University

in partial fulfillment of the requirements for the degree of Doctor of Education. Mrs. Johnson's study, while it proved to have shortcomings produced by the streamlined admissions procedures, reenforces certain of the English faculty's reaction to the changing student body and its attempts to compensate for not having ACT scores for English placement. The study was concerned with the following problem:

> Does the ACT English score of 15 or above serve as the best predictor of success in English 101? Are there other factors which contribute to the student's success in English 101? Can a probability matrix be constructed which could serve counselors and advisors as a guide to indicate the student's chances of earning a 2.0 or better in English 101?

Mrs. Johnson, taking her sample from the 1972-73 school year, found that there is not a significant relationship between:

1. the ACT English score and the grade earned in English 101.
2. the student's high school rank and the grade earned in English 101.
3. the age of the student and the grade earned in English 101.
4. the sex of the student and the grade earned in English 101.
5. the cumulative grade point average and the grade earned in English 101.

Her study was affected by the changing enrollment patterns which produced samplings that were too small to be significant, even where positive correlation existed. For example, in considering the correlation between the ACT English score and success in English 101, Mrs. Johnson found that while there was a positive correlation, the

correlation was of little practical significance because it accounted for less than 6% of the variance in English grade. Similar results were noted in considering the correlation between the student's high school rank in class and the student's grade point average, in relation to success in English 101. Her study goes counter to the findings in earlier studies which show a positive correlation between ACT scores, high school grades, and success in English 101.[5] Her recommendations stress that the English faculty needs to consider factors other than test scores which contribute to success and which may be more reliable. Her recommendations also suggest that the English faculty needs to continue its attempts to individualize instruction in English. Thus even with the shortcomings of her study, the study emphasized one point for the faculty: Gone are the days when we can develop so-called predictors of success because we can no longer control the variables, i.e., we can no longer insist that every student take the ACT or that every student submit a high school record. Similarly, we cannot assume similarity of background for our English students. We have to learn to meet students where they are and devise ways of building upon what the individual student brings to the classroom, as determined by classroom performance rather than predicted performance.

A second project was the development of a new placement procedure for using student performance to

determine readiness for English 101. There had always been an informal network among English faculty for moving students from one English course to another. However, based upon our experience with the movement of students from English 051 to 101, just cited, it was decided that the procedure could be made more routine. Essentially the procedure emphasizes diagnostic writing in the first week of classes. Then classes are dismissed for a period of three to four days so the English faculty can read and judge the sample student essays. No student is assigned to English 051 without the consensus of three faculty members working independently of each other. (This approach has had the added advantage of enabling English colleagues to get some idea of the standards expected by other members of the department.) Administrative support came about in working out the details of the class dismissals, in view of state regulations requiring so many hours of classroom instruction per semester. The faculty suggested that since the majority of students would be meeting in conference with individual faculty members to discuss the results, and since the reading time would span the missed class periods, the conference and reading clock hours could be tallied and could count as the lost hours of class time. They argued that when we consider the number of classes students have to miss in a given semester, one or two class hours would not make that much difference. Besides that, when we considered the number

of hours the English faculty would have to put in reading, pondering, correcting and conferring, one could not reasonably argue that the Commonwealth of Pennsylvania did not get its money's worth. Thus all reports to the state simply show what the state would expect to see. Still, if it were raised as an issue, it would be the administrators who would have to justify the action.

If their approach works, the faculty are prepared to recommend the elimination of any kind of pre-testing for placement. Like so many institutions, for years we have used a national standardized test for English and mathematics placement, but now the English faculty are trying to arrive at their own method to replace the mass standardized test because they are finally questioning the validity of test scores. The fact that increasing numbers of part-time and special students do not have ACT scores for placement has reenforced experimentation with this approach.

A third faculty centered proposal was to allow teachers a choice of the kind of experience they wish to provide for students in English 101. Having agreed upon a set of objectives, regardless of approach, the faculty member is free to choose a rhetorical or a thematic approach using literature, primarily the short story and novel, or he may choose to develop his own material completely independent of what his colleagues are doing. He still must agree, however, to teach toward the

common objectives. On the basis of a year's experience with the alternatives approach, we plan to expand the options open to students. The administrators involved helped by working out the scheduling problems posed by advance registration, as well as making adequate provision for faculty to develop their own materials. Prior to this change our advance registration system had never published teacher's names. Now, however, it became important that sections be assigned and that students could identify with a particular instructor and be assured that the instructor of his choice would not be shifted. It thus became an administrative problem to provide a schedule several months in advance of a semester which could be honored when classes began.

Stimulated by this development, two junior, untenured faculty members formulated a thematic approach to composition, the Middledock Experiment--the project taking its name from the first half of each faculty member's family name, Middleman and Dockery. They believed that "English Composition 101 is inadequate as currently taught, viz., by the rhetorical method, and employing readings primarily for illustrating the form of discourse rather than its intellectual or human content."[6] Instead they constructed a course which they offered to six sections of their English 101 classes for fall, 1972, three sections taught by Middleman, three sections by Dockery, convinced as they were that their approach would

have more appeal to the student's interest and more effectively challenge him to write better. They wanted to provide unity and direction by avoiding the traditional "pirouette upon a different parquet," at two-week intervals; they also wanted to avoid the course's seeming reliance upon external motivation, i.e., "you have to do it," rather than upon internal commitment.

The course was designed based upon the problem of human existence itself, which each student was to "solve" by means of five interlocked writing assignments, each one of which was paired with a "provocative" literary work with which the student could interact. The five general topics were:

1. What (people, events) have been important influences on me regarding my choice of a career?
2. To what extent do I desire freedom of choice (career-related and otherwise)?
3. What are my inner resources? What am I myself alone?
4. What am I waiting for (goals in the sense of dreams)?
5. Why wait for anything?

One salient feature of course design was that each instructor wrote the papers along with the class; the student's due dates were the instructors' due dates also. Any special limitations of the assignment were also followed by the instructors when they wrote. The class period following the one in which the student's corrected papers were returned, was given over to a critique of the instructors' papers. The instructors hoped thereby to give each student some objective reason to respect the

instructors' writing abilities, or lack thereof, and therefore to perhaps "credit with less reluctance" the observations the instructors made about the students' writing. Hopefully the students would also discover that the instructors were also "imperfect and subject to constructive criticism."

In answer to the possible objection that their system failed to provide students with "rhetorical tools" the instructors expressed their conviction that "thought makes its own form, that given a sufficiently clear and provocative topic students will find, in this instance at least, vindication of Plato's tenet that all knowledge is remembrance." They set aside one to four class periods per paper to discuss specific problems students were experiencing with their writing, and both in these sessions and in those devoted to explaining the assigned topics, the names of rhetorical modes were elicited either spontaneously or by indirection. They also found that in examining the readings with the students, the discussion often dwelt upon what the author was doing, e.g., comparing, describing, analyzing, classifying, etc., which was not surprising, since, as they put it, "rhetorical modes were not invented by composition teachers, but are rather the ways in which people have always thought and written."

In evaluating the project the instructors found that since the students knew that more was expected of them

than they might have anticipated, the teacher's expectation was construed as a compliment. Motivation began high and continued so, as was reflected in the students' comments in their evaluation of the instructors. Students had reservations about certain of the readings, feeling that they were too difficult, abstract, or obscure, and as a result the instructors were able to propose alternate readings for future classes. The students were especially pleased with the class participation, those students who were reluctant to participate feeling that even in remaining silent, in the general atmosphere created in the classroom they were learning something, since they shared the same problems brought up for discussion by the ones who did volunteer to read sections of their papers they were unsure of, or who asked less specific questions concerning matters of writing tactics and overall structure. Naturally certain students felt more comfortable with an individual conference in the privacy of the instructor's office. On balance the instructors conclude that the students learned "good" work habits at the beginning of the semester and produced steadily better work as the semester progressed. Their final grades were not all A's and B's, but then "Middledock was not meant to be a philosopher's stone," but instead a decided improvement over what each instructor had tried in the past, and writing of a higher quality than either was experiencing in their other composition classes that same semester.

The Middledock Experiment represents the kind of change which can be initiated at the division level, requiring nothing more than approval of the Division Chairman, who worked out the details of scheduling once he was certain that the proposed experimental course met the overall course objectives of English 101.

Finally, one of the most significant ideas, planned in 1971, first initiated in fall, 1972, was the Writing Center, in which three professionals tutor students and coordinate the efforts of six to twelve student tutors. The Writing Center grew out of faculty concern throughout the institution that many students needed additional help, not just with those skills we normally associate with remedial/developmental English, but with higher level problems. For example, the adult student whose first college course is a social science course which requires a documented paper or other forms of written assignment; the student in his first literature course who does not know how to set up a literary analysis or a critical paper; the student who has just gotten his essay examination back and who wants to learn how to take an essay examination before he is faced with the task a second time. Since virtually everyone supported the idea of a writing center, its establishment apparently depended upon two administrative issues: First, the question of finance--how to provide release time so a professional member would serve in the Writing Center as part of his

regular assignment. This particular problem is especially important because the College's income is related directly to credit hours. The second problem centered indirectly upon finance because the institution would have to take a classroom out of circulation in order to operate a writing program. This would mean that five sections of a course, and three faculty, regardless of demand, could not be scheduled during prime hours--nine to one--because the Writing Center would have to be manned during prime hours when students are on campus. Clearly this was a case where the easier course of action, administratively speaking, would have been a well-explained "no." Still, while the faculty worked on design, the administrators worked on the other problems.

The problem of professional staffing was solved in two ways. One professional who teaches English and at least one introductory education course was freed of the education course responsibility through a rearrangement of the schedule which made it possible for someone else to cover the education section. This portion of the faculty member's salary was covered by a grant, specifically awarded to provide the tutoring services for the Writing Center. The other two professionals became available when the faculty in the division, after an initial rejection then a reconsideration, voted overwhelmingly to add one additional student to each section of English and Speech, which provided sufficient income to allow each of the two

faculty members one section of released time to work in the Writing Center. An unexpected windfall came when the Social Science and Public Services Division, through combining two history sections, was able to release a history teacher, who was then assigned to the Writing Center to help students with writing problems in social science courses. A room was provided after a careful analysis of the total institutional schedule and a reallocation of space. Equipment was no real problem, since little was needed beyond basic furnishings.

At the end of its first year of operation, the Writing Center provided services for close to 1,500 persons. This figure includes 1,396 students, 96 HACC faculty members, and 5 consultations with faculty from other campuses. During the year a total of seven student tutors were used along with one student intern from The Pennsylvania State University, Capitol Campus. The Center yielded $6,408 in reimbursement income when clock hours were converted to credit hours, which helped considerably to cover the salaries of the two instructors involved. At the end of its second year of operation the Writing Center served 922 students, 96 HACC faculty members, and 3 consultations with faculty from other institutions. The second year 10 tutors were used, but no interns were included. Once again reimbursable income has gone a long way toward meeting the instructional costs involved.

The services varied from help with a speech assignment, to how to use a style manual to learn documentation; and from how to set up a book report to how to interpret the symbols used by an instructor grading essays in English 101. In a typical semester, students have sought help in the following course area: Food Service; English 001 (Reading); English 051, 101, 102; World Literature; Speech; Psychology; Police Science; Sociology; History; Philosophy; Political Science; Accounting; Business Law; Data Processing; Nursing; Environmental Science; Biology; Human Services.

The types of services offered most frequently consisted of help with: Expository and argumentative essays; outlines for speeches; reaction to ideas on a variety of subjects; research techniques; proofreading; spelling; outlining; essay examinations; grammar; punctuation; clarification of assignments; organization of surveys; term papers; documentation; consultation on literary interpretations; business letters; personal resumes; editorial suggestions on College pamphlets; memo writing; library information; proctoring make up examinations. Now we are considering expanding the Writing Center to offer supportive services for any course at the College which requires any form of written work, e.g., term papers, periodic reports, etc. The continued success of the Writing Center may mean the elimination of any course below the English 101 level, but this will require

careful thought because the Writing Center, as originally conceived and as it was developed this past year, never was intended to replace any course in its entirety, but only to supplement it. An additional benefit was realized when the Writing Center faculty, working with the Division's Tutor Coordinator, trained a nucleus of student tutors who were assigned to work with individual faculty to provide tutoring for individual students who request it, exclusive of the Writing Center. Also, the Writing Center was instrumental in prompting two faculty who worked in the Center to compile a publication, especially adapted to community college students, titled, Writing the Documented Paper; and to team up with a colleague in speech to complete A Handbook for Argument. Both publications indicate the instructors' desire to develop resource materials that derive from their teaching experience on the Harrisburg Area Community College campus.

If the Writing Center is to continue operating it is obvious that it cannot rely indefinitely upon grants, nor can the College administration expect the faculty in the division continually to increase their class size. A method has been devised whereby funding has become available which will be three-quarters sufficient, but, what is more important it will be continuing. We have discovered a clause in the state law which allows for reimbursement on a clock hour basis for certain categories of

experiences provided for students. As I see it, this is an administrator's job, to take care of the "housekeeping details," to find the approach so faculty are free to do what they are hired to do--instruct students. Meanwhile, the Division Chairman and a faculty committee are working on a plan with The Pennsylvania State University to provide teaching interns to work in the Writing Center as a regular part of their graduate training for teaching English.

In setting up the SAMOWARI Experiment and the Middledock Project, in establishing the Writing Center, in helping the English faculty in general to wrestle with the problems posed by placement of diverse students into English courses, in working with the Division Chairmen and individual faculty members who want to experiment with teaching methods, the process of change and implementation has most closely resembled the linkage model.

In each of these examples, faculty and administration worked together, each one doing what it does best. The ideas worked, first because they were faculty initiated and thus faculty had a stake in what happened. Second, they worked because administrators were able to handle the many details which have nothing to do directly with face-to-face instruction. This is a pattern which has worked repeatedly at the Harrisburg Area Community College, and one which has altered the entire instructional program. With the exception of the Mathematics,

Physical Science and Engineering Division where a Mathematics Clinic has been operational since 1968-69, the Writing Center has influenced the establishment of other "centers": a Library Laboratory, a center for tutoring in Technology, and the establishment of a Reading Center. Ultimately, within two years or so, we shall need to develop a learning skills center with centralized coordination. At the present time, however, we feel that our approach of letting ideas evolve from the faculty tends to augur well for experimental programs because once the administrative details are worked out, there is more of a faculty commitment to work with the idea.

FOOTNOTES

CHAPTER III

[1]Harrisburg Area Community College Catalog, 1973-75, p. 11.

[2]I have limited the figure to first time matriculants since these are the students who are the most likely candidates for entry level English courses. The number of transfer students presenting credit for English 101 is not significant enough to affect the figures here.

[3]David S. Bushnell, Organizing for Change: New Priorities for Community Colleges (New York: McGraw-Hill Book Company, 1973) p. 73.

[4]Ibid., p. 75.

[5]Unfortunately, I must depend on memory for this information. The results of comparable research reports are not available, having been lost in late June, 1972 when the College campus and surrounding areas were completely flooded. However, there is a Division report, compiled in spring 1973, which consists of a compilation of grades awarded by the Division faculty, 1970-72. The report concludes, somewhat cynically, that "nearly every student lucky enough to get into English 101 passes the course with A, B, or C." The report makes no attempt to ask whether this may not be a result of the attempts of the English faculty and counselors to improve placement and instruction.

[6]Material concerning the Middledock Project is taken from a report submitted in December, 1972, to Mr. Norman Vanderwall, Chairman, Communication and the Arts, by Louis Middleman and Michael Dockery.

CHAPTER IV

CHANGE: A PERSONAL PERSPECTIVE

The experienced changes in the English instructional program at the Harrisburg Area Community College suggest that the change process is affected by factors which must be taken into account by those faculty and administrators who desire to implement change. First of all, we must recognize student and faculty characteristics and capabilities. At HACC when the English faculty first became concerned about cut-off scores on the ACT English Test, they had to examine the characteristics of the College's student body, analyze what had actually occurred, then make their plans accordingly. In the process, they learned a great deal about themselves both as individual English teachers and as collective members of an academic division and of the total College. Thus one of the prime considerations for change is to recognize what human and intellectual resources are available within a faculty, then to relate those characteristics to what is needed to serve the kinds of students the institution attracts.

The Writing Center was the brainchild of three English faculty who were reacting to what they perceived to be shortcomings in the kind of instruction they were

offering their own students as well as perceived shortcomings in the total English program. The three took stock of talents within their own division, then went seeking help from other resources in the College so that they might better analyze the problem, arrive at objectives and, ultimately, implement a solution. Similarly, the SAMOWARI project was concerned with changing placement procedures and followed the same basic pattern of change.

A second major consideration in the change process is the administrative climate prevalent at an institution, for we cannot escape the fact that eventually all change will have to involve some measure of administrative involvement, the degree of involvement varying, depending upon administrative structure and the personalities of key administrators.

I agree with John Millet's view that administrators exist not to dominate faculty and students, but to serve them, and that the effective administrator "cannot hope to make competent decisions across a wide range of problems and specialty areas, even though he may be qualified in one specialty."[1] Whether a particular institution reflects Millet's thinking will have to be determined by persons at that institution. I recognize from experience, however, that in most organizations it is the administrator who ultimately makes decisions when consensus cannot be reached. This is one of the prime functions of

administration which must be recognized by all persons who work for change in an organization.

Obviously we must recognize that administrators have to operate within the governance restraints of their own institutions. At the Harrisburg Area Community College, for example, I have to operate within the governance restraints of a participatory model, best described by Richardson, et al,[2] a model which can slow down the decision making process, but one which shares responsibility in making institutional decisions. It allows ideas to be exchanged by all members of the college community. If all citizens in the college community are not involved, then implementation, as pointed out by Hage and Aiken, can be extremely difficult because "the success of a new program [change] requires the active participation of other members of the organization . . . If the lower participants do not cooperate, the program can be largely defeated by the passive or even active resistance of those members concerned with the actual operation of it."[3] Bushnell makes this same point, when he contends

> It is important to involve those people who have a vital interest in a given program, such as faculty, students, administrators, or even the community at large. . . . The greater the extent of involvement of individuals in the development of output objectives, for example, the more likely will be their commitment to the achievement of those objectives.[4]

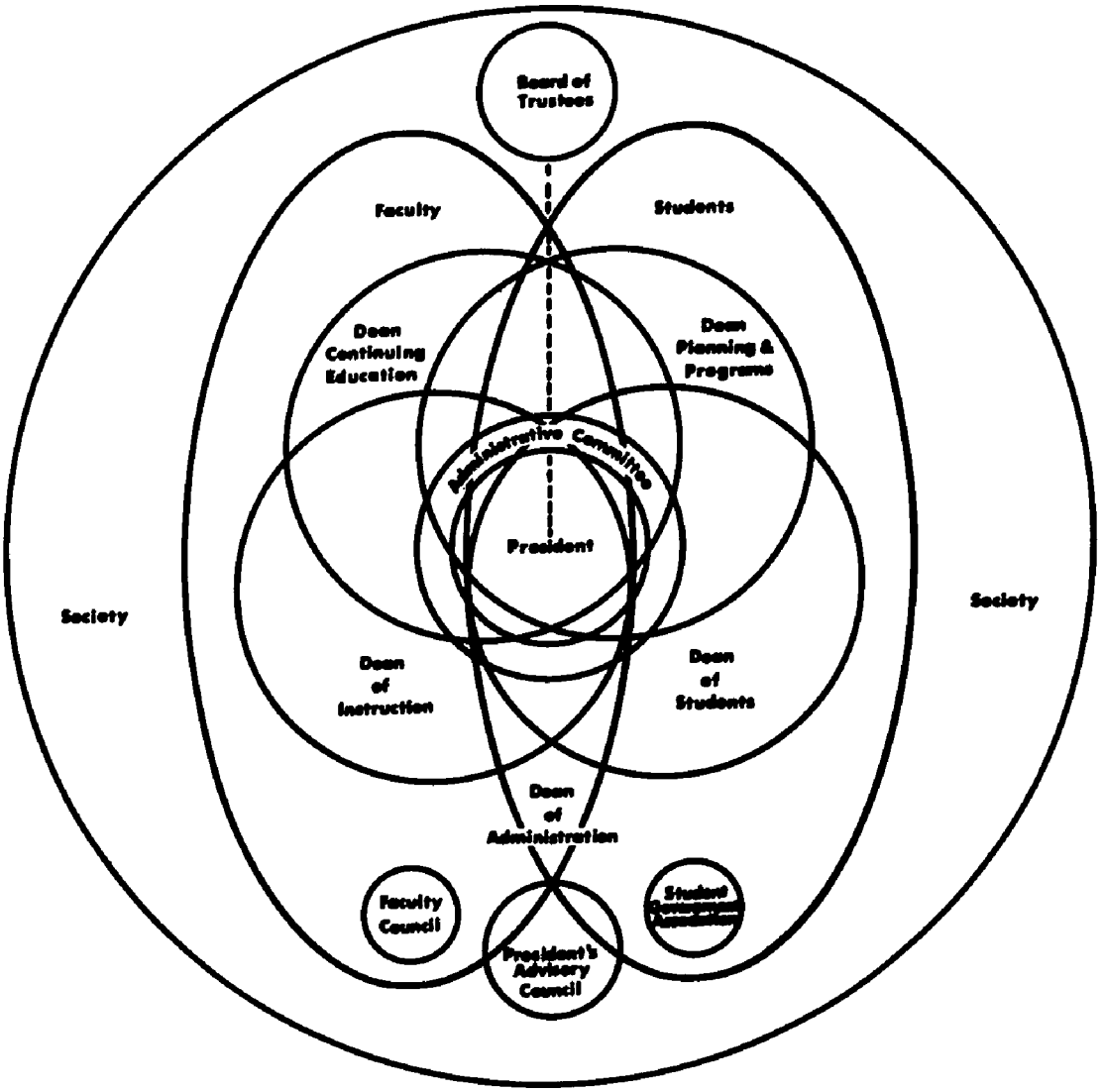
Thus there is wisdom in seeking total support by involving everyone from the outset so that implementation is the final step in a process they have initiated or at

least been heavily involved in planning. Bushnell's emphasis upon the communication between resource persons and users of information is especially pertinent here.

In order to avoid the connotations inherent in the expression "lower participants," perhaps we would do well to consider an administrative chart similar to the one in Figure 3 rather than the traditional line staff chart which suggests relationships which exist only in a military organization, seldom in higher education. The chart was conceived by Dr. Clyde E. Blocker in an attempt to illustrate actual relationships, both formal and informal, rather than what appears to be the rigid "chain of command" inherent in the traditional line staff chart. We notice from the chart that there are overlapping areas of responsibility, illustrating the fact that communication within an organization never proceeds exclusively up and down "chains of command." Instead, it occurs within and among the overlapping spheres of influence and responsibility.

Roueche and Pitman are correct when they contend that change begins at the top--or at the center as in Figure 3--with the community college president, but then they are quick to point out that it is only through recruitment of top administrative personnel and the proper delegation of authority that the president is able to create a "climate dedicated to causing learning," through his ability to "initiate change himself and to support the

Fig. 3.-- INSTITUTIONAL SPHERES OF INFLUENCE AND RESPONSIBILITY



legitimate efforts of others."[5] The same may be said of lower level administrators in their efforts to recruit faculty who are academically competent, but who will also be productive in other ways.

From an administrative point of view, the crucial issue is for the administrator to adopt an administrative style with which he is comfortable, yet which is compatible with the situation within which he finds himself. To do otherwise can lead not only to frustration and a high degree of administrative discomfort, but also to a short-lived administrative career at any institution where the administrator's "style" is seriously at variance with the climate within which he must function. Faculty, too, have to recognize how administrative climate affects change because they too can be frustrated and uncomfortable at an institution where their efforts to effect change are at variance with the administrative "styles" of key administrators. Regardless of setting, however, two facts stand out: (1) change must begin with the president by creation of a comfortable climate for change, (2) in the absence of consensus, administrators must decide.

In recognizing the administrative climate it is important that faculty know what to look for, i.e., what administrators do in their routine activities which bring them into almost daily contact with faculty as a matter of course, rather than only on special occasions. It is the sum total of these day to day contacts which establishes

administrative climate. In addition to my helping to recruit faculty for the Division, serving as secretary to the faculty aid subcommittee, and being involved in budgetary deliberations, we might consider three projects in which I have been involved which have contributed to a positive administrative climate and which have affected HACC's English instructional program.

1. Supervision of Teaching Interns

During the spring semester of 1972 the President requested that the Dean of Instruction formulate a plan for providing an intern experience for one or two inexperienced teachers, this in addition to our working with teaching interns from the Doctor of Arts in English program at The University of Michigan. As the Dean conceived it, the ideal teaching interns would be persons with a baccalaureate degree, and the right combination of personality and poise, who thought they would like to teach but who had never tried it. They would be brought into the institution, assigned to work side by side with professional teachers, while at the same time meeting periodically with the Dean and myself to discuss broader educational issues than teaching methods. During the the intern year they would be encouraged to participate in the full life of the College, including, of course, service on faculty committees.

During the academic year, in addition to our Doctor of Arts intern, we hired a young man with a baccalaureate

in English and Journalism, who struck us as being well-poised and mature. He was assigned two classes to teach and was given an additional assignment with the student newspaper. He was assigned an office with two senior faculty members who were chosen because we felt that they could guide a young person into teaching, allowing him to develop as a professional without casting him in their own mold. The Dean and I met weekly with the interns during the first month, every other week during the second month, then finally on a need basis for the balance of the semester, and made plans to do the same for the second semester. The Dean resigned in December, but by that time the interns were settled in. My schedule during the spring semester was such that I was unable to meet with the interns except on a need basis. As a result of our few meetings, however, I made the one intern aware of our faculty aid plan for which he is eligible. Now that he has had an unusually rewarding first year, he is making plans to begin work on a master's degree in English. There is also the fact that he became a full-time staff member the following year. The program provided an excellent opportunity for an administrator to coordinate his efforts with those of specified faculty members to provide training for an aspiring teacher.

We did not have the budget to hire any new interns during 1973-74 but we subsidized one faculty member returning from The University of Michigan program by

allowing him one semester of half-time teaching at full salary so he could conduct the experimental teaching for his Doctor of Arts final project. We see our intern program as a way of seeding promising young people into the faculty, or of updating the skills of more experienced faculty, budget permitting, without obligating either party to as formalized a commitment as that entailed in offering a new person academic rank, etc., often before either party is aware of whether the arrangement is going to be mutually compatible.

2. Alteration of my Schedule to Teach a Class for the Division

The President of the College has gone on record with a statement attesting to the desirability of <u>all</u> administrators teaching, either being fully responsible for a class, or filling in for colleagues in their areas of competence as the occasion demands. Thus it was that in addition to my other duties I once again taught an English 101 class for the Division, having also taught English 101 when I was Dean of Students.

My class met one evening a week, later expanded to two nights weekly to allow time for student conferences, at a center we established in a high school in one of our sponsoring districts. The center is located approximately twenty-five miles from Harrisburg; so my travel totalled one hundred miles weekly to provide this service. From this experience I have already made some suggestions to

the chairman of the English 101-102 Committee, suggestions which center upon problems of offering evening courses so far away from the home campus, and which also center upon problems associated with improvement of instructional services offered to off-campus, evening students who have paid the same tuition but who too often are treated in an off-hand, cavalier manner, once their money is in the till. It was also a good experience to sit around, when the time could be spared--and it can if we want it to be--talking "shop" with colleagues. As a result, I am kept up to date on where English 101-102 is going, often being used as a sounding board for new ideas for presenting material, a new structure for a course, or just to discuss possibilities. The trick here is not to pose as an authority. Sometimes colleagues come seeking answers, but sometimes, too, they come merely to inform. In the spring semester 1974 I taught an experimental course for the Business and Management Services Division. My major concern was to work with a group of secretarial science students, improving vocabulary and punctuation. I experimented with a method of teaching punctuation through voice intonation during dictation. The results were promising in that the majority of secretarial students in the class began to do a much better job of proofreading their transcriptions.

3. Examination of Old Policies and/or Regulations to Determine their Relevance

A final way in which I have influenced the English instructional program is through my creating a climate for examination of old policies. It began with an examination of policies dealing with admissions procedures, trying to ascertain in what ways they could be speeded up. The concerns here led us into other areas: Are the criteria for placement in English 101 sound? Should we create sections for students who appear to be superior in English or should we simply waive the requirements? Has our policy of awarding a "Y" grade for work in progress worked as it was intended, i.e., to allow students to stay enrolled in English 101 until they could meet the objectives of the course or be officially withdrawn from the course? In brief, we began to wonder what effect certain of our old policies, many adopted in the College's first years, were having upon the instructional program. It is amazing how many academic policies refer almost exclusively to courses in English Composition and entry level college mathematics, e.g., cut-off scores on standardized tests used for placement, vague prerequisites such as "senior English for College bound students," etc.

It is obvious that the above activities affected more programs than just the English instructional program, even though the bulk of the activity was centered in the Communication and the Arts Division. As I contemplate change at my own institution it is apparent to me that all elements of the campus community have a stake in whatever

changes come about. Given the nature of our student body, our faculty, our administrative staff, as well as the setting within which our College functions, change is going to be a continual process, for it is clear that today the only constant is change. It is equally clear that change, to quote David S. Bushnell again, must "involve those people who have a vital interest in a given program," whether "students, faculty, administrators, or even the community at large." Those who wish to change programs must first determine what the prevailing administrative climate is.

A third consideration which must be taken into account by those who desire change is the nature of the faculty. Insofar as HACC's Division of Communication and the Arts is concerned, this was a big factor since the faculty did not just happen by accident--it was developed. The Division Chairman, the faculty, and the Dean of Instruction began a process in 1969 which assesses the talents of persons already on staff, then attempts to recruit complementary talents. They attempt, for example, to keep a number balance between faculty with community college experience and faculty with secondary school or four-year college/university experience. In considering new faculty they have to weigh the prospective faculty member's talents against the amount of time it will take, in their judgment, for the new person to get acclimated to our setting and to his duties with us. The

interviewing process includes students, faculty, and administrators who are concerned that a likely prospect get a total "feel" for the campus and what we are about. Better to learn this before a contract is issued than when dissatisfaction sets in a year later when the new faculty member discovers what the total setting is like and decides he cannot accept it.

It is interesting to observe that much of the experimentation going on within the Communication and the Arts Division was initially sparked by newer faculty. There are indications now that certain of the older faculty--older in terms of years of service--are being affected and are now planning to suggest changes of their own. Even those who are not planning projects are reexamining their attitudes about composition as a result of the new activity within the Division.

Still another important factor to be considered by those contemplating change is to understand how a budget is formulated. They have to come to recognize that the budget is a policy document, a concept which has direct implications for institutional or instructional change. Simply put, the concept recognizes that while financial resources are finite, budget requests are usually infinite. Priorities must obviously be established but once a budgetary commitment is made, it can be difficult to reverse or limit to a period of one year.

So much of what goes into budgetary deliberations and decisions affect the instructional program, not just for a year but for several years until a new program can pay for itself, or until other means of financing can be found. It is extremely important that the budget be understood, especially at institutions which are wary of building programs on grant money. Grants are a desirable means of planning and setting up programs, but institutions must be extremely cautious when staff members come to depend upon grant money and want to center their programs year after year upon the sizeable grant they expect to receive. Ideally, change comes about with little dependence, beyond the planning stages, at least, upon grant money. Ways must be found for programs to pay their own way, recognizing, of course, that certain kinds of programs, e.g., nursing programs, will always be expensive and thus an institution will need to have other "moneymaking" programs to support such high-cost programs. Viewing the budget as a policy document is one way of making certain that changes can be financed.

A case in point is financial support for the Writing Center. In order that the Writing Center might be staffed, it was necessary to find a way of providing adequate professional staff to supervise the work of the student tutors, to coordinate the total services of the Writing Center, or just to be available for the unexpected. Three professionals were provided from the

Communication and the Arts Division, and one from the Social Science and Public Services Division to deal with writing problems in social science courses. The immediate solution was to allow each faculty member in the division to register one additional student above the normal student load in each of his class sections. While this solution was adequate, and while the faculty are to be commended, it was hardly a long-range solution, and it was also fraught with problems for faculty morale. In this case we arranged for state funding on a clock-hour basis for an academic service rendered, thus avoiding the problem of no reimbursement for non-credit courses; we also received a grant. However, we have planned it so that the income generated by the clock-hour reimbursement should be sufficient to cover the cost of reducing the teaching load of three or four faculty members to work in the Writing Center if the grant is not approved. Obviously if sufficient numbers of students do not use the Writing Center during the fall semester, we will make a commensurate reduction in the number of faculty members and student tutors assigned to the Center. There is grant money involved in the Writing Center but we have planned so that we can provide the tutoring services even if grant money were not available. In other words, we have made a policy commitment to student tutoring guided by professional faculty within the Division, and the budget reflects that commitment.

In considering change it becomes clear that the administrative climate, the background and training of the faculty, the machinery for decision making, and budgetary restraints are prime factors to be considered. At the same time those who contemplate change must also be aware of certain external influences which impinge upon an institution. I am not concerned here with the community within which a college operates. While it is true that the community college, because it recruits students locally, is never as far removed from its constituency as is the four year college or university, I do not consider this a prime factor because one of the community college's roles is to adjust to its community, while at the same time it "educates" the community to what the college is and what it does.[6]

A most recent example of an external influence in HACC's service area is the Open College concept.

Earlier in the year the Secretary of Education announced plans for an Open College in Pennsylvania. As the Secretary and the Commissioner of Education see it, the Open College will be available for citizens interested in getting education beyond the high school level and will enable them to obtain it without going to a college campus. The Open College should be especially attractive for three large groups of people who find it impossible to attend regular college:

1. Those who have not completed their college education.
2. Those who want to change their careers and need additional education.
3. Those who have been bypassed or who have not been able to get into higher education because of poverty.

The Open College will not have a campus and buildings. Instead it will consist of local service centers which will offer counseling, testing and advice to interested persons, referring them to whatever training resources are available within their home area or elsewhere. We are hoping to set up a program which can serve as an experimental model for the Open College, recognizing that much of what we do now will fit nicely into the Open College concept, but also recognizing that we shall have to develop new courses or new instructional approaches to provide service to a clientele that will be even more diverse than the one we now serve.

At the same time that we are concerned about the Open College we have gotten involved in international education, in expanding our vocational/technical offerings, in expanding our enrichment services to local high schools and elementary schools, and in expanding our offerings in continuing and community education. Each of these projects, with varying degrees of success, will attract a broad variety of students to the College. It is evident that if the English 101-102 requirement for a degree or certificate remains in effect, there is even more reason to demand it be flexible and capable of

satisfying the needs of a diverse student population with a variety of career goals in mind. In our attempts to design and implement English courses which will be sufficient yet varied, we must make certain that our efforts are cooperative efforts, that administrators and faculty design programs which are primarily generated from the departmental or divisional level rather than from the top downward. Thus the faculty--the implementers--will believe in what is being done and offer their support. Only by so doing will the Harrisburg Area Community College continue to be a vital, vibrant force in the tri-county area. Only by so doing will the community college continue to be a vital, vibrant force in American higher education.

FOOTNOTES

CHAPTER IV

[1]John Millet, The Academic Community: An Essay on Organization (New York: McGraw-Hill Book Company, 1962) pp. 180-246.

[2]Richard C. Richardson, Jr., Clyde E. Blocker, and Louis E. Bender, Governance for the Two-Year College (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1972.)

[3]Jerald Hage and Michael Aiken, Social Change in Complex Organizations (New York: Random House, 1970) pp. 93-106.

[4]Bushnell, op. cit., p. 75.

[5]Roueche and Pitman, op. cit., pp. 81-82.

[6]For a comprehensive discussion of extra-institutional forces which influence community college programs, see "Influences from the Outside," by Clyde E. Blocker and James A. Odom, Jr., from Student Development Programs in the Community Junior College, edited by Terry O'Banion and Alice Thurston. The authors' discussion deals primarily with influences upon student personnel programs but their discussion also has relevance for instructional programs. One might examine the three categories listed under "Sources of External Influences" and note that the influences cited at the national, state, and local level can also bear upon the instructional program. At the national level one might consider Regional Accrediting Associations or the American Council on Education; at the state level the State Department of Education, State Boards of Control or Professional Education Organizations; at the local level Community Advisory Committees or Local Power Groups.

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