

THE EVOLVING ROLES OF ANGELINA COMMUNITY COLLEGE
AS PERCEIVED BY ITS PAST AND PRESENT LEADERS

A Record of Study

by

ELAINE MIKESKA JACKSON

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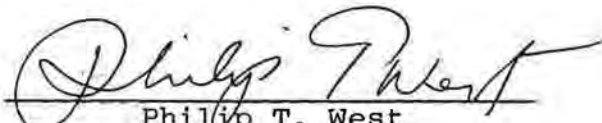
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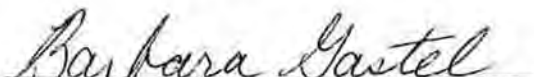
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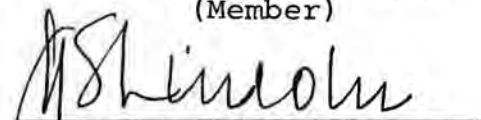
Approved as to style and content by:


Philip T. West
(Chair of Committee)


Clifford L. Whetten
(Member)


Maynard J. Bratlien
(Member)


Barbara Gastel
(Member)


Yvonna S. Lincoln
(Head of Department)

December 1992

ABSTRACT

The Evolving Roles of Angelina Community College as
Perceived by Its Past and Present Leaders.

(December 1992)

Elaine Mikeska Jackson, B.A., M.A.

Stephen F. Austin State University

Chair of Advisory Committee: Dr. Philip T. West

During its 25-year history, Angelina College in Lufkin, Texas, has grown from a two-year college program catering primarily to students interested in college-transfer classes to a community college that provides comprehensive training in occupational skills to almost half its 3,400 students. The needs of the community it serves have been the motivation for the increased technical vocational offerings. The Nursing School is a vital part of the changing focus at Angelina College.

Data for this historical documentary of the evolving roles of Angelina College were collected in 20 video or audio taped interviews with founders and administrators of Angelina College. These informal interviews were conducted by the researcher, who acted as the research instrument in this naturalistic inquiry study. The leaders' perceptions and recollections were interpreted and analyzed by the researcher. The leaders became the stars in three case studies through which the story of Angelina College was

told.

Each of the 20 leaders was asked the same 10 questions about the roles, history, and challenges that have faced this community college since it was founded in 1966. The audio and video taped interviews of the 20 leaders of the college have been preserved in the archives of the Angelina College Library.

The findings of the study indicated that the leaders of Angelina College are convinced that there is a secure place for this community college in the higher education arena. During the past 25 years, they have established a positive tradition, based on the academic and vocational roles of the college. Angelina College remains an academic and a financial bargain for anyone seeking two years of public higher education.

DEDICATION

This record of study is dedicated to all community college students, particularly those I have taught. They are my inspiration. They are the reason for this uniquely American form of higher education so aptly called the community college.

I also dedicate this study to the leaders, who shared their recollections of the evolving roles of Angelina College during its 25-year history. Their success during the past 25 years is directly related to the fact that they care about students.

ACKNOWLEDGMENTS

Thank you, to the members of my committee, Dr. Philip West, Dr. Clifford Whetten, Dr. Maynard Bratlien, and Dr. Barbara Gastel, for guiding me through this project.

Thank you, to Dr. Jack Hudgins and Dr. Larry Phillips, the first and second presidents of Angelina College. They and the other leaders who shared their recollections and perceptions of Angelina College made this study possible.

Thank you, to Janet Avery-Sublett, Angelina College librarian, who gave me the technical assistance I needed to video tape the interviews for this study, and to Joy Hidalgo who transcribed the video tapes for the library.

My parents, Marvin and Josephine Mikeska, have believed in me all my life. I can always count on their support. I especially thank my husband, Ronald Jackson, who encouraged me to pursue this degree for myself, and our three children, Jeanette Jackson-Page, Juli Jackson, and Mark Jackson, who are still unsure of the full implications of having an Aggie mother.

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CHAPTER I

INTRODUCTION

During the past 25 years, more than 40,000 East Texans have begun their college educations at Angelina College in Lufkin, Texas. Many of them have earned two-year academic degrees and moved on to four-year colleges and universities. Others have entered one- and two-year certificate programs designed to prepare them for such professions as nursing and auto mechanics. Still others came to this two-year community college to retrain or to improve their job-related skills.

In keeping with the community college tradition, Angelina College has become an educational melting pot, a place where 19-year-old students straight from high school mingle in classrooms with 40-year-old students returning to college for the education they once forfeited. This non-traditional mix of students has added depth to traditional classroom settings. It has challenged teachers and students alike, and it has certainly challenged the administrators charged with meeting the varied needs of students who have been called the "neglected majority," those high school graduates least likely to pursue a baccalaureate degree (Shearon & Tollefson, 1990).

The style and format for this study follow that of the Journal of Educational Research.

If the students and faculty are the heart of a community college, the Board of Trustees and administrators are its head. They establish and implement policies of an institution such as Angelina College. Their job is to provide the facilities and the climate where the learning experience can take place. They run the business and public relations portions of the institution. They are often far more visible to the community served by the junior college than are the institution's faculty and students. The decisions trustees and administrators make and the people they hire set the tone for the entire institution.

Several years before Angelina College was founded, a group of civic leaders began working to establish this community college. Members of the Steering Committee who promoted the establishment of the college were: by the Angelina County Chamber of Commerce were: K. C. Platt, Herman Brown, John Edmonds, H. G. Stubblefield, Jr., Ann Allen, Parker McVicker, Co-Chairman Oscar Brookshire, Chairman H. J. Shands, Jr., Dr. Dan Spivey, Robert Poland, Othal Lowery, Walter Atwell, Mrs. Elroy Murrah,* Scott Sayers, Ward Burke, P. A. Simond, Paul Durham, Dr. C. A. Allen, Pitser Garrison, Tom Meredith, R. A. (Sally) Hunter, L. B. (Jiggs) Smith, Judge David Walker, C. W. Medford, Wyatt Leinart, Rennie Mae Hickman, Ted Maberry,

*The author could not determine Mrs. Murrah's given name.

Morgan Flournoy, Bebe Townsend, Jimmy Young, B. J. Thomasson, Cliff Estes, Earl Brazil, Willie Self, Ken Miller, and C. W. Medford (Chaparral, 1969).

These local citizens promoted the election that established Angelina County Junior College District on September 24, 1966. They convinced their friends and neighbors not only to approve the creation of the community college district but to tax themselves to build and maintain it. The four propositions that were passed at that election were: (a) to establish a junior college district with boundaries co-extensive with Angelina County boundaries, (b) to elect seven trustees from a list of 38 candidates, (c) to establish a \$1,500,000 tax bond for the construction of campus buildings and for equipment for the junior college, (d) to establish a 40 cent tax per \$100 real valuation based on state and county valuation (Allred, 1968).

On December 12, 1966, the first Board of Trustees of Angelina College hired Dr. Jack W. Hudgins as the first president of Angelina College. Concerning the four-proposition election, Dr. Hudgins said:

Ordinarily, establishment of a junior college takes two elections--one to set up a district and board, the other to okay money and tax matters. It is very unusual to get all four items passed in the same election. In fact this is probably the first time it has ever happened. Some areas have voted to have a junior college and named trustees, but have waited and waited on the taxes and money propositions. Some are still waiting. (Allred, 1968, p. 1)

Through the elected Board of Trustees, citizens of Angelina County have continued to influence policy decisions that govern Angelina College. The first president led the two-year institution for 24 years. He directed the construction of the original seven buildings on campus and opened the doors to students for the first time in fall 1968. Dr. Hudgins wrote in the 1969 Chaparral, the first edition of the college yearbook, "Angelina College was established to serve the educational needs of college students of Angelina County and the surrounding areas" (p. 71).

The 1990-1991 Student Handbook, Angelina College administrators stated that the Board of Trustees subscribes to excellence in all aspects of the college program and that the mission of Angelina College is:

to instill the principles of scholarship and to teach good citizenship. Through educational programs and services, the college is committed to helping individuals prepare and maintain themselves for successful living in a rapidly changing and highly technological world. To accomplish this, an attempt will be made to keep most classes to a reasonably small size and to employ professional teachers to teach the classes. The faculty is committed to diversified instruction which takes into consideration the dignity and worth of each individual and which encourages students to be creative and open-minded in their thinking and behavior. Furthermore, the College offers a wide range of post-secondary educational programs and services to students of various interests, abilities, talents, and needs. Angelina College is also committed to serving the general needs of the community. Involvement and interaction between the college and the community are essential to ensure relevance and vitality in educational programs and services and to enhance the economic, cultural, and

social life of the community. This commitment is based on the idea that lifelong learning is necessary for the maintenance and improvement of a democratic society and that education helps to equalize opportunity for all people. (p. 5)

How has this mission been approached during the 25 years of the college's history? The 25th anniversary year was an appropriate time to ask that question and to compile a written documentary that tells the story of the founding and development of Angelina College (Map, Appendix A). It was also an appropriate time to ask some of the people who founded and developed this institution their perceptions of its roles and their recollections of its history.

STATEMENT OF THE PROBLEM

The community college story needs to be told. This written documentary was motivated by a prevailing need to fill a knowledge gap about the roles of community colleges in higher education. Academia, business, media, and government have demonstrated relative ignorance of the 1,211 American community colleges within commuting distance of 90% of the population (Doucette & Roueche, 1991). Is it any wonder that the public's understanding of the overall mission of public community colleges, which was described as "somewhat nebulous" by Blocker, Plummer & Richardson in 1965, is still somewhat nebulous in the 1990s? Through the study of the roles of Angelina College during its 25-year history, the researcher hopes to contribute to a better

understanding of the roles of community colleges in higher education.

OBJECTIVES

Objectives of the study were:

1. To explore the formation and development of Angelina College in Lufkin, Texas, mainly through its leaders' recollections and perceptions of the school's first 25 years
2. To tape the interviews of 20 selected leaders of Angelina College and preserve the audio and/or video tapes in the college archives
3. To collect other data on the roles of the college leaders and on the roles and history of the college through a variety of documents
4. To present the data from these various sources in the form of a written documentary about Angelina College

PURPOSE OF THE STUDY

The purpose of this historical study was to tell through a naturalistic inquiry approach the story of Angelina College, a community college that has evolved during the past 25 years. Who should know the story better than its founders and leaders? Whose perceptions of the evolving roles of this community college would be more

valid than those of the leaders who observed and shaped them?

Selected key leaders from the Steering Committee that started the college, the Board of Trustees, and upper administration during the 25-year history of Angelina College were interviewed on video and audio tapes. Members of the Steering Committee and Board of Trustees were selected for their contributions to Angelina College and to the community it serves.

SIGNIFICANCE OF THE STUDY

Traditionally, American educators have favored Plato's elitist ideas of classical education over Aristotle's more practical ideas (Parnell, 1986). However, citizens have often preferred specific job-related training. In Colonial America, Benjamin Franklin's American academies sought to prepare students for employment. Latin grammar schools, on the other hand, taught the classics and prepared students for college (Johnson, 1982). During the twentieth century, the dual roles of academic and vocational education developed further when industrial and agricultural training gained prominence within the democratic vision of the Progressive Educational Movement led by John Dewey (Campbell, Fleming, Newell & Bennion, 1987).

Since World War II, the community college movement

has become a major vehicle in offering two years of affordable higher education to many Americans who would probably never have had that opportunity otherwise (Shearon & Tollefson, 1990). Findings from this study of Angelina College have added to the knowledge base concerning the roles of community colleges in offering higher education, both academic and vocational, to the neglected majority.

ASSUMPTION

This study gathered and interpreted the perceptions of selected community and college leaders during the college's 25-year history. These perceptions were expected to be biased in favor of administration, rather than in favor of faculty or students. However, it was evident early in the interviewing process that the leaders were concerned with delivering higher education in the best way possible to students served by Angelina College.

LIMITATIONS

This documentary focused on the academic transfer and vocational training roles of Angelina College. Non-credit community service classes, a third aspect of community colleges, were not specifically addressed in the interview questions. However some people who were interviewed mentioned voluntarily the contributions of community services instruction when answering one of the questions:

How has Angelina College reeducated and retrained students with obsolete vocational skills during the past 25 years?

This study dealt with Angelina College and is not necessarily generalizable to all other community colleges. Lincoln and Guba (1985) stressed that in research conducted through naturalistic inquiry, the only generalization is that there is no generalization.

DEFINITION OF TERMS

Documentary - reports events or shows social conditions without fictionalization.

Perceptions - provide some phenomenon of interest but can never provide a complete view. This awareness is gained through the senses or in the case of abstract concepts through insights and intuition.

Triangulation - uses several methods to study the same object. This form of replication contributes to confidence in qualitative research findings.

Thick description - communicates sufficient information to give anyone interested in transferability an appropriate information base.

Audit trail - includes a residue of records stemming from the inquiry. The six audit trail categories are raw data, data reduction and analysis products, data reconstruction, and synthesis products, process notes, material relating to intentions and dispositions, and

instrument development information.

(Definitions of the naturalistic inquiry terms are taken from Lincoln & Guba, 1985.)

Junior college - is a public, two-year institution of higher education that has evolved during the 20th century. In this study it is synonymous with community college.

Community college - is a two-year, public junior college.

CONTENTS OF THE RECORD OF STUDY

This record of study has been divided into seven major units or chapters. Chapter I contains an introduction, the statement of the problem, the objectives, the purpose and significance of the study, the assumptions and limitations of the study, and the definitions of terms. Chapter II contains a review of the literature. The methodology and procedures followed are found in Chapter III. An interpretation and analysis of the data collected in the study are presented in the case studies in Chapters IV-VI. The summary, conclusions, recommendations, and implications of the study are in Chapter VII.

CHAPTER II

REVIEW OF THE LITERATURE

Community colleges mirror their local communities and are uniquely American and democratic in their approach to making higher education available to everyone. Because of their flexibility and "open door" (p. 316) response to the communities they serve, these "people's colleges" (p. 317) are often attacked for trying to be all things to all people (Shearon & Tollefson, 1990).

Students are admitted to community college academic and vocational programs in several ways. They may enter after graduating from high school, or they may transfer from another college. They may be enrolled concurrently while completing high school, or they may qualify by successfully completing the General Education Development (GED) test. They may be periodically re-admitted for career development, personal interest, licensing, or employer mandated training.

Community colleges, the gateways to higher education, (Cohen & Brawer, 1987) seldom receive appropriate understanding, support, or respect for the democratic ideals of access to higher education that they represent (Doucette & Roueche, 1991). The general public often snubs junior colleges' egalitarianism with elitist disdain. For example, U.S. News and World Report characterized two-year colleges in the June 3, 1991 issue as places "where it's

often difficult to get a decent education" (p. 50) and as vehicles for "...pushing many economically disadvantaged students into the weakest four-year state schools" (p. 50).

Contrary to this line of thinking, the community college movement during the past 30 years has been, for the most part, anything but a shoddy attempt at higher education. Most of the nation's 1,211 community colleges have been accomplishing a dual mission: to prepare academic students for the university and to teach vocational students marketable skills.

Diener (1986) offered the following insights to counter the critics who saw the community colleges' attempts to be all things to all people as a fault:

The junior and community college is an important American invention which, despite imperfections, was and is remarkably effective. While all of American higher education has broadened its vision of who should be taught what and how, the community college has been the principal way by which the United States in the post-World War II era has in fact offered valid and expanding educational opportunities to increasing portions of our citizenry. (p. 14)

SCOPE OF THE REVIEW OF THE LITERATURE

This review of the literature focused on the community college movement during the past 25 years and on leadership and management theory that pertained to two-year colleges. Since the research for this record of study concentrated on perceptions of leaders of Angelina College, a review of the literature on the community college president, governance of higher education, and the history

of organizational theory was also included.

EDUCATIONAL MARKET

During the past 25 years, as these two-year institutions have captured approximately half the higher education market, the community college's roles in higher education have evolved dramatically. Community colleges now enroll almost 6 million credit students, about 45% of all the students in higher education, and nearly 55% of all first-time freshmen (Shearon & Tollefson, 1990). They enroll 47% of the minority students in higher education and 67% of the part-time students who are simultaneously employed at a job (Palmer, 1988).

About 36% of all students who enter community colleges do so with the intention of transferring to four-year institutions. A national survey conducted by the American Association of Community and Junior Colleges shows that about 30% of the students entering community colleges actually transferred to four-year colleges and universities (Doucette & Roueche, 1991).

As institutions of higher education, community colleges resemble four-year colleges and universities. Both offer freshmen and sophomore college-level transfer classes. However, community colleges differ from universities in their greater focus on teaching. Rather than divide the faculty's time and energy between teaching

and research, as is the usual practice on the university level, community colleges emphasize teaching. Doucette and Roueche (1991) stressed this aspect of the community college mission: "Alone among institutions of higher education, community colleges are focused on teaching and learning--perhaps the premier teaching institutions in the world" (p. 13).

Although the transfer curriculum has always been considered the most prestigious function of community colleges, these institutions also offer extensive vocational educational programs. Many students come to community colleges for job training. They enter one- and two-year certificate programs to learn practical job skills, such as nursing, auto-mechanics, and welding.

FINANCING AND GOVERNING

Because community colleges are formed and partially financed through taxation in the communities they serve, their financing resembles public school financing. However, their hybrid mission, curricula, and financing make them unique educational institutions similar to, yet different from, high schools and universities. They are multi-purpose, two-year colleges (O'Connell, 1960).

Despite a lack of agreement concerning the interpretation of their roles in higher education, community colleges are probably one of the best kept

secrets in American education. Even though negative typecasting as vocational institutions has hurt their credibility in the higher education arena, most community colleges are performing both their traditional academic and their vocational missions effectively (Doucette & Roueche, 1991).

Many of the negative perceptions of these institutions are rooted in the development of the community college movement. Early community colleges were modeled after high schools (Cohen & Brawer, 1982) and adopted bureaucratic, public school governance (Reyes & Twombly, 1986) rather than the collegial governance model typical of universities. As a result, community colleges are often considered extensions of high schools. Since World War II, community colleges have attempted to educate large numbers of high school graduates who lacked the preparation necessary for acceptance or success at four-year colleges and universities. (Shearon & Tollefson, 1991).

Above all, community colleges remain community-based institutions. Glazer wrote in 1960:

A good community college will be honestly, gladly, and clearly a community institution. It is in and of the community. The community is used as an extension of the classroom and laboratory. Drawing upon the history and traditions, personnel, problems, assets, and liabilities of the community, it declares its role, and finds this accepted and understood by faculty, administration, students, and the citizenry. (p. 15)

This unique characteristic of the community college, its

involvement in the community it serves (Diener, 1986), continues to influence its roles in higher education in the 1990s.

LACK OF RESEARCH

The facts that community college leaders are so involved in the communities their schools serve and that their faculties stress teaching rather than research might contribute to the lack of research in this area of higher education. Arthur Cohen (1989) said that not only were few scholars studying the effects of America's community colleges, but the few who were conducting research often based it on inappropriate paradigms. According to Cohen, educational research takes two fundamental forms: status studies and studies purporting to change practice.

Leading what research is being done are Cohen and Florence Brawer. They published The American Community College (1982), their comprehensive interpretive analysis of the community college. For two decades, they have been immersed in community college research. They co-authored The Collegiate Function of Community Colleges (1987). Cohen has directed the ERIC Clearinghouse for Junior Colleges since 1966. As president of the Center for the Study of Community Colleges since 1974 and as professor of higher education at the University of California at Los Angeles since 1964, he has conducted national research

studies of community college faculty, curriculum, and instruction. Brawer is research director of the Center for the Study of Community Colleges and a research educationist at the ERIC Clearinghouse for Junior Colleges.

Two journals, Community and Junior College Quarterly of Research and Practice and the Community College Review, are devoted to studying the community college movement. They offer an outlet for scholarly work in the community college field.

McGarth and Spear have analyzed the complexity of the origins and missions of community colleges in The Academic Crisis of the Community College (1991). According to them, "access" and "opportunity," the great guide words often associated with community colleges are not really synonymous in these institutions, and the gap between the concepts behind the words is widening.

GENERAL EDUCATION

How has this gap affected the general education offered in the community college? In General Education in Action (1952), Johnson recommended a course pattern, programs, and practices designed to achieve the objectives of general education. Thirty years later, it is hard to know whether people want the college transfer function or the vocational function to dominate their community colleges (Cross, 1982). Barlow (1982) contended that the

relationship between general education and vocational education was more misunderstood than controversial. He agreed with Greene (1955) that liberal education and vocational training should be conceived as two essential and complementary aspects of total preparation for life.

Achieving this task is not easy at a time when colleges are discovering that basic literacy is more essential than in any other period of American history. American community colleges have reported that more than half the members of their freshman classes read below the eighth grade level (Roueche & Roueche, 1982).

The challenges of general education in community colleges have extended beyond the traditional college-age high school graduate. Community general education embraces citizens of all ages, backgrounds, needs, interests, and socioeconomic circumstances (Harlacher, 1982). These students want personal growth as well as marketability; they want breadth as well as depth (Chambers, 1981).

Obstacles to general education are complex (O'Banion & Shaw, 1982). Among the intrinsic conflicts are access v. elitism and pragmatism v. idealism. These concepts hit at the heart of what community colleges are and do. During the past 30 years, American community colleges have provided expanded access to post secondary education. Lukenbill and McCabe (1982) concluded that the role of the new American community college must be to maintain its

essential commitment to the open door policy and to continue to provide realistic opportunities for the large number of Americans whose academic and vocational skills have failed to prepared them to succeed.

Definitions of general education in the community college reveal the spectrum of pedagogical objectives that this topic inspires. Tighe (1977) defined general education as "acquisition of survival or coping skills to the realization of one's potential" (p. 13). Karabel (1986) said the community college was a prime example of class-based tracking. Moore (1978) argued: "...The student must also learn how to cope with technology, protect him or herself against exploitation, and confront and handle conflict in a culture of ambiguity" (p. 14).

Numerous forces, such as diverse ethnic cultures and job markets, have propelled collegiate curriculum in community colleges nationwide. However, university transfer and occupational programs have dominated most community college programs (Cohen & Brawer, 1986-1987).

During the 1970s and 1980s, community colleges expanded the role of post secondary vocational education programs, designed to prepare students for immediate employment in less than four years (Palmer, 1986). They also responded through their remedial role to the large numbers of students who come to college unprepared to succeed in post secondary work. The number of students in

compensatory programs has reached 80% in many two-year colleges and 61% in four-year colleges and universities (Platt, 1986). Remedial English and mathematics programs have grown rapidly on the community college level (Cohen & Brawer, 1986-1987).

Mensel (1991-1992) reasoned that the "university mold" does not meet the challenges facing community colleges. He saw community colleges in "the center of the battlefield of American competitiveness and the global marketplace" (p. 11). While still young in educational circles, the community college movement has matured to a middle-aged status. Equal access and responsiveness to the needs of all students, the ideals that motivated its growth and change in the 1960s and 1970s, have become somewhat routine in the 1990s (Dougherty, 1991).

Dougherty (1991) explained the transfer gap, the inability to transfer some junior college course work to some four-year colleges. This gap can present obstacles between two- and four-year institutions. He concluded that as long as community colleges remain commuter institutions, they will not integrate their students academically and socially to the same level as four-year colleges, which are more often residential.

Because Dougherty saw community colleges in crisis, he concluded that they were unable to offer their students the same caliber of education they would receive at a four-

year college. He argued, however, that any structural changes aimed at quelling the crisis should respect the comprehensive nature of the community college mission to provide pre-baccalaureate, vocational, and general adult education.

Roe and Baker (1989), on the other hand, considered community colleges vital to the future of the nation. They viewed them as a critical link in the educational process between public schools and higher education. However, Roe and Baker (1989) acknowledged the challenges faced by many community college leaders. They must manage diminishing resources and declining student enrollment. Their aging faculties must deal with more students who come to college with decreasing skills. In the work place, employers are demanding greater job skills.

ACCOUNTABILITY

On top of these demands have come legislated mandates for greater accountability. Two thirds of the states now have formal initiative-labeled assessment (Boyer, Ewell, Finney & Mingle, 1987). The American Association of Community and Junior Colleges (AACJC) recommended in a position paper (AACJC, 1987) that all community, technical and junior colleges provide assessment programs for all students, beginning on or before enrollment and continuing throughout enrollment, and concluding with outcome-based

assessment. Kreider and Walleri (1988) contended that community colleges and their representative organizations should adopt a proactive approach to accountability rather than default to state government agendas.

PARADOXES OF THE 1990s

Essex and Masoner (1990) noted some paradoxes in community college higher education of the 1990s. Community college populations are becoming younger and older. More above-average high school students are attending concurrently while completing high school, and more mature students are returning to college. Knowledge explosions and rapid technological advances dictate that community colleges use systematic assessment processes designed to provide timely, usable and relevant data to enable administrators to make decisions regarding the institution's effectiveness. These decisions will determine the college's ability to respond to the needs of a changing, dynamic society.

To accomplish this feat, strategic planning is imperative. Researchers of higher education are predicting difficult times: declining enrollment, different student clientele and curricula, reduced funding, and increasing competition between colleges and universities. To remain viable, two-year colleges must devise strategic plans to enhance the ability of the institution to survive in a

rapidly-changing, competitive society (Masoner & Essex, 1986-1987).

Roueche and Baker's book, Access and Excellence: the Open Door College, (1987) examined how community colleges can maintain standards of excellence and also provide diverse student populations with access. The authors approached the issue through a case study of Miami-Dade Community College. The study was based on perceptual data. Miami-Dade administrators described administrative leadership through interviews and an open-ended questionnaire. A survey of institutional climate gathered the opinions of 731 Miami-Dade administrators, faculty, and support staff. The study was the basis for the Roueche-Baker Community College Excellence Model.

Hammons (1987), on the other hand, warned of five potholes in the road to community college excellence: (a) failure to develop adequate means for systematic assessment of performance, (b) failure to evaluate systematically individual courses and programs, (c) failure to develop personnel, (d) lack of adequate data base for making decisions, and (e) lack of leadership.

Community colleges, which are only in the fifth generation of the movement, reflect two key characteristics, youthfulness and constancy (Eaton, 1986). Yet in Renewing the American Community College, Deegan and Tillery called for change. They saw the brief past of the

community college movement as an important influence of major trends that would cause that change. They considered trends in (a) recurring adult education, (b) regional, community, local variations, (c) new information and technologies, (d) competition for educational resources, and (e) aging community college professionals (Deegan & Tillery, 1985). Deegan and Tillery wrote: "Community colleges also need to critically examine the fundamental values that have guided decisions through the first four generations and decide if those values should be modified for the future" (p. 323).

Modification of values is apparent in the conflict between quality and assessability where the transfer function of the community college is concerned. This issue has created a problem for all community college educators concerned with quality education and, at the same time, charged with open-door education of numerous marginally-prepared students (Dodson, 1987). Cohen and Brawer (1982) addressed the issue:

Actually a school's legitimacy rests on its academic standards and the definition of its guiding principles. Academic standards certify that a student holding a certificate or degree has met the requirements for employment or for further study at another college; they are the basis for the reputation of institutions and the people who work within them. Even though community colleges typically maintain open-admissions policies, they must still attend to these concerns. Their students must be certified; their instruction programs, testing, and counseling services, course content, course requirements must all relate to a shared vision of desired competencies and outcomes. Their

certificates or degrees must evidence some set of proficiencies achieved at some minimum level. (p.247)

Today's community college leaders must show an increasingly skeptical public that their institutions offer opportunities for excellence (Richardson & Simmons, 1989). Effectiveness is easy to assess in fields, such as nursing, which require licensure examinations. However, most community colleges have problems assessing the effectiveness of remedial and transfer programs. Richardson and Simmons (1989) suggested replacing the current homogenized, hierarchical, undifferentiated curricular divisions with a program-specific model where faculty teach across division lines. They concluded that by improving faculty accountability for program quality, community colleges could also boost their efforts to document effectiveness and excellence of the programs in carrying out institutional missions.

PLANNING FOR THE FUTURE

Much has been written about strategic planning on the four-year college level, but very little study has been directed toward the two-year schools (Massoner & Essex, 1986-87). Massoner and Essex offered the following steps for two-year colleges in the adoption of a strategic plan: (a) self-identification (b) self-analysis (c) analysis of service area, and (d) decision-making after completing the analysis. Massoner and Essex saw strategic planning as

crucial for the survival of two-year colleges.

In the study The Way We Are: The Community College as American Thermometer (1992), Adelman asked students who had been enrolled in community colleges between 1972 and 1984 how they used the community college. By comparing responses from community college students with responses of students enrolled in other kinds of post secondary institutions and those whose education ended with high school graduation, the study concluded:

1. Community colleges function in a variety of "occasional" roles in the lives of individuals. Students seem to make community colleges what they want them to be and then move on. Some students come back. The patterns are similar to the way society uses normative institutions, such as religion and the arts.
2. The population using community colleges was in many ways more typical of young American adults than any other population. Most of the students were average.
3. The associate's degree was a weak force; few people knew what it was or planned to get it.
4. There were no clear-cut occupational outcomes of community college attendance. Paths from school to work were not always linear.
5. Earning a degree of any kind, A.A. or B.A., made

a difference. A higher percentage of community college students who earned the associate's degree wound up in professional jobs than did four-year college students who failed to earn the baccalaureate degree.

In Texas, there are 49 public community colleges. Public education in the Lone Star State has been studied in recent years by the Select Committee on Education (1988), the Texas Sunset Advisory Commission (1988), the Governor's Texas Education Agency Management Review Team (1990), the Governor's Task Force on Public Education (1990), and Price Waterhouse (1990).

Breaking the Mold, New Ways to Govern Texas (1991), a report from the Texas Performance Review, was published by John Sharp, state comptroller of public accounts. The performance review report stated that post secondary education at Texas' public community/junior colleges continues to be a bargain. Even though the Sharp report called for increased tuition and Texas Public Educational Grant funding at these schools, it listed the low cost of community/junior college education in Texas as compared with similar education in other states as a major advantage of two-year colleges.

Angelina College outlined in its Agency Strategic Plan 1992-1998 the goals, objectives and outcome measures, strategies and output measures, and long range planning

processes of the institution. This document states the college's long-range goals: (a) access to post-secondary education and lifelong learning, (b) outcomes based on quality instructional, (c) partnerships to foster economic development and educational opportunities, (d) development to maintain a learning environment that enhances intellectual, social, and physical growth, (e) personnel leadership (f) a positive image to students and community.

THE COMMUNITY COLLEGE PRESIDENT

The community college president is the pivotal leader between the Board of Trustees and college personnel. Vaughan (1986), who wrote The Community College Presidency, began with the assumption that little that is definitive had been written about the community college presidency. Vaughan suggested that more community college presidents are willing to look critically at their schools today than at any other period in the history of the community college movement. For the most part, they are more open with public information than they were 25 years ago.

Community college presidents are similar to university presidents who relate their institutions to the public and provide the organizational climate necessary to produce outcomes in students that will be valued by society (Alfred & Weissman, 1987). A 1974 study of college and university presidents found that most college leaders

characterized their leadership roles as a mixture of administrator, political leader, and entrepreneur (Cohen & March). Modern college leaders rely heavily on functional authority based on competence, experience, human relations incorporating mutual influence and trust, skill in leadership, greater possession of information, and personal persuasiveness (Mortimer & McConnell, 1982). These competencies are common to administrative functions in general and are not unique to school administration. They would be appropriate for any corporate chief executive officer, public school superintendent, or university or community college president.

As in other institutions, the president's philosophy filters down through the community college. The president's attitude toward public sentiment is particularly apparent. Presidents who doubt the importance of public sentiment might learn from the words of Abraham Lincoln, who said, "Public sentiment is everything. With public sentiment, nothing can fail; without it, nothing can succeed. Consequently, he or she who molds public sentiment has a greater impact than the person who enacts statutes or pronounces decisions" (Trent, 1981, p. 32).

Community college presidents who realize the importance of public sentiment usually work closely with public relations professionals to build positive attitudes with their internal and external publics. Robert Lyster

(1990) surveyed community college presidents in Texas concerning their attitudes toward public relations and found that 96.1% of the presidents surveyed worked closely with local media.

Sidney Kobre (1974) viewed the community college president as a local celebrity. As the official representatives of the college, presidents carry news weight. Because of their identification with high-level educational activities and because of their active participation in state and local community affairs, community college presidents become news personalities.

William Jellema (1972) concluded that college leaders should establish public relations objectives in the same way that they establish other management goals. To be effective, these overall public relations objectives should incorporate the charismatic, qualitative, and idealistic qualities of leadership.

The challenges facing community college presidents have become more complex than they were in 1969, when Robert Ward wrote Mr. President...The Decision Is Yours...Deal Out the Dough. Since that time, community college presidents have become more than persons who manage the facilities and the faculty. They set the tone or climate of the institution.

In 1982, Richard Alfred explored the community college's institutional impact on campus, community, and

business constituencies. In 1987, Alfred wrote about the concepts, trends, and assessment issues that affect the administration of two-year post secondary institutions. Funding, always a major priority of the community college president, has become only one of the many challenges of the job.

GOVERNANCE OF HIGHER EDUCATION

Historically, public schools and universities have worked in isolation of each other even though students flow directly from one system into the other. Educational administration has helped bridge the gap between the two systems. The Morrill Act of 1862 and the second Morrill Act in 1890 popularized higher education by bringing it closer to home (Campbell, Fleming, Newell & Bennion, 1987). The community college movement brought post secondary education to local communities.

John Corson (1960) wrote Governance of Colleges and Universities, the first empirically-based book devoted entirely to administration in higher education. He analyzed administration and decision making at 10 universities. Corson observed the dual organizational systems in the university that served the academic and business sides of higher education. Corson advocated greater cooperation between faculty, administrators, and trustees.

Victor Baldridge (1971a) suggested two dominant images of university administration. One is the republic of scholars, and the other is the bureaucratic model that is hierarchial, rational, and authoritarian. A third characteristic of university administration noted by Baldridge was its highly political nature. Baldridge wrote, "This place is more like a political jungle, alive and screaming, than a rigid, quiet bureaucracy" (1971b, p. 9).

Cohen and March (1974) examined the behavior of the university president, and set forth an open-systems view of higher education administration in Leadership and Ambiguity: The American College President. They characterized American colleges and universities as organized anarchies. They wrote:

The logic of bureaucracy is the specification of objectives and technology. The logic of democracy is the organization of consent. The logic of collective bargaining is the discipline of conflict. The realities of higher education seem to be resistant to all three logics. (p. 40)

HISTORY OF ORGANIZATIONAL THEORY

Pringle's (1991) definition of management adapted from Fayol's administrative management principles, "the process of planning, organizing, influencing, and controlling to accomplish organizational goals through the coordinated use of human and material resources," (p. 12) applies to schools as well as to other organizations.

Modern management of organizations is the outgrowth of three historical approaches: (a) the Classical School, (b) the Behavioral School, and (c) Modern Management Thought.

Classical management is expressed in three separate but related approaches to management: (a) scientific management, (b) administrative management, and (c) bureaucratic management. Frederick Taylor, Henri Fayol, and Max Weber were the major contributors to the concepts of classical management theory.

Taylor's (1911) scientific management focused on increasing employee productivity. It was based on four principles: (a) the most effective and efficient way to do the job, (b) selection of employees best suited for a particular job, (c) appropriate employee training, and (d) decisions made by managers.

Fayol's administrative management also concentrated on improving workers' productivity. In General and Industrial Management (1965), Fayol apparently became the first person to categorize the functions of management. Those functions are planning, organizing, commanding, coordinating, and controlling. Fayol's 14 principles of management are: (a) division of work, (b) authority and responsibility, (c) discipline, (d) unity of command, (e) unity of direction, (f) subordination of individual interest to general interest, (g) remuneration of personnel, (h) centralization, (i) scalar chain, (j) order,

(k) equity, (l) stability of tenure of personnel, (m) initiative, and (n) esprit de corps.

Weber (1947) contemplated a structure that would enable an organization to function at the highest level of efficiency. He called that structure "bureaucracy." The six elements of Weber's bureaucracy were (a) division of labor, (b) a clearly defined hierarchy of authority, (c) selection of members on the basis of their technical qualifications, (d) promotions based on seniority or achievement, (e) strict and systematic discipline and control, (f) separation of ownership and management.

The human relations movement rejected the man-is-a-machine idea, which proponents of classical administrative theory had accepted. Major contributors to the human relations theory were Mary Parker Follett and Chester Barnard (Pringle, Starr & Cavitt 1991). Follett viewed management as a social process grounded in a particular situation. She did not see authority as flowing from the top of the organization to the lower ranks, as Taylor, Fayol, and Weber had advocated. Follett championed three choices for administrators when handling conflict: (a) exercising power, (b) compromising, or (c) bringing the conflict into the opening and seeking a mutually acceptable, win-win solution (Metcalf & Urwick, 1941).

Another innovator in the human relations movement was Chester Barnard. His book, The Functions of the Executive,

has become a classic in its field. Four times as many copies were distributed when the book was reprinted in 1967 as were printed when the book was first published in 1939. The purpose of his book was to provide a comprehensive theory of cooperative behavior in formal organizations.

Barnard drew from his own executive experience at AT&T. He wrote the book soon after reports from the Hawthorne Western Electric studies challenged the scientific management techniques of Frederick Taylor and the rationalistic organizational theory of Henri Fayol. Like Fayol, Barnard's experience came from the executive side of business, but Barnard's book offered an alternative to the Fayol model of organization.

Barnard summarized in his book the terms of structural and dynamic concepts. He stressed as most important structural concepts: (a) the individual, (b) the formal organization, (c) the complex formal organization, and (d) the informal organization.

Between 1927 and 1932, Elton Mayo, a Harvard psychologist, and Fritz Roethlisberger made far-reaching contributions to the human relations movement. Their research at Western Electric's Hawthorne plant in Illinois was aimed at improving worker efficiency, but its unanticipated effect, the discovery of the importance of the human element in the work place, changed the course of management thought and practice. Mayo's ideas were

expressed in The Human Problems of an Industrial Civilization (1933), and The Social Problems of an Industrial Civilization (1945).

The human relations movement evolved into the behavioral management school of thought. Psychologist Abraham Maslow attempted to define motivation through a hierarchy of basic needs: (a) food, water, sex, and physiological satisfiers, (b) protection from danger, threat, and illness; safe, orderly working conditions, (c) affection and belonging, (d) self esteem and the esteem of others, and (e) self-fulfillment. In 1954, he wrote Motivation and Personality. In 1965, Maslow published Eupsychian Management, which focused on the application of the hierarchy-of-need theory to human behavior in organizations.

Douglas McGregor, who developed the assumptions of Theory X and Theory Y, was influenced by Maslow's work. This influence was evident when McGregor wrote The Human Side of Enterprise (1960). According to McGregor's Theory X, most people dislike work and try to avoid it. They must be coerced, controlled, and threatened with punishment in order to achieve organizational goals. His Theory Y, on the other hand, asserts that work is as natural as rest or play. Theory Y people direct themselves to meet organizational goals. Achievement is its own reward, and the average person seeks responsibility.

Frederick Herzberg (1966), another psychologist, said that employee motivation was influenced by what he called "hygiene factors and motivators." (p. 56) In "Seeking Answers that Motivate" (1984), Herzberg examined workers' egos in the West and the East. His study reinforced the idea that "Western organizations have to respond by addressing individual needs and nurturing healthy egos that can be happy serving others" (p. 49). Herzberg (1987) found differences in cultures, but he discovered that workers around the world responded to motivators in similar ways. Job satisfaction, not money, proved to be the greatest motivator in all cultures.

In "Overcoming the Betrayals of the '80s" (1987), Herzberg blamed technology, which had promised to create new, well-paying jobs, for the "joblessness and passionlessness in those jobs" (p. 39) during the 1980s. In 1987, Harvard Business Review republished Herzberg's landmark article, "One more time: How do you motivate employees?," and the response to his classic motivational theory was astounding (p. 109).

Modern management theory has combined elements of classical, behavioral, and management science thought, the quantitative approach to organization that began during World War II (Pringle, Starr & McCavitt, 1991). Some contemporary institutions are viewed as organizational systems composed of people, money, materials, equipment,

and data which are combined to accomplish some purpose. Others use the contingency or situational approach to management and implement what Metcalf and Urwick (1942) called Follett's different type of leadership. Follett had advocated that different situations required different kinds of knowledge and treatment. Contingency theory also accepts Follett's premise.

EDUCATIONAL ADMINISTRATION THEORY

John Dewey (1916, 1946) became the conscience of democratic education and "the spiritual godfather of democratic administration" (Campbell, Fleming, Newell & Bennion, 1987, p. 51). Dewey (1916) considered Taylor's scientific management "a narrow view which restricts the science which secures efficiency of operations to movements of muscles" p. 85.

However, educational administration has borrowed much of its administrative theory from industry and government. Historically, school administrative behavior has been goal oriented and task driven. Daniel Griffiths' landmark work on the decision-making behavior of educational administrators is found in Human Relations in School Administration (1956) and Behavioral Science and Educational Administration (1964).

Neoclassical approaches to management emerged in educational administration during the 1960s. These

approaches emphasized stating objectives in explicit behavioral terms, formal detailed assessment of educational need, systems analysis, cost-benefit analysis, and rational planning systems such as Management by Objectives (MBO) and Planning Programming Budgeting Systems (PPBS), (Owens, 1987).

Cohen, March, & Olsen (1972) identified three features of educational organizations that make it difficult to apply classical organizational concepts to them: (a) their unclear, nonspecific goals, (b) their unclear technology, and (c) their fluid participation. Because of these characteristics, Cohen, March, & Olsen (1972) labeled schools as organized anarchies, and determined that such organizations were unlikely to solve problems in an orderly, rational manner. They proposed the garbage can model of organizational choice. This model is a loose collection of ideas rather than a coherent structure.

James D. Thompson (1967) laid the groundwork for the organizational theory of the schools of the 1970s. Because he saw uncertainty as the main problem confronting organizations, he considered coping with uncertainty as the main function of administration. For this reason, modern school systems are organized as loosely coupled systems with strong influences of bureaucratic or classical organization (Owens, 1987).

Many schools have been organized as loosely coupled dual systems that are partly bureaucratic and partly non-bureaucratic. When bureaucratic theory is applied to school administration, it tends to emphasize five mechanisms important in controlling and coordinating the behavior of people in organizations. This top-down approach includes:

1. Firm hierarchical control of authority and close supervision of those in the ranks. The administrator is an inspector and evaluator.
2. There is adequate vertical communication. Information orders are transmitted down the line from the decision makers.
3. Rules and procedures are written, and there are set standards to guide actions. These include curriculum guides and policy handbooks.
4. Plans and schedules are clear. These include lesson plans, bell schedules, and budgets.
5. Supervisory and administrative positions are added to the hierarchy as problems arise. Solutions to problems are top down, rather than from the rank and file. (Owens, 1987)

Human Resources Management Theory, on the other hand, places the teacher, not the administrator, in the foremost position of creating instructional change. In recent years, more aspects of Human Resources Management Theory

have been finding their way into educational administration. The characteristics of Human Resources Management Theory are:

1. Administrators coordinate and control the organization through the socialization of the participants to the values and goals of the organization rather than through written rules and close supervision.
2. Participants identify personally with the values and purposes of the organization through intense socialization.
3. Participants are motivated to see the organization's goals and needs as closely connected to their own goals and needs.
4. The culture of the organization includes the aspirations of both the organization and its individual participants. (Owens, 1987)

LEADERSHIP AND MANAGEMENT

Leadership and management are two distinctive yet complementary systems of action (Kotter, 1990). Managers cope with complexity, but leaders promote change. Both are as necessary to community college administration as they are to business and government administration.

Scholarly and popular literature is rich with contributions about these two topics. For example, Fred

Fiedler wrote, The Theory of Leadership Effectiveness (1967) and Leadership and Effective Management (1974). Peter Drucker wrote The Practice of Management (1954); Management: Tasks, Responsibilities Practices (1974); Managing in Turbulent Times (1980)' and The Frontiers of Management (1986). Stephen Covey wrote Principle-Centered Leadership (1991).

Chapter One of A Passion for Excellence (1985) by Peters and Austin is titled "A Passion for Excellence: The Leadership Difference." Some other popular books written for and about leaders include In Search of Excellence (1982) by Peters and Waterman; Theory Z (1981) by Ouchi, Future Perfect (1982) by Davis; The Change Masters (1983) by Kanter; The One Minute Manager (1984) by Blanchard and Johnson; How to Increase Employee Competence (1984) by Hill; The Intuitive Manager (1986) by Rowan; What They Don't Teach You at Harvard Business School (1988) by McCormack; and PowerShift (1990) by Toffler.

In Leaders (1985), Bennis and Nanus examined Moses, Pericles, Julius Caesar, Jesus Christ, Martin Luther, Niccolo Machiavelli, James Madison, Gandhi, V. I. Lenin, Winston Churchill, Charles de Gaulle, Dean Acheson, Mao Tse-tung, Chester Barnard, Martin Luther King, Jr., John Gardener, and Henry Kissinger, great leaders who had little in common. The authors concluded that neither the great man theory (the charisma of the person) nor the big bang

theory (the importance of the situation) explained what made these people successful leaders.

Bennis and Nanus found four types of human handling skills in all the leaders they studied. The skills were: (a) gaining attention through vision, (b) expressing meaning through communication (c) achieving trust through positioning, and (d) displaying self through positive self-regard and a lack of response to failure (Bennis & Nanus, 1985). Bennis and Nanus also identified three styles of leadership: formalistic, collegial, and personalistic.

The formalistic leader makes decisions from authority. Such a leader controls by rules, laws, rewards, and punishments. The desired end of this type of leadership is compliance. Risks must be avoided in the hierarchial structure, and growth is accomplished by following the established order.

The collegial leader uses discussion and agreement to reach decisions. The collegial leader relies on interpersonal, group commitment as a source of control. The desired end of this type of leadership is consensus. The leader acts as a peer, and the human relationship of the organization is group-oriented. Peer group membership is the basis for growth.

Personalistic leaders look within themselves when making decisions. Their form of control involves actions in alignment with their self-concepts. The desired end of

this type of leadership is self-actualization. Personalistic leaders relate to others as individuals. They grow by acting on their awareness of self.

Bostrom (1983) says that it is difficult to distinguish between leadership and structure. Not all persons in positions of influence necessarily possess leadership qualities. Another problem lies in the definition of leadership. Bennis and Nanus (1985) found more than 350 definitions of leadership in the literature. A leader may be simply the facilitator. The real influence may come from the members of the organization.

Rosenfeld and Plax (1975) studied the autocratic leader. They found that autocratic leaders scored low on nurturing and social values; they scored high on abasement, achievement, and aggression values.

Hill (1976) found that leaders who expressed many opinionated statements had less success in building the consensus of the group than did leaders who were less opinionated. According to Downs and Picket (1977) the leadership that emphasized tasks and concern for people was the best in terms of productivity.

Stogdill (1948), Mann (1959), and Bass (1960) agreed on three things about the scientific evidence concerning the relationship between personal traits and leadership. They found no systematic relationship between personal traits and leadership ability. However, when leadership is

attempted, it is probably as influential as the personal traits of the leader.

One way the leader of a group can be identified is by determining the nature of the power being exercised. It is important to distinguish between administrative authority and the power of a leader. Also, most groups have more than one leader (Owens, 1987). Owens wrote that leadership may be viewed as "a process through which others are influenced to achieve goals in a specific situation" (p. 129). The elements of leadership are (a) the behavior of the leader, (b) the behavior of the followers, and (c) the environment of the situation.

Blake and Mouton (1985) developed a Managerial Grid to determine patterns of leadership behaviors. Fiedler's (1967) contingency model also analyzes the variables of situational leadership.

Vroom and Yetton (1973) developed a taxonomy of five leadership styles:

1. Leaders make the decision with available information in the autocratic process.
2. Leaders secure necessary information from the group members before making the decision in the autocratic process.
3. Leaders share the problem with members of the group as individuals before making the decision in the consultative process.

4. Leaders share the problem at a group meeting; then decide.
5. Leaders share the problem with the group and work to reach a group consensus on a group decision.

Vroom and Yetton made no judgment favoring one style of leadership over the other or implying that one style was appropriate for all situations.

Reddin's (1970) three-dimensional model of leadership style is similar to the Blake and Mouton Managerial Grid (1985) and Hersey and Blanchard's situational theory of leadership (1977) that identified four basic styles of leadership: (a) low task and low relationship, (b) low task and high relationship, (c) high task and low relationship, and (d) high task and high relationship.

Leadership dictated by the situation is an effective tool in school administration. Principles of situational leadership also apply to the different levels of community college leadership. In conclusion, Owens (1987) explained the roles of leadership within academic cultures, when he wrote:

Leaders who would build strong organizational cultures in schools spend time articulating the purposes and the mission of the school; they socialize others to these values; they define and redefine the uniqueness of the school; they develop systems of symbols that reinforce this uniqueness and make sure that the symbols are highly visible; they reward those who accept and reflect the norms and values of the school. Schools in which this happens are characterized by the bonding that occurs between

people, and between people and organizations in which they have faith and toward which they have commitment. Under such leadership, students and teachers alike come to understand that they are part of an important and worthwhile larger mission. This, in itself, gives meaning to their daily efforts and includes them as part of something special and important. Under cultural leadership, therefore, students and teachers find satisfaction in being a part of a special group at a special moment of achievement. (p. 156)

CHAPTER III

METHODOLOGY

The primary task of journalists and historians is to tell true stories. In so doing, they evoke as well as analyze history, and they perform these tasks through language (Faris, 1980).

This study, a historical documentary, tells the story of Angelina College, a 25-year-old community college in Lufkin, Texas. Principles of naturalistic inquiry (Lincoln & Guba, 1985) and the historical research method (Borg & Gall, 1989) were used for gathering and reporting information. Throughout this study, the researcher, who is a journalist, adapted journalistic information gathering and reporting techniques to the research data gathering and recording principles of naturalistic inquiry.

Twenty selected leaders, who were representative of the college's formal leadership, were video or audio taped while they were being interviewed. They represented the Steering Committee that started the college, the Board of Trustees, and upper administration during the college's 25-year history. Selected leaders for this study were:

Steering Committee: Dr. C. A. Allen, Ward Burke, and Pitser Garrison.

Board of Trustees: Ann Allen (1966-1968, 1969-1980); Robert Poland (1966-1978); Dr. Judge David Walker (1966-1978); H. J. Shands, Jr. (1971-) Betty Pruitt (1976-1988,

1989-), George Henderson, Jr. (1982-), Joe Byrd (1978-). Dr. Ernest Seitz (1966-) was unable to be interviewed due to illness.

Administrators: Dr. Jack Hudgins, President (1967-1991); Dr. Larry Phillips, President (1991-); Dr. Henry McCullough, Dean of Instruction (1968-1984); Dr. Fred Kanke, Dean of Instruction (1984-1986) and Dean of Community Services and Development (1992-); Dr. Patricia McKenzie, Dean of Instruction (1986-); Howard Gates, Business Manager (1968-1984); Bertin Howard, Business Manager (1984-1990); Steve Watters, Business Manager (1990-); Wilton Killam, Dean of Students (1968-1991); James Twohig, Dean of Student Services (1992-).

The study was approved by the Institutional Review Board of Human Subjects in Research (Appendix B). Throughout the study, the researcher adhered to the ethical principles and standards of the Declaration of Helsinki. The leaders who participated in the study received letters explaining to them the purpose of the study (Appendix E), copies of the 10 interview questions and the leaders' signed, informed consent forms (Appendix C). They also received copies of their signed, videotape release forms (Appendix D), which were required by the protocol for Human Subjects in Research. After the study was completed, the researcher sent the participants a summary of the findings of the study.

The video and audio tapes used in collecting the data for the study, the original signed consent forms, and a copy of the record of study are in the Angelina College Library. This study makes available to future historians (Mulroy, 1986) interviews with 20 of the founders and administrators of the first 25 years of Angelina College's history via audio or videotape.

HISTORICAL RESEARCH METHOD

Historical studies provide a framework for understanding the present. Historical research in school settings also enables educators to learn from the past and predict trends (Borg & Gall, (1989). This type of research differs from other educational research in that it discovers, rather than creates, data through a search of primary sources.

Historical documents and oral records are two types of historical sources. Primary sources include contact witnesses, school records, and correspondence. Newspapers and yearbooks are also sources of information for historical studies.

NATURALISTIC INQUIRY

Research conducted through naturalistic inquiry (Lincoln & Guba, 1985) uses a natural setting and a human instrument. The researcher repeats interviews,

observations, and document analysis involved in this process until redundancy is achieved. This information is then assimilated into case studies.

Three major purposes for case studies are: (a) They provide thick description. (They may read like novels.) (b) They are the most responsive form to the axioms of the naturalistic paradigm. (c) They provide ideal vehicles for communicating with consumers.

Trustworthiness of naturalistic inquiry involves credibility, transferability, dependability, and confirmability. To establish credibility, there must be persistent observation. Triangulation, peer debriefing and negative case analysis are also necessary. Thick description facilitates transferability, and the audit trail establishes dependability and confirmability.

Naturalistic inquiry starts with a focus, but its focus may change. Data analysis of naturalistic inquiry is open ended and inductive. The design cannot be given in advance because it must emerge, develop, and unfold.

ORAL HISTORY

Oral history is the process of collecting information by means of a recorded interviews, reminiscences, accounts, and interpretations of events from the recent past which are of historical significance (Hoffman, 1984). The narrative form is a common vehicle for reporting this

process (Faris, 1980). Oral history tells stories, the primary task of the historian (Kann, 1981). Oral history is built around people. "They thrust life into history itself and widen its scope" (Thompson, 1988, p. 21).

Critics of oral history often focus on the fallibility of human memories and question the validity and reliability of data collected in this manner. This problem can be overcome by reaching redundancy through numerous interviews. Conformity with acceptable norms, a tendency of all human reports, is also a problem of oral history: but it is no worse than for similar reports in written documents. Hoffman (1984) said that archives are replete with self-serving documents. When oral history is undertaken in a professional manner, it may be superior to many written records (Mulroy, 1986).

INSTRUMENTATION

The instrument for gathering all oral and written data for this study was the researcher. As an instructor of journalism and the director of Student Publications at Angelina College for six years, she was already familiar with the institution's climate. She began field observations for this study while serving on the planning committee for the 25th anniversary celebration of the college.

However, she gathered most of the data for this study

through taped interviews of the 20 selected leaders. The interviews ranged from 15 minutes to more than an hour. The average interview ran approximately 30 to 45 minutes. Information from historical documents provided triangulation for all information gathered through the interviews.

ADAPTATIONS

A written documentary, or in-depth investigative reporting, is an adaptation of what the film and television industries call a documentary, a special kind of picture dealing with real people and real events. The documentary records or depicts in artistic form factual authoritative presentations either as events or as social or cultural phenomena. The essence of a documentary lies in the dramatization of actual material (Jacobs, 1979). The written documentary uses words rather than images to convey its story.

This adaptation of historical research to tell the story of an educational institution is an appropriate form of scholastic research. Fernandez (1988) used taped interviews to gather data for a historical study of the Department of Education at Texas A&M University. An example of a recent historical study of a community college is Stanbury's The Historical Development of the Northeast Texas Community College (1987).

While the terminology that describes journalism differs from the nomenclature of naturalistic inquiry and the historical research method, similarities between these methods of gathering and reporting information are many. For example, what naturalistic inquiry calls triangulation is simply verifying sources in journalism. Thick description in naturalistic inquiry is journalism's way of reporting multiple observations in order to take the reader mentally to the event. Both journalism and naturalistic inquiry are influenced by human behavior and the contexts in which it occurs. The naturalistic inquiry paradigm is designed to describe and understand social phenomena. This is also true of journalistic reporting.

In the process, nothing is more important to the success of an interview than advance preparation (Sherwood, 1972). This is true for the newspaper reporter, the magazine writer, the television reporter preparing a documentary, or the scholar compiling a 25-year history of a community college. The most challenging task of journalists, scientists, and historians is getting the facts right (MacDougall & Reid, 1987). Good reporters strive to be fair and thorough, but the accuracy of their stories is often determined by the reliability of the witnesses they interview. Open-ended questions are more likely to elicit accurate information (Biagi, 1992) in the interviewing process than are specific questions, which

often produce only predictable answers.

INTERVIEW QUESTIONS

The 20 selected leaders of Angelina College answered the following series of open-ended questions:

1. Why and how was Angelina College founded?
2. What role did you play in the organization and/or development of Angelina College?
Follow-up question: What roles did the other leaders being interviewed play in the organization and/or development of Angelina College?
3. What are the key roles of Angelina College?
Have the roles of Angelina College changed during the time you have been associated with it? If so, how?
4. What were the most important events in the history of Angelina College? Why?
5. How has Angelina College served the local community's higher education academic needs during the past 25 years?
6. How has Angelina College helped students adapt to occupational requirements in a changing world during the past 25 years?
7. How has Angelina College reeducated and retrained students with obsolete vocational

skills during the past 25 years?

8. What are the college's shortcomings in serving the community's academic, vocational, and retraining needs? Follow-up question: What other roles do you see Angelina College as serving or having served?
9. What have been the greatest challenges for Angelina College during the past 25 years?
10. What are the greatest challenges for Angelina College now and in the future?

PROCEDURES

The researcher utilized journalistic interviewing skills (observations of how the leaders responded as well as what they said) to gain insights into the meaning of the data being collected for the documentary. As a member of the Angelina College faculty, the researcher had access to the people involved in the study and ample opportunities for on-site observations and interviews of primary sources.

In addition to the personal interviews, this study examined historical documents, including Steering Committee and Board of Trustee minutes, newspaper articles, correspondence, and yearbooks. This information was compared with the data obtained during the personal interviews. The leaders' perceptions were shown in a series of frequency distributions, found in Appendices I-K

and Appendices M-P.

Because the researcher is close to the research topic, efforts were taken to use objective, journalistic interviewing techniques while gathering data. When interpreting the data, the researcher again called on journalistic objectivity and tried to avoid personal biases or values that might taint the interpretations in the historical research. However, she acknowledged that total objectivity is impossible in journalism and that naturalistic inquiry uses a subjective approach to its value-bound research. The researcher also tried to avoid the bias of presentism, the tendency to use present concepts and perspectives to interpret past events (Borg & Gall, 1989).

When gathering and recording history and documentaries, journalists and scholars alike must become detectives. Thorough research in any discipline requires a certain amount of detective work. In the process, more information was gathered than could possibly be accommodated. The information was analyzed and presented in three case studies that dramatized the information gathered through the study. The case studies furnished the thick description inherent in the naturalistic paradigm (Lincoln & Guba, 1985). Supporting documents provided background historical details and fleshed out the setting and mood for this story.

The written documentary was presented in three case studies and followed the informal approach demanded by naturalistic inquiry. The case studies focused on the evolving roles of Angelina College through its 25-year history. Chapter IV tells the story of the founding of Angelina College. Chapter V shows the evolving roles of Angelina College and its leaders. Chapter VI presents the challenges and shortcomings of Angelina College.

To leave an audit trail, considered by Lincoln and Guba (1985) as one of most important ways to test the trustworthiness of a naturalistic inquiry study, the researcher has placed in the Angelina College Library 2 audio and 18 videotaped interviews of the selected leaders' perceptions and recollections. Transcripts of the videotapes, which were the chief data gathering source of this study, were also given to the Angelina College Library. The researcher has preserved in her personal files all other data collected from 25 years of board minutes, letters, yearbooks, and newspapers.

CHAPTER IV

AND WE DID IT!

A CASE STUDY OF THE FOUNDING OF ANGELINA COLLEGE

For years, Lufkinites had asked, "Why can't we have a college here?" Some felt that Stephen F. Austin State College, just 20 miles north in Nacogdoches, should have been located in Lufkin when it was founded as a teachers' college in the 1920s. During the 1960s, the need for a college in Lufkin remained a viable topic for the civic-minded citizens of Angelina County.

However, not everyone in the county thought a college was a good idea, so the discussions about starting one were rarely one-sided. Taxes to fund such a school were a hotly debated topic. Fears of integration problems, another reality of the 1960s, generated concern among local citizens at that time (Walker, 1992). "There were rumors in the black community that the junior college would not be integrated, and there were rumors among the whites that it would be only for black students," said Wilton Killam (1992), who was an election judge during the election that established Angelina College. He later became the school's first dean of students.

As a counselor at Lufkin High School in 1967, Mr. Killam knew how some of his fellow educators felt about the proposed community college. He recalled that some of his public school colleagues, while interested in education,

were none too eager to share a portion of the education pie with another educational system. They figured there was only so much money and reasoned that more slices meant less money from the state and local taxing entities for existing school systems (Killam, 1992). Rumors started easily and grew as they spread.

Actually, the late 1960s were the best of times and the worst of times to start a community college. In the mid-1960s, the community college movement had begun to boom in Texas and nationally. At that time, Texas had 33 public junior colleges and 10 private ones. Nationally, many new junior colleges were being founded.

Federal mandates for occupational and technical training were spurring on the community college movement. More people were going to college than ever before. The Texas Legislature designated areas of the state where junior colleges needed to be established. Legislators hoped to take some of the pressure off senior colleges and universities, caused by the greater influx of students. They also wanted to provide higher education facilities closer to home (Gates, 1992). Deep East Texas was one of the areas designated by the legislature for a community college. Some of the leading citizens in Angelina County decided the school should be located in Lufkin. They worked together to accomplish that goal.

Angelina County's rich heritage of civic pride kept

the notion alive in this East Texas county that lacked a local college where its citizens could receive inexpensive vocational training or academic, post secondary education. A straw vote, conducted by the Lufkin News during August 1965, yielded 189 returned coupons; 176 newspaper readers voted for the proposed junior college, 6 voted against it, and 7 wanted more information (Local Survey Report, 1966). "It was an idea whose time had come," said Ann Allen (1992), a promoter of the college and member of its first Board of Trustees.

On the negative side, the community college idea had not really penetrated the piney woods of East Texas. Few people were familiar with the junior college concept. Traditionally, only a small percentage of Angelina County high school graduates went away to college. Most of those who did go to college attended Stephen F. Austin State College in Nacogdoches, 20 miles north of Lufkin.

Lufkin, the largest city in the county, was an industrial complex. The county's economy was based on heavy industry, manufacturing, and agriculture. About 85% of Angelina County's 548,000 acres of land is commercial forests. Angelina County is located in the midst of three National Forests.

It was the home of several of the South's largest lumber companies. Southland Paper Mills, the nation's first paper mill to manufacture newsprint from Southern

Pine trees, and Angelina County Lumber Company, the largest sawmill in Texas, were located in Lufkin. Lufkin was also the home of Lufkin Foundry & Machine Company, manufacturers of oil field equipment, truck trailers, reduction gears and castings, and Texas Foundries, one of the largest malleable-iron foundries in the South. Diboll, 10 miles south of Lufkin, was the location of Temple Industries, a diversified forest products industry (Rowles, Winston, & Co., 1967).

Most of the young people in Angelina County followed in their parents' footsteps and took jobs at Southland Paper Mill or Lufkin Foundry and Machine Company. Or they went to work in one of the forest products industries. Few of them thought a college degree or technical training at a junior college would make much difference in their lives. If they had wanted to live in a cultural center, they would have moved somewhere else. Many people figured Lufkin was good enough for them without a college, and they did not relish paying higher taxes.

Leaders of local industries were also cautious about supporting a college for Lufkin. After all, the industries would carry a major portion of the tax burden. The industrial leaders were as concerned about who would control this school as they were about who would pay for it. They felt that if the proposed school got into the wrong hands, it could mean serious problems for them

financially.

But the dream would not die.

It is uncertain who was actually first to envision a community college for Angelina County. No one interviewed for this study made that claim or knew who originated the idea. However, the Angelina County Chamber of Commerce, headed by Herman Brown at that time, kept the idea alive. The Chamber of Commerce promoted the junior college idea through its Education Committee.

Lufkin businessman Cliff Estes was chairman of the Junior College Study Committee established in 1965 by the Chamber of Commerce to investigate the need, feasibility, and cost of establishing a two-year college in Lufkin. Members of the study committee were: Walter Atwell, Ward Burke, Joe C. Denman, Morgan Flournoy, S. W. Henderson, Fred Hill, Bayo Hopper, Wyatt Leinart, Ted Maberry, Louis Renfrow, Scott Sayers, H. J. Shands, Jr., Dr. Dan Spivey, and D. E. Whitty. The committee conducted two surveys, a 10-county high school graduate and scholastic potential survey that showed a regional need for a community college, and a Junior Colleges of Texas survey that showed no other junior college was serving the higher education needs of the 10 East Texas counties (Summary Report, 1967). The nearest junior college was 79 miles away.

On January 18, 1966, the idea of a local community college moved from the talking stage to the action stage

when a Steering Committee was elected at a public meeting held in the District Court Room in the Angelina County Courthouse. Several weeks before the meeting date, the people of the county were notified of the meeting by newspaper, radio, television, direct mail, and word of mouth. Industrial, professional, educational, and business leaders on the committee represented the county's large and small taxpayers. The local survey report (1965) also mentioned that the "negro population and our women leaders" (p. 4) were also included on the committee.

STEERING COMMITTEE AT WORK

The Steering Committee was elected to study the feasibility of a junior college in Lufkin. H. J. (Bubba) Shands, Jr., chaired the committee. Oscar Brookshire was co-chairman, and David Walker was secretary.

All three of these men were native Lufkinites. Mr. Shands was a banker. Mr. Brookshire's family owned and operated a chain of grocery stores, and Mr. Walker was an attorney who would become a district judge. Even though none of them were educators, they were all fired with the idea of starting a community college.

The politics involved in such a venture required the support of the industrial leaders and the citizens of the county. Major industries were represented on the Steering Committee by influential citizens. The committee launched

a major public relations effort to sell the idea to the citizens of the Angelina County. They knew they had to convince average citizens--the pulp wood haulers and the paper makers--not only to vote for the new institution but also to tax themselves to finance it.

Angelina County was populated with conscientious, hard-working people, but most of them were not affluent or highly educated. Many of them had never been exposed to much education beyond the high school level. The leaders of the Steering Committee knew that selling the average Lufkinite on the idea of starting a college would be a greater challenge than convincing the industrial leaders to promote the bond election necessary to finance the venture.

To accomplish this, Steering Committee leaders reached out to civic leaders. The list of names that constituted the Steering Committee read like a who's who of Angelina County at the time. Industrial and professional leaders, lawyers, doctors, newspaper editors, and publishers...the list was impressive. "We decided to have co-chairmen, instead of a single chairman," Mr. Shands said. "If we could have had four or five chairmen, it would have been even better" (1992).

Steering Committee members interviewed for this study remembered Oscar Brookshire, who is deceased, and Bubba Shands as the ringleaders of the movement (Poland, 1992, Burke, 1992, and Garrison, 1992). They were the two people

whose dedication made the most difference. The consensus is that many people worked to start the college; but if there had been no Oscar Brookshire and Bubba Shands promoting the idea, it might not have become a reality.

Spurred on by the chairman and co-chairman, Steering Committee members talked about the proposed community college to everyone who would listen. A Speakers' Committee was formed to present 30-minute or 5-minute talks to area groups. Each speaker had a copy of a prepared speech that included the points the Steering Committee wanted to get across to the voting public (Steering Committee Minutes, 1966). Speakers went to all the civic clubs in the county to explain what community colleges were all about. After hearing the proposed community college message at the Ministerial Alliance, several ministers used their pulpits to urge their church members to support the college. "The speech to the Ministerial Alliance probably did more good for us than any of the other speeches we gave," said Mr. Shands (1992).

Steering Committee members told the people of Angelina County that the college they proposed would offer their children the first two years of college. It would also provide occupational and vocational courses. Adult education, including occupational, retraining, and self improvement classes would be available to all citizens. There would also be cultural classes for adults (Proposed

Junior College, 1966).

Speeches given by Steering Committee members stressed that the educational problems of the county were related to the needs of the people. Children needed better educations to compete with people in other areas where better educational facilities were available. Local industries needed a local school to provide vocational training. Local hospitals needed properly trained nurses and nurses' aides to care for the sick.

Then the speech makers appealed to a pressing need facing the community, reducing the cost of educating their children. Sending a child away to college, estimated at that time to cost about \$3,000 per year, was considered prohibitive by most families. The speech makers estimated that attending a local junior college would cost about half that amount. They stressed that students who stayed home and attended the junior college could also work part time and save their money for when they went away to college during their junior and senior years.

As Steering Committee members promoted the idea of a community college in Lufkin, they stated the purposes of the proposed institution:

1. To provide academic and liberal arts training on a two-year level
2. To offer vocational and technical training
3. To provide college courses for students who plan

to attend college for only two years

4. To provide an opportunity to attend college for those Angelina County students who might not otherwise do so (Proposed Junior College, 1966)

They explained to the citizens that it was necessary for them to create a junior college school district. The proposed Angelina County Junior College District would encompass all the territory within the boundaries of Angelina County, about 799 square miles. All property owners within this area would pay a tax for the college school district, but the committee members also stressed that the tax would be nominal.

They noted that 37% of all Angelina County taxes was paid by the 10 major companies, which by that time had endorsed the creation and financing of this school for the people of the county and an area of 10 surrounding counties. The major industries of Angelina County were Southland Paper Mill, Lufkin Foundry & Machine Company, Temple Industries, Angelina County Lumber Co., Natural Gas Pipe Line, Southern Pacific Railroad, Texas Foundries, Texas Power & Light Co., Southern Pine Plywood, and Gulf Refining Company.

Promoters of the college stressed that the junior college would also be a new industry for the county. Creating 30 to 40 new jobs, the college, through its payroll and the money it generated, would enhance the

economy of the entire county. An added bonus was the fact that money spent to educate local youth would remain in the county, rather than leave it to enrich some other community that had a college.

The Steering Committee did the preliminary work necessary for the successful election that established Angelina College. A sub-committee selected from the Steering Committee met in Austin with Dr. Lester Harrell, acting commissioner of higher education. Dr. David Norton, junior college examiner, helped the committee prepare a local survey report (1966) to submit to the Coordinating Board of the Texas Colleges and University System. The process included submitting a petition (Appendix F), a statement of purpose, and proof that the junior college story had been told to the people of Angelina County. Finally, an application for a junior college was submitted to the Coordinating Board for its approval.

The proposed district would be a county-wide district. Other types of junior college districts are joint-county districts, union junior college districts, and districts formed in conjunction with public school districts.

The area proposed for the Angelina County District was Angelina County, located in Central East Texas, an area of 799 square miles, 52 miles in length (east-west on the northern border), 43 miles in length (on southern border),

and 25 miles wide (north-south). Independent school districts in the county included Lufkin, Redland, Central, Hudson, Diboll, Huntington, and Zavalla. The Steering Committee communicated to the Coordinating Board that Angelina County contained the largest populated area in Texas that was not being served by a junior college (Local Survey Report, 1966).

During 1966-1967, the Steering Committee members met regularly. Committee officers traveled frequently to Austin. Dr. D. G. Hunt, assistant commissioner of the Coordinating Board for Higher Education, advised the committee on the procedures necessary for approval of the junior college by the Coordinating Board. David Walker, secretary of the Steering Committee, was responsible for distributing the petitions circulated by committee members throughout the county (Steering Committee Minutes, 1966).

On July 18, John E. Gray, chairman of the Coordinating Board of the Texas College and University System, approved the petition signed by at least 10% of the qualified voters in Angelina County. The Steering Committee voted at its July meeting to set the election date for September 24, 1966.

A subcommittee composed of Pitser Garrison, chairman, Tom Meredith, Sally Hunter, and H. J. Shands, Jr., recommended a slate of trustees for the proposed junior college. Oscar Brookshire, co-chairman of the Steering

Committee, was appointed chairman of the Finance Committee. Virginia Allen, director of public relations at Lufkin Foundry and Machine Company, was hired to handle advertising and promotional work for the campaign. Approximately \$4,000 had been contributed for promotion and advertising.

The Steering Committee approved the following seven names to be placed on the ballot as candidates for the Board of Trustees: Robert Poland, Scott Sayers, Harvey Sprott, and Oscar Brookshire, who represented major industries and businesses in Lufkin; Paul Durham and Morgan Flournoy, who represented the Diboll and Huntington communities; Dr. Dan Spivey, who represented the medical community.

Mr. Shands, a local banker and chairman of the Steering Committee, asked that his name not be place on the ballot. The committee had planned for its seven candidates to run unopposed. In an effort to unite the county behind their cause, the committee tried to pick candidates who would represent the county's major industries and different geographic areas. They decided that their slate of trustees would give the industries and geographic areas of the county a voice in making the decisions that guided the college. Leadership of the college was as important to them as the taxation to finance it was.

ADDING A NEW DIMENSION

Everything was moving along smoothly until a group of citizens led by Parker McVicker, a Lufkin attorney, filed a petition listing an additional 31 names of candidates to be placed on the ballot. This action enlarged the list of candidates to 38. Candidates whose names appeared on the ballot for the 7 positions on the first Board of Trustees of Angelina College were: Mrs. Carrol B. (Ann) Allen, Walter Atwell, G. P. (Jerry) Bourrous, Oscar Brookshire, John Calloway, Jack Dies, Paul Durham, John W. Duke, Jr., Cliff Estes, David E. Evans, M. M. Flournoy, Charles Frederick, Murphy George, Simon Henderson, III, James P. Hunter, III, Dr. Gordon Jones, S. Harry Kerr, Carl Lively, Mrs. Lester (Othal) Lowery, Tom Meredith, E. Lynn Metteauer, John D. Miller, Kennard (Ken) Miller, Mrs. William A. (Hilda B.) Mitchell, Robert Poland, Joe Rich, Scott Sayers, Dr. Ernest Seitz, Dr. Dan Spivey, L. B. (Jiggs) Smith, Harvey Sprott, H. G. Stubblefield, Jr., B. J. Thomasson, B. T. Townsend, Jack Tucker, Berwyn Walker, and David Walker (Sample Ballot, 1966).

Mr. Shands (1992) recalled when interviewed for this study that he and the Steering Committee leaders were furious when they first heard about the citizens' petition that enlarged the list of candidates for the Board of Trustees from 7 to 38 candidates. However, in retrospect, he considers the petition a fortunate incident. It

broadened the interest in the proposed community college. Mr. Shands believes the expanded slate of candidates might have been the ingredient that caused the passage of all four propositions in a single election. "The petition added a new dimension not included in our original plan. It broadened the interest," Mr. Shands said.

Judge David Walker, who was secretary of the Steering Committee, kept a sample ballot with the results of the election in his files. In the vote for Proposition 1, "For the creation and incorporation of the Junior College District of Angelina College, District of Angelina County, Texas, with boundaries coincident with those of Angelina County, Texas," 2,692 votes were cast in favor, and 1,642 were cast against the proposition.

Proposition 2 was the election of 7 trustees for the Junior College District of Angelina County, Texas. Elected from the Steering Committee's slate were: Oscar Brookshire, Robert Poland, Scott Sayers, and Dr. Dan Spivey. Elected from the citizens' petition were: Ann Allen, Dr. Ernest Seitz, and David Walker.

Proposition 3, the maintenance tax, passed with 2,135 votes for the proposition and 1,620 votes against it. There were 2,304 votes cast for Proposition 4, "for the issuance of bonds and the levying of tax in payment thereof" and 1,620 votes against the bonds (Sample Ballot, 1966).

Although those elected to the board were all community leaders, none of them had ever served on a public higher education board. Their first meeting was held in the Commissioners' Court Room of the Angelina County Courthouse. Oscar Brookshire was elected the first president of the Board of Trustees. Dr. Ernest Seitz was the first vice president of the board, and Ann Allen was the first secretary.

HIRING A PRESIDENT

Dr. David Hunt from the Coordinating Board informed the trustees of their duties and helped them start building the college. He told them that their first responsibility was to employ a president. Then a site, buildings, and curriculum could be considered. Next, they were to choose a fiscal agent. Serving on the screening committee to hire the president were Scott Sayers, chairman, David Walker, and Dr. Dan Spivey. At the first board meeting, the board named the new school Angelina College (Board of Trustee Minutes, 1966). The board employed Sumner Williams, Jr., a Lufkin attorney, as the school's attorney.

The trustees interviewed several candidates for the presidency. "We had no money, no ground, and no idea of how to go about hiring a president. Somebody shepherded us along the way," said Ann Allen (1992), a member of the original Board of Trustees. Board members and H. J.

Shands, Jr. flew to Sherman, a North Texas town, in Lufkin Foundry & Machine Company's DC-3 to see Dr. Jack Hudgins, who was dean of Grayson County Community College (Poland, 1992). He was the unanimous choice of the Board of Trustees. "We interviewed others, but Dr. Hudgins was our choice," Mrs. Allen recalled.

Dr. Hudgins, 39, came to Lufkin as the founding president of Angelina College and would remain president for the next 24 years. He signed his first contract on December 21, 1966, and reported for work on July 31, 1967. His beginning salary was \$15,000 with annual increments of \$250. He received a \$150 per month travel allowance and a \$150 a month housing allowance until his home on campus was built (Board of Trustee Minutes, 1966, 1967).

Prior to becoming dean at Grayson County College, Dr. Hudgins was a program analyst with the Texas Commission on Higher Education in Austin. For four years prior to that, he was the registrar at San Angelo College, where he also served as director of the evening division for two years.

Once the president was hired, he and the board started building the school that the citizens of Angelina County had approved. "We started from zero," recalled David Walker (1992), a member of the original Board of Trustees.

Board members learned early that it was not their job to run the school. They hired the president and set the

policy. "We chose the president," said Mrs. Allen (1992). "If we didn't like what he did, we could fire him. But we did not hire and fire teachers."

Hiring instructors and coordinating the work of constructing buildings and developing curricula for the students who would come when the college opened its doors in September 1968 would be the new president's responsibility. While he took those duties seriously, he saw as his first role the public relations work needed to convince the 40% of the citizens who voted against the creation of the community college that it was going to be good for them and for the county. "I made speeches to let them know what a junior college would do for them," Dr. Hudgins (1992) said. "We won over a number of these people."

BUILDING A CAMPUS

Several tracts of land were considered for the college site. The Board of Trustees publicized through the news media that it was accepting offers of land in the amount of approximately 100 acres. Three separate tracts of land were offered to the college free of charge. Several other tracts were offered for sale. The trustees had to choose the best location for the college.

Mrs. Allen was one of the people who felt that the college should be located on Highway 59 South. She

expressed that opinion to her brother Arthur Temple, Jr., who was president of Temple Industries at that time. "I couldn't see the college on Highway 69," she said. The Temple land on Highway 59 South seemed so much more logical to her because Lufkin was growing southward and the location was accessible to the other towns in the county.

After Temple Industries offered to sell the property to the college, Mrs. Allen convinced her brother that it would be a better idea for the company to donate the land to the new school. "It was the perfect location," she said, and her fellow board members agreed. They chose the 140-acre site of thickly wooded land.

The state legislative budget board proposed \$172,670 for the newly-created college for the fiscal year ending August 31, 1968. Appropriations for the 1969 fiscal year for Angelina College were recommended at \$223,062, State Sen. Charles Wilson and Rep. John Hannah announced in a joint statement on January 10, 1967 (College's Funds, 1967).

When Dr. Hudgins became the college's first president, he set up his office in downtown Lufkin. One of his first duties was to meet with the architects Kent, Marsellos, & Scott to start building the new school. The bond money the citizens of the county had approved in the election creating the junior college district totaled \$1.5 million. Bids for the first buildings exceeded that

amount, but contracts had to be signed before construction could begin. To make up the difference, the college applied for low-interest federal money. The new president of the college recalled (1992) that the trustees helped him through these pioneer stages of building the college.

One example Dr. Hudgins remembered took place in Robert Poland's office at Lufkin Foundry & Machine Company. Dr. Hudgins told Mr. Poland that he was sure the application for federal money would be approved, but that construction would be delayed if the board waited until the money was approved to sign the contracts for the buildings. "I told him when the grant is approved we'll have \$2.8 million. Now we have only \$1.5 million," Dr. Hudgins said. Then he asked Mr. Poland what he thought they should do. Dr. Hudgins said that Mr. Poland responded, "A turtle never gets anywhere if he doesn't stick his head out once in a while," and then he signed the contract (Hudgins, 1992).

Mr. Poland (1992) remembered the incident, also. However, when he signed the contract that day, the possibility of not being able to pay back the federal money frightened him far more than whether the application would be approved. "We had discussed it and decided that the government was not going to foreclose if we couldn't pay for it. We didn't think they would take the school's buildings and property. Somehow, it all worked out better than we thought it would," he said. The school never

defaulted on its loans.

Board members and the president were not the only ones who worried about the financial challenges of starting a new school. Howard Gates, the business manager, recalled losing sleep at night worrying about the shortage of funds (Gates, 1992). He also remembered some independent grants given anonymously by local institutions and individuals to help get the college started. He and Dr. Hudgins agreed that operating the college in the red the first year was more than enough for them. They made sure that the school's finances were in the black during the rest of the years they were responsible for Angelina College's money.

In November 1967, Oscar Brookshire turned the first shovel of dirt at the official ground breaking ceremony that marked the beginning of the construction of the college. With him were board members Dr. Ernest Seitz, Ann Allen, Dr. Dan Spivey, Scott Sayers, Robert Poland, and David Walker, and the college president, Dr. Jack Hudgins (Lufkin News photo, 1967).

Dr. Hudgins said that the only way anyone could get through the woods that flourished where the campus is now located was to follow the bulldozers. When construction began, the rains came. Rainfall that year totaled 60 inches (Hudgins, 1992). Average rainfall in Angelina County is about 40 inches a year.

The plan was for the Administration Building to house

the library until a library could be constructed. The Liberal Arts Building, the Engineering-Science Building, and the Mechanical Building were scheduled for completion in time for the opening date of school. The Student Center and Fine Arts Building were not scheduled for completion until the spring semester. But excessive rain created a swamp around the buildings and slowed all construction.

Dr. Hudgins hired about 30 faculty members for the first semester and planned for an enrollment of 600 credit students. The first catalog was printed. Howard Gates, a native of Angelina County who had worked in the fiscal offices at Texas A&M University and Texas Technical Institute, became the school's first business manager. Dr. Henry McCullough, who had worked for Dr. Hudgins as the Director of the Business Division at Grayson County College, was Angelina College's first dean.

And it rained, and it rained.

A shortage of money and an abundance of rain were not the only problems the fledgling college faced that first year. Dr. McCullough (1992) remembered the opening of Angelina College this way: When he arrived in Lufkin on July 15, 1968, his office was in the old City Hall overlooking Lufkin Avenue. "We had a good time down there," Dr. McCullough said. The city had made the whole building available to college personnel. The president's office was there also as was the librarian's and the

bookstore manager's. The business manager's office was in the former city court room. There was a jail also, but no one occupied it.

"The citizens and students lost faith in us," said Dean McCullough. "Our buildings were not finished. They didn't think we'd start until next year. They didn't know what we knew. We knew we had to start school. Our funding depended up it."

So they improvised. They delayed registration for a week. When the faculty met for its first meeting, there were no rest rooms in operation on campus. Dr. McCullough remembered that the meeting went much quicker than most faculty meetings. Television coverage of the event featured the charter faculty and students who had come out to the campus to publicize the opening of the new school.

THE FIRST DAY OF SCHOOL

None of the buildings was completed when Angelina College opened its doors to the first class of students, who registered on September 16, 1968. Classes began on September 18 with 514 students registered for credit classes and 75 students in non-credit courses for a total of 589 students. There were 131 out-of-county students and three out-of-state students (Board of Trustees' minutes, 1968). About 90% of the credit students were expected to transfer to Stephen F. Austin, Dr. Hudgins said.

Enrollment was lower than anticipated. Less students meant less money from the state and more improvising. The college opened in two unfinished campus buildings. Each evening, the Liberal Arts Building was locked by nailing a sheet of plywood over the door. Because the Student Center would not be finished until the spring semester, students met in a temporary student lounge in the Liberal Arts Building. The second floor of the Administration Building housed the bookstore, the library, and a science class. Empty book boxes and crates were stacked and used as dividers between the bookstore and the library.

Nursing classes were taught at the old city hall building in downtown Lufkin. When the administrators moved from that building to the Administration Building, the nursing instructors and students took over the whole building. "We had the first associate degree nursing program ever started in a junior college in its first year of operation," Dr. McCullough said.

Nursing students were not the only ones who attended classes at temporary campuses that first year. Welding classes were taught on East Lufkin Avenue near the cemetery. The drafting and electronics programs were housed at the old Burke School, a building about five miles south of the main campus that was no longer used as a school.

On campus, space was limited and cramped.

Instructors doubled up for office space. Dr. McCullough remembered convincing several instructors to try to be happy sharing a closet for their offices. He argued that they were the only instructors with built-in bookshelves in their offices. Since the sidewalks had not been built nor the parking lots paved, board walkways provided access over the mud.

The incessant rain did not dampen the spirits of the charter faculty members who were approved by the Board of Trustees at their meeting on September 1, 1968: Dr. Henry McCullough, Dean; Hubert K. Jones, Director of the Business Division; J. E. Bouligny, Acting Director of the Fine Arts Division; Dr. Horace Gillespie, Director of the Liberal Arts Division; Dr. Jack Pierce, Director of the Science Division; Jimmy Tinkle, Director of the Evening Division; George Stott, Jr., Registrar; Bobby Anderson, Instructor of Science; John Baldwin, Instructor of Liberal Arts; Cecil Ferguson, Instructor of Liberal Arts; Beverly Gardner, Instructor of Liberal Arts; Ronnie Hall, Instructor of Science; Armon Hewitt, Instructor of Science; Charles Hogan, Instructor of Fine Arts; James Horton, Instructor of Liberal Arts; Margaret Lindsay, Instructor of Liberal Arts; Chester Neel, Instructor of Science; Linda Pogozeleski, Instructor of Business; Stanley Pogozeleski, Instructor of Liberal Arts; Mary Read, Instructor of Fine Arts; Gaylon Wright, Instructor of Business; Curtis Bradshaw,

Counseling; Wilton Killam, Counseling; and Earlon Williams, Librarian (Board of Trustees minutes, 1968).

Their president had told them that they would operate that first day as though the college had been open for 10 years. Twenty-five years later, he said emphatically, "And we did it!"

ANALYSIS OF THE CASE STUDY

I began this study with a little knowledge of how Angelina College had been started. Talking to 20 of the people who founded and developed the school gave me a much clearer picture of what happened. Case Study 1 of my written documentary is drawn from what the leaders told me and what I found in my research of documents, newspaper accounts, and other printed materials about Angelina College.

Philip West (1985) uses case studies to simulate problems in educational public relations for classroom scrutiny or in-service instruction. That was not the intent of my case studies. My case studies are not simulations; they are factual accounts of what has happened at Angelina College. However, an analysis of them may help administrators and researchers interested in the community college approach to higher education in much the same way as the analysis of case studies can help educational administration public relations specialists identify and

solve problems in their discipline.

Case Study 1 dealt with a major public relations challenge: the problem of selling the citizens of a county on the idea that they should tax themselves to provide a two-year institution of higher education. The leaders of the community who formed the Steering Committee dedicated to organizing the junior college, knew that the citizens of Angelina County had to be convinced that establishing a junior college district was a good idea if they were going to support it with their property tax dollars.

A 60%-40% voter ratio established the college. The vote could easily have gone the other way. H. J. Shands, Jr., chairman of the Steering Committee, was still overwhelmed 25 years after the fact that all four proposals on the ballot passed the first time they were put to a vote. This was the first time a Texas public junior college had been established and financed in a single election. Mr. Shands said that several elections are usually necessary to establish and fund a community college taxing district.

Back in the 1960s, the Angelina County Chamber of Commerce Steering Committee pulled out all the stops to win the election. Its leadership efforts were not a haphazard activity. The leaders methodically stacked the Steering Committee with the most influential people in the community. These people were carefully selected to

represent various interests of the county.

The Committee carefully followed the guidelines provided them by representatives from the Coordinating Board of Higher Education. Committee members talked about the proposed junior college to anyone who would listen. They played the politics necessary to win the election.

Once they had accomplished that feat, the original Board of Trustees carefully selected the person who would lead Angelina College as its first president. The board could not have chosen a better founding president than Dr. Jack Hudgins. He would make Angelina College his life work. For 24 years, he guided this institution. When he retired in 1990, Jean Rader, his secretary, described him in The Pacer, the student newspaper, in the following manner:

He is loyal to Angelina College. He is honest to the point that he never uses college belongings for personal use. Dr. Hudgins is truthful to the point that he has an open-door policy and accepts all phone calls. I have never been allowed to say he's not in, if he is. He is patient, even tempered, and has great self-control; I've seen him in trying situations, and he kept his cool. Dr. Hudgins has a wonderful sense of humor, and uses it to get things going his way. Dr. Hudgins is stern, but with a finesse so as not to seem so. He is religious with a quiet air and never flaunts it. (Featherston, 1990)

As a member of the Angelina College faculty, I have observed Dr. Hudgins enough to know that what Mrs. Rader said about him is accurate. When he retired, I was proud that my journalism students honored him as the Press Club's man of the year. It was the best way we knew to thank him

for what he had done for Angelina College. We knew media people were not his favorite people in the world, but we also knew that he cared about Student Publications at Angelina College. We always knew that we could always count on his support.

As an insider at Angelina College who has had the opportunity to interview 20 of its leaders, I began to see the school through the leaders' eyes. Their perspectives helped me understand why Angelina College has grown consistently and has developed a positive reputation in the community it serves. The community leaders worked hard to start the school.

The leaders' only reward was a satisfaction that those who were interviewed 25 years later still relish. Maslow (1954) and Herzberg (1987) would agree with these leaders that there is no greater motivator than self-actualization.

These Angelina County leaders utilized the four types skills demonstrated by the great leaders in the Bennis and Nanus (1985) study. Like the great leaders, the Angelina College leaders shared a vision. They gave their vision meaning by communicating it to their fellow citizens. The leaders achieved the citizens' trust, and their own positive self-regard helped the leaders thwart possible failure. Many of the leaders who were interviewed expressed their pride in being a part of the team effort

that started Angelina College.

Once the Steering Committee had completed its job, it placed the college in the hands of the Board of Trustees and Dr. Jack Hudgins. He hired capable administrators, faculty, and staff. The citizens have consistently elected trustees who work together to fashion Angelina College into a school that meets the needs of its constituents. Those who started the college can truly say in unison, "And we did it!"

CHAPTER V

A RICH MOSAIC:

A CASE STUDY OF THE EVOLVING ROLES AND MAJOR EVENTS
OF ANGELINA COLLEGE

While the 25-year history of Angelina College was evolving, thousands of players were assuming different roles in this educational documentary. They were Steering Committee members, trustees, administrators, teachers, students, support personnel, and interested citizens. The various people who touched this school or who were touched by it made Angelina College the community college that it is today.

Even though this school began at a time when an average of 50 new junior colleges a year were appearing on the American higher education scene (Phillips, 1992), Angelina College is different from other two-year schools because of the people associated with it and because of its history. Looking at the various roles and key events of this 25-year period through the perceptions and recollections of 20 selected players was somewhat like piecing together an enormous puzzle. Finally, most of the pieces of the puzzle fell into place. What resulted was a rich mosaic of people involved in interlocking roles and events that are Angelina College.

THE ORGANIZATIONAL STRUCTURE

Members of the Board of Trustees in 1992 were H. J.

Shands, Jr., president; Dr. Robert F. McCall, vice president; Betty Pruitt, secretary; and members Joe Byrd, Joe C. Denman, George Henderson, Jr., and Dr. Ernest R. Seitz. In the spring of that year, Joe C. Denman chose not to run for re-election to the board, and Harold Maxwell was elected as the newest member of the board.

Two presidents have led Angelina College during its 25 years of growth. (Appendix G, Organizational Chart, 1970, Appendix H, Organizational Chart, 1992) In 1992, the president is assisted by five upper-level administrators:

1. Director of Management and Information Systems
2. Business Manager
3. Dean of Instruction and Admissions
4. Dean of Student Services
5. Dean of Community Services and Development

Members of the Executive Committee are the president and the five upper-level administrators.

Six divisions of faculty and the library are led by division directors. Directors of the Library, the Business Division, the Fine Arts Division, the Liberal Arts Division, the Science Division, the Health Careers Division, and the Technical Vocational Division are members of the Dean of Instruction's Council. Faculty and support personnel (secretaries and clerical staff) are designated as professional and classified personnel. Contracted services include housekeeping and food services.

ADMINISTRATORS AND FACULTY IN 1968

Administrators and faculty members listed in the 1968-69 Angelina College Catalogue were: Jack W. Hudgins, President; Bobby T. Anderson, Instructor of Biology; John W. Baldwin, Assistant Director of the Liberal Arts Division; John E. Bouligny, Acting Director of the Fine Arts Division; Chris Browning, Instructor of English; Cecil R. Ferguson, Athletic Director and Coach; Beverly Jean Gardner, Instructor of English; Howard M. Gates, Business Manager; Horace F. Gillespie, Director of the Liberal Arts Division; Audie E. Hall, Instructor of Electronics; Ronnie E. Hall, Instructor of Mathematics; Armon M. Hewitt, Instructor of Science; Charles R. Hogan, Instructor of Music; Norvelle Gerry Hoover, Director of the Student Center; James T. Horton, Jr., Instructor of History; Hubert K. Jones, Director of Economics; Wilton H. Killam, Director of Student Personnel Services; Margaret J. Lindsay, Instructor of Physical Education; Henry E. McCullough, Jr., Dean; Chester A. Neel, Instructor of Geology; L. Jack Pierce, Director of the Science Division; Linda Sue Pogozeleski, Instructor of Secretarial Studies; Stanley V. Pogozeleski, Instructor of History; Mary Johnson Read, Instructor of Art; Opal Alline Stewart, Director of the Nursing Division; Ben H. Wickersham, Director of the Technical-Vocational Division; Earlon Williams, Librarian; and Pascuel Gaylon Wright, Instructor of Business. JoJean

Briggs and Jean F. Rader were listed as secretaries, and Robert J. Rader was Director of Maintenance.

ADMINISTRATORS AND FACULTY IN 1992

Administrators listed in the 1992-93 Angelina College Catalog were: Dr. Larry Phillips, President; Dr. Patricia McKenzie, Dean of Instruction and Admissions; Jim Twohig, Dean of Student Services; Steve Watters, Business Manager; Willie C. Rogers, Director of Management and Information Systems; Dr. Frederick Kanke, Dean of Community Services and Development; John Baldwin, Acting Director of the Liberal Arts Division; James Kennedy, Acting Director of the Business Division; Dr. Jimmy Tinkle, Director of the Fine Arts Division; Millicent Irish, Director of the Health Careers Division; Dr. Wilburn Schrank, Director of the Science Division; and Dr. Richard Pulaski, Director of the Technical-Vocational Division.

Other administrative officers and staff in 1992 included Janet Avery-Sublett, Audio-Visual Services Librarian; Bill Berry, Counselor; Angela Brewer, Director of the Bookstore; Joe Daniel, Assistant Director of the Physical Plant; Guy Davis, Athletic Director; Dr. Robbie Davis, Academic Counselor; Royce Feaster, Director of Financial Aid; Gloria Lewis Gilder, Director of the Library; Mary Jo Gorden, Coordinator of Special Student Support Services; Freeman Heck, III, Associate Director of

Radiologic Technology; Jill Hill, Registrar; Cynthia Hiza, Assistant Business Manager; Sellestine Hunt, Director of Testing; Pati Lightfoot, Accountant; Clara Monroe, Computer Operator; Nancy Owens, Accountant; Candace Powell, Technical Services Librarian; Robert Rader, Director of Physical Plant; Kenneth Street; Computer Programmer; Charles Stemple, Director of the Small Business Development Center; and Rose Wilcox, Associate Director of Nursing.

Full time Angelina College faculty in 1992 were: Alfred Allen, Jr., Clinical Coordinator of Respiratory Care; Patricia Baldwin, Instructor of Speech-Drama; Dr. Clarence Bassinger, Jr., Instructor of Biology; Charles Becker, Program Coordinator of Respiratory Care; Suzanne Bradford, Instructor of Business; Susan Bradley, Instructor of Mathematics; Eugene Clay, Instructor of Drafting; Occie Cluff, Instructor of Data Processing; Lawrence Coker, Instructor of Electronics; Dwan Coleman, Instructor of Kinesiology and Health Science; Sharon Coleman, Instructor of Radiologic Technology; Mattie Collins, Instructor of English; Louis Debetaz, Instructor of Biology; Milton Dodson, Instructor of English; Curtis Dunn, Instructor of Electro-Mechanical Technology; Thomas Dunn, Instructor of Business; Troy Edwards, Instructor of Welding; Janice Farmer, Instructor of Nursing; Cecil Ferguson, Instructor of Biology; Hermogenes Fernandez, Instructor of Spanish; Dr. Barbara Flournoy, Instructor of Reading; Karen Foley,

Instructor of Reading; Kevin Frizzell, Instructor of Biology; Lauren Gaudette, Instructor of Nursing; Kathleen Hall, Instructor of Nursing; Ronnie Hall, Instructor of Mathematics; Jere Hammer, Instructor of Nursing; Dr. John Harper, Instructor of Physics and Mathematics; Linda Herring, School Nurse; Elaine Jackson, Instructor of Journalism and Student Publications Adviser; Julianne Jeter, Instructor of Nursing Lab; Annis Jones, Instructor of Nursing; Paul Kollauf, Instructor of Drafting; Cynthia Lawrence, Instructor of Radiologic Technology; Margaret Lindsay, Instructor of Psychology; Dora Litzenberger, Instructor of Nursing; Jimmy Lovelady, Instructor of Drafting; Perry Martin, Instructor of Human Services; Nicholas Maselli, Instructor of Criminal Justice; Sandra May, Instructor of Data Processing; Toni McCall, Instructor of Chemistry and Mathematics; Dr. Don McManus, Instructor of Music; Carroll Moore, Instructor of Mathematics; Marjorie Mueller, Instructor of Nursing; Lois Murphy, Instructor of English; Brian Nabbs, Instructor of Automotive Mechanics; Kay Parks, Instructor of Office Technology; Robin Palmer, Instructor of Kinesiology; Ellen Platt, Instructor of Accounting; Linda Pogozeleski, Instructor of Office Technology; Stanley Pogozeleski, Instructor of History; Charles Porter, Instructor of Government and History; Mary Read, Instructor of Art; Patricia Ritter, Instructor of Nursing; Elaine Russell,

Instructor of Computer Science; Walter Scalen, Instructor of Sociology; Judy Semlinger, Instructor of Child & Family Development; Rex Shirey, Instructor of Data Processing; James Smith, Instructor of Diesel Mechanics; Patricia Sparks, Instructor of Nursing; Charles Stephens, Instructor of Voice; Bruce Sublett, Instructor of English; Diana Throckmorton, Instructor of English; Margaret Todd, Instructor of Nursing; Kenneth Wagner, Instructor of Electronics; Judy Wells, Instructor of Radiologic Technology; Angie Wilcox, Instructor of Radiologic Technology; Mary Wilson, Instructor of English; Jacqueline Wing, Instructor of Mathematics; and Gaylon Wright, Instructor of Business.

TWENTY SELECTED PLAYERS

The 20 selected leaders who participated in this study were: Ann Allen, Robert Poland, Dr. C. A. Allen, Judge David Walker, Ward Burke, Pitser Garrison, H. J. Shands, Jr., Betty Pruitt, George Henderson, Jr., Joe Byrd, Dr. Jack Hudgins, Dr. Larry Phillips, Dr. Henry McCullough, Dr. Fred Kanke, Dr. Patricia McKenzie, Howard Gates, Bertin Howard, Steve Watters, Wilton Killam, and Jim Twohig.

Cast as the key players of this documentary of Angelina College, the 20 leaders represented the thousands of people who have been associated with Angelina College during its 25-year history. Their insights and

perceptions, captured on audio and video tape during summer 1992, breathed life into this historical documentary. They responded to the following question: **What role did you play in the organization and/or development of Angelina College? (Follow-up question) What roles did the other leaders being interviewed play in the organization and/or development of Angelina College?**

Ann Allen, a wife and mother, served on the Steering Committee and was elected to the original Board of Trustees. She was instrumental in obtaining the 140 acres of land on which Angelina College stands. She helped select the first president of the college. Mrs. Allen brought to the board the insights of a woman who had been active in such diversified civic activities as child welfare, the arts, the American Lung Association, Girl Scouting, and the Historical-Literary Club, which, she said, keeps her mind active. A language major and graduate of the University of Texas, she is keenly interested in the liberal arts and fine arts facets of Angelina College. However, from the beginning she has promoted the school primarily as an opportunity for area students who would never have gone away to college to start their college education. When she was president of the Board of Trustees, she threw out the first baseball of the season (A. Allen, 1992).

"I remember Ann Allen speaking at a public hearing in

the District Court Room before the college was started. She said it would have been so good for her son if there had been a college here when he graduated from high school. She thought a college in Angelina County would be good for the young people of the county," said Wilton Killam (1992).

Robert Poland was also a member of the Steering Committee and the first Board of Trustees. A 1942 graduate of Texas A&M University, he served in the U.S. Army Corps of Engineers in the European Theater during World War II. Soon after Angelina College was founded, he became president of Lufkin Foundry & Machine Company (Lufkin Industries), a major industry in Angelina County. He has been greatly interested in technical-vocational programs that prepare students for jobs at local industries. Mr. Poland felt that a vocational school that prepared nurses and taught such skills as welding would be good for many area citizens (Poland, 1992).

"Bob Poland was the dynamic leader of our company. He was a local product. He was ideal for a trustee of the college," said Joe Byrd (1992).

Dr. C. A. Allen, a Lufkin physician who moved to Angelina County from his native Jamaica, served on the Steering Committee. Before the election that established Angelina College, he gave speeches to acquaint citizens with the junior college concept. His interest in education has been demonstrated mainly as a member of the Lufkin

Independent School District Board of Education, but he has always supported Angelina College (C. A. Allen, 1992). Because his medical practice served many people in the black community, he was a powerful force in promoting the community college at a time when integration was just beginning. However, his influence as a black physician was not limited to the black community (McKenzie, 1992).

"Dr. Allen has been interested in reaching across all ethnic lines. His insights are low key, but when Dr. Allen talks about a subject, you do well to listen," said Ward Burke (1992).

Judge David Walker was the secretary of the Steering Committee and a member of the original Board of Trustees. In this capacity, he worked closely with H. J. Shands, Jr., and Oscar Brookshire, co-chairmen of the Steering Committee, in promoting the establishment of Angelina College. When he was appointed district judge, he resigned from the Board of Trustees because serving in both capacities created a conflict of interest. However, Judge Walker has maintained his interest in the college through the years and continues to administer the oath of office to all new trustees (Walker, 1992).

"Judge Walker advised us on legal matters. His being on the board gave it credibility," said Dr. Jack Hudgins (1992).

Ward Burke served on the Steering Committee that

promoted the college. As an attorney for Southern Pine Lumber Company, he prepared the legal work when the Temple family donated the land on which Angelina College is located. As a trustee of the T.L.L. Temple Foundation, Mr. Burke has assisted the college in financing several campus buildings and in obtaining computer equipment (Burke, 1992). He has been a commencement speaker, and he and his wife have endowed the Rainbow Fund, which assists Angelina College students with interest-free loans for emergencies that cannot be resolved by any other type of financial aid. Beyond Angelina College, the professional and civic contributions of this quiet mannered gentleman have been numerous. The Ward Burke Federal Building was named in his honor.

"Ward Burke worked behind the scenes, but he was an important cog in the wheel," said Robert Poland (1992).

Pitser Garrison was another prominent Angelina County citizen who served on the Steering Committee. A lifelong resident of Lufkin, Mr. Garrison became mayor of Lufkin in 1970 and served in that position until 1988. He was an attorney and later a bank president. Mr. Garrison worked through the Chamber of Commerce committees and as a private citizen to garner support for the first Angelina Junior College District bond election. He was one of the civic leaders who gave speeches and influenced people informally about the benefits of a local community college (Garrison,

1992).

"Pitser Garrison has been carrying wood and water for every worthwhile project in Angelina County for longer than I can remember," said George Henderson, Jr. (1992).

H. J. Shands, Jr. was chairman of the Steering Committee. Because several earlier attempts to found a college in Lufkin had failed, he knew the importance of involving as many prominent citizens as possible in the community college effort. The Chamber of Commerce committee attempted to represent the entire community on the Steering Committee. Mr. Shands, a banker, did not run for the original Board of Trustees, but he serves as a trustee in 1992. One of his best friends, the late Oscar Brookshire, was co-chairman of the Steering Committee and president of the first Board of Trustees (Shands, 1992).

"Oscar Brookshire and Bubba Shands really were the main two people who pushed for this college," said Robert Poland (1992).

Betty Pruitt is the only trustee who has the distinction of being a graduate of Angelina College. She has also taught at Angelina College. After rearing her children, she attended Angelina College. Then she transferred to Stephen F. Austin State University, where she earned a bachelor's and a master's degrees. She has served as a member of the Board of Trustees since 1976. She was the second woman to serve on the Board. As a

registered dietitian, she taught nutrition classes for Angelina College nursing students. Because she was a board member, she was not paid for teaching the classes. However, she considered the work a good civic opportunity (Pruitt, 1992).

"Betty Pruitt is Angelina College's number one cheerleader. Her support goes way beyond the board level. She supports almost everything that happens out here," said George Henderson, Jr. (1992).

George Henderson, Jr., was serving on the Board of Education for the Lufkin Independent School District when Angelina College was being started. His only contribution to the junior college founding effort was to vote for the establishment of the college. However, he currently serves as a trustee of Angelina College. As a businessman, he brings management and leadership skills to the board. He served on the search committee that screened applicants for the position of president of the college after Dr. Jack Hudgins retired. He was actively involved in hiring Dr. Larry Phillips, the second president of Angelina College (Henderson, 1992).

"George Henderson is involved in practically everything that happens in Lufkin. He is a leader of men, and he can get out and make contacts for whatever organization he supports," said Howard Gates (1992).

Joe Byrd, an engineer and the inventor of the Mark II

oil field pumping unit, became a member of the Board of Trustees when business responsibilities made it necessary for Robert Poland to resign from the board. Because there is very little turnover on the board, Mr. Byrd, who has served as a trustee for 14 years, is still almost a junior member of the board. Mr. Byrd was not on the Steering Committee, but he did prepare radio promotions and newspaper articles for the community college effort in the 1960s. He serves on several advisory boards for Technical-Vocational programs (Byrd, 1992).

"While Joe Byrd has an interest in all areas of the college, he is really an avid promoter of the fine arts offerings," said Wilton Killam (1992).

Dr. Jack Hudgins came to Lufkin as the founding president of Angelina College in the summer of 1967. He built the campus, hired the faculty, and organized the curriculum. During the 24 years he was president of Angelina College, he interviewed every person who was hired as a faculty member of Angelina College (Hudgins, 1992). He wrote the first mission statement of the college and set the climate for Angelina College. He has been called the Father of Angelina College (Twohig, 1992).

"Dr. Hudgins is a very careful man. He thinks through everything he does. He works well with people and creates relationships well. He inspires confidence. We were very fortunate to have him as our first president,"

said H. J. Shands, Jr. (1992).

Dr. Larry Phillips became the second president of Angelina College in 1991 when the Board of Trustees voted unanimously to hire him. He was president of the South campus of North Harris County College in Houston before coming to Angelina College in March 1991 (Phillips, 1992).

A hands-on type of leader, Dr. Phillips immediately set about getting acquainted on campus and in the community. Even though he had been at the college for only one of the first 25 years of the college's history, he saw the silver anniversary celebration not only as an opportunity to reflect on Angelina College's accomplishments but as a time to project goals for the next quarter of a century. As the major spokesman for the college, he has actively promoted the year-long celebration.

"Dr. Larry Phillips has a strong commitment to education. He brought to Angelina College his belief in the community part of a community college. He is working to make college affordable to everyone," said George Henderson, Jr. (1992).

Dr. Henry McCullough, the first dean of Angelina College, worked for Dr. Hudgins as director of the Business Division at Grayson County Community College before Dr. Hudgins hired him at Angelina College. Dr. McCullough was in charge of instruction and faculty at Angelina College

until he resigned to become president of Cisco Junior College (McCullough, 1992).

"Dr. McCullough was great as the founding dean. He brought his accounting experience, and he was excellent in getting us started," said Dr. Hudgins (1992).

Dr. Fred Kanke became dean of instruction and admissions after Dr. McCullough left Angelina College. Dr. Kanke had come to Angelina College in 1968 as a French and Spanish instructor. In 1974, he became Director of Admissions and Records. Four years later, he was promoted to Dean of Admissions and Records. He left Angelina College in 1987 to care for his terminally ill father. He returned as Assistant to the President. Currently, he is Dean of Community Services and Development (Kanke, 1992).

"Dr. Kanke is that rare combination of a creative person who is also highly organized. He is an effective teacher and also a good administrator. Community Services has experienced phenomenal growth under his leadership," said Wilton Killam (1992).

Dr. Patricia McKenzie is the Dean of Instruction and Admissions. She came to Angelina College in 1969 as a nursing instructor. In that capacity, she developed the second-year nursing program and promoted this program in the community. Before becoming the academic dean, she was the associate director of the Nursing Department and then the associate director of the Health Careers Division

(McKenzie, 1992).

"I remember Dr. McKenzie coming to my office to get experience in nursing when she was still in high school. She is a brilliant young woman. She is doing an excellent job as dean of instruction at Angelina College," said Dr. C. A. Allen (1992), a physician.

Howard Gates had experience in university and two-year college business affairs before coming to Angelina College as its first business manager. A native of Huntington (a town 10 miles east of Lufkin), he saw the job at Angelina College as an opportunity to move home. He served as business manager of Angelina College for 16 years. Mr. Gates established the college's first accounting system. As business manager, he was responsible for physical plant operations and maintenance, business office operations, budgeting and accounting. He also supervised auxiliary facilities, such as the bookstore and the cafeteria (Gates, 1992).

"Howard Gates is probably the tightest man with a dollar that I know. There was never a misappropriated dime when he was business manager. If I was looking for someone to take care of my money, he'd be the first one I'd call," said George Henderson, Jr. (1992).

Bertin Howard came to Angelina College as assistant business manager under Howard Gates in 1982. He succeeded Mr. Gates as the college's second business manager in 1984

and served in that capacity until 1990, when he left Angelina College to become assistant vice president for finance at Lamar University in Beaumont. His responsibilities as business manager of Angelina College were similar to those of his predecessor. However, Mr. Howard began converting the manual bookkeeping and accounting procedures established by Mr. Gates, the first business manager, to an electronic data processing system. While Bertin Howard was business manager, Angelina College entered the Computer Age (Howard, 1992).

"Bertin Howard took the time to read the law and become familiar with the laws that govern our operations. It makes a difference because we're not exactly like a public school, and we're not exactly like a four-year institution. There are certain aspects of the Texas Education Code under the law that governs our operations that you just have to know, and Bertin did. He had a way of keeping up with things and documenting things," said Steve Waters (1992).

Steve Watters, the current business manager at Angelina College, came from North Harris County College as assistant business manager under Bertin Howard. He became business manager in 1990. His primary responsibilities include the business operation of the college. He is responsible for converting all manual record-keeping systems to computerized systems and for renovating and

maintaining the 25-year-old campus facilities (Watters, 1992).

"Steve Watters was the best thing that could happen to Angelina College at this time. He cares about the students, and he is a good business manager," said Jim Twohig (1992).

Wilton Killam retired as Dean of Students in 1991. He was the first and only Dean of Students Angelina College ever had. He continues to teach psychology and geography as a part-time instructor. When the college was established, he was a counselor at Lufkin High School. Although not a member of the Steering Committee, he actively promoted the idea of a local junior college among his fellow educators. He served as an election judge at the election that established the community college. He was the first tennis coach at Angelina College and has been an advocate of collegiate athletics (Killam, 1992).

"Wilton Killam made every student feel special. He could find some good in every situation that involved a student. I was not always happy when he gave students a second chance because I thought they should suffer the consequences when they failed to follow the rules, but I always knew that Dean Killam would look out for the students (McKenzie, 1992).

Jim Twohig began a new job with a new title in 1992. He became the first Dean of Student Services. In this

position, his main goal is student retention. Since 1974, he has worked at Angelina College in several capacities. He set up six off-campus programs and established a program for senior citizens. He is in charge of community relations and admissions. He brought all his previous responsibilities with him to the Dean of Student Services position; but when interviewed, he said he expected some of his jobs to be reassigned to someone else in the future (Twohig, 1992).

"Jim Twohig worked to set up the off-campus programs which have literally taken the college to many students who would probably never have started to college if it wasn't so convenient for them," said Wilton Killam, 1992).

Concerning the people who have served as trustees of Angelina College, the founding president said, "The people of the county have continued to elect people of substance and quality to our board. The word of our trustees is as good as gold. When you have a group of people of their caliber, it makes for pleasant working conditions" (Hudgins, 1992).

KEY ROLES OF ANGELINA COLLEGE

The purpose of Angelina College is:

to provide quality educational offerings and services to enable students to develop their intellectual potential, to achieve career proficiency, to attain physical well-being, and to enrich their social, cultural, and civic experiences (General Catalog, 1992-93).

The purpose of the college is embodied in the following institutional goals:

1. maintain an open-door admissions policy
2. provide a comprehensive curriculum
3. provide comprehensive support services
4. maintain a community orientation
5. demonstrate accountability to constituencies and applicable accrediting agencies (General Catalog, 1992-93)

The goals of Angelina College are to be realized by the following objectives:

1. to maintain an open-door admissions policy for all who desire to attend the college
2. to provide an adequate, qualified, competent, dedicated, and diverse faculty, staff, and administration to instruct, supervise, and support the college, its students, and its educational offerings and services
3. to provide for communication and articulation between the college and the public schools to promote undergraduate education
4. to provide two years of collegiate work leading to an associate degree and/or transferring to general academic, professional and applied baccalaureate degree programs
5. to provide technical-vocational programs which lead to a certificate or an associate degree; the degree may be accepted in some baccalaureate degree programs
6. to provide technical-vocational courses and services appropriate for short-range retraining and updating of job skills
7. to provide general educational opportunities for personal satisfaction and improvement, and to enhance leisure-time activity
8. to provide compensatory programs, courses, and services for Angelina College students who lack the literacy and functional skills needed for probable success in college level courses
9. to provide continuing education and community services designed to meet community needs and to promote vocational and avocational interests
10. to provide academic and instructional support services to assist students in meeting their educational goals with appropriate competencies
11. to provide student services and activities that promote a comprehensive student-life program

12. to provide counseling and academic career advisement to assist students in identifying and achieving their individual educational goals
13. to provide for the effective management of the fiscal and business affairs of the institution, including the construction and maintenance of the physical plant, in ways which will not only promote innovation and growth of the educational offerings but will also enhance the teaching and learning environment
14. to provide and maintain adequate physical resources, including buildings and equipment, in ways which will promote innovation and growth in the teaching and learning environment
15. to implement planning and evaluation processes that will demonstrate that the institution's purpose is being fulfilled; and
16. to provide leadership and support for basic social, cultural, civic, and economic endeavors of the community (General Catalog, 1992-93)

HOW DID WE GET TO BE THE WAY WE ARE?

The mission, purpose, goals, and objectives of two-year, public community colleges are officially determined by many factors. To be funded as one of the 49 public junior colleges in Texas, Angelina College must espouse the statutory regulations and ongoing guidelines established by the Texas Legislature and the Coordinating Board of Higher Education. These goals are incorporated in Angelina College's mission statement, which is stated on page 4 of this study. The roles of this institution are also determined by accreditation procedures of the Southern Association of Colleges and Universities and by accreditation procedures for individual programs.

These official roles are interpreted for the college by its administrators and the Board of Trustees, who also

must consider the needs of the community the college serves. The Board of Trustees establishes policies based on the guidelines of the regulating organizations and on the needs of the local community. Layers of such decisions over a 25-year period result in the development of the individual personality of the institution. Board policy and administrative decisions contribute to the school's culture, which is simply the way things are done at this institution. The leaders' perceptions of the key roles of Angelina College reflected this unique personality and culture when they answered the following question: **What are the key roles of Angelina College? Have the roles of Angelina College changed during the time you have been associated with it? If so, how?** (Appendix I)

All 20 of the leaders recognized the academic, college transfer role of Angelina College. Seventeen mentioned the technical vocational role. Eleven saw the college as contributing to the local economy. Seven mentioned that the community college is an avenue of access to inexpensive higher education and that it provides self-improvement courses for all citizens. Six saw the college as a cultural center for the community; five said it served the needs of the community. Three mentioned the student support services role and the compensatory classes role. One observed that it relieved some of the burden of freshman and sophomore level classes from the four-year

colleges and universities.

Academic and Technical Vocational Roles

Without exception, the leaders interviewed for this study considered the college transfer program and the vocational program as the two most important key roles of Angelina College. They expressed their perceptions of these two roles in various ways.

They saw the academic role at Angelina College as:

Equal opportunity for education...(A. Allen, 1992)

Inexpensive education for the young people of the area...(C. A. Allen, 1992)

College education for students who would never have had this opportunity if it were not available in their community...(Burke, 1992)

An advanced learning center...(Pruitt, 1992)

A stepping stone to four-year colleges and universities...(Walker, 1992)

Good academic courses...(Shands, 1992)

University parallel courses...(McCullough, 1992)

Not in competition with the major universities...
Supplemental to those institutions...(Burke, 1992)

In their academic role, junior colleges are similar to four-year institutions. However, two-year colleges function quite differently from four-year colleges (McCullough, 1992) in their technical-vocational role. The leaders expressed their perceptions of this role.

They perceived the technical vocational role of Angelina College as:

A vocational school to prepare nurses for the

hospitals and skilled workers for industry...(Poland, 1992)

Training for jobs in local industries...(Shands, 1992)

Providing needed skilled technical workers...(Pruitt, 1992)

Responsive to the needs of the community...If you need welders, we'll get you welders. If you need a service, we'll provide it. (Henderson, 1992)

Helping people get a job and make a better living...It gives them a better life for themselves. (Walker, 1992)

These students who come to Angelina College looking for a better life through academic or occupational education are not always typical college students. George Henderson, Jr., learned this fact the first year he was a trustee. He also learned that Angelina College offered much more than its academic and technical vocational courses.

When Mr. Henderson came on the board, he thought that community college students were the same as the university students he had known at Southern Methodist University. He expected them to be in their late teens or early twenties. He discovered that this is not necessarily true at Angelina College. "I was sitting on the stage during graduation exercises, watching the diplomas being passed out," Mr. Henderson recalled. "A fellow I had graduated from high school with came across the stage to receive his diploma."

This high school friend, who was almost 50 years old, had spent 30 years in the Armed Services, retired, and then

entered Angelina College to obtain the skills necessary for a second career at Lufkin Industries. Soon after that experience, Henderson learned that the average age of Angelina College students in academic and technical-vocational programs is 27 years. "I learned that Angelina College offers so much more than I thought it did," Mr. Henderson said.

Another testimonial to some of the positive effects of the occupational education received at Angelina College came from Judge David Walker, who said, "As a judge, I have to send people to the penitentiary. I often wonder how many more would have to go to prison if Angelina College were not here to give young people a start in the right direction."

Judge Walker sees another benefit of the academic and vocational educational opportunities Angelina College provides. In divorce cases, he frequently observes women suddenly faced with the responsibility of providing for themselves and their children. Often these women lack the marketable skills necessary to get a job. "It is good when I hear in court later that one of these women is going to Angelina College and will be able to get a job soon," he said.

The Economic Role

Eleven of the leaders perceived Angelina College as a major employer that contributes to the local economy

financially. Jobs contribute to the economy of the county (C. A. Allen, 1992). Because the college prepares its graduates for jobs (Byrd, 1992), and because Angelina College adds to the local economy through its own payroll (Shands, 1992) it contributes to economic development of Angelina County (Phillips, 1992).

There are also self improvement courses (A. Allen, 1992) in the Community Services Division and short courses such as nurses aide classes, which are designed to help people get entry-level jobs. Through community education (Pruitt, 1992, Phillips, 1992) the college provides different types of courses to fit the community's needs (Garrison, 1992). The community college reaches out to people of all ages (Burke, 1992). Enrollment in community service classes have increased 450% during the past year (Kanke, 1992).

The Cultural Enrichment Role

A community college enhances the cultural value of the community (Shands, 1992). It has become the cultural center for the community (C. A. Allen, 1992). Angelina County has art exhibits and plays, cultural enrichment that would not be here if Angelina College were not (Walker, 1992). Its cultural assets (Byrd, 1992) and cultural interests (McKenzie, 1992) have expanded the "cultural level of the area, that invisible covering that reflects our personality" (Hudgins, 1992). "When our faculty moved

into the community, we raised the cultural level of the community. People with master's and doctor's degrees raise the level of the entire community," said Dr. Jack Hudgins.

Former business manager Bertin Howard (1992) said it another way when he said, "Lufkin has a diamond on Highway 59. It just needs to be polished, and it will sparkle."

Student Support Services Role

Student Support Services are an important role of Angelina College. Because many of the students come without adequate preparation or financial sources, they need help. Others do not know what they want to study. They need counseling. Student support services make college more accessible to the students (Phillips, 1992). These services include financial aid, testing, counseling, and guidance (McCullough, 1992 and Twohig, 1992).

A special emphasis of student support services is retaining students long enough for them to complete successfully the programs that will help them meet their goals (McKenzie, 1992). "The most important thrust of the college is to educate those who would never be able to go to college any place but in their own community. To see minorities and disadvantaged students educated at bare-bones cost to them is an accomplishment second to none," said Joe Byrd (1992).

Mr. Byrd related the cost of educating a student to how much a student personally paid for that education. He

found that Angelina College students pay about 5% of the total cost of their education. Mr. Byrd said, "I wish our students could realize that they will probably never receive a comparable present and pay only a nickel on the dollar for it. Their education at Angelina College could be the most important nickel they ever spend."

Compensatory Education Role

Community colleges with an open-door policy accept students on many levels of proficiency. Thus, remedial classes are often necessary for students lacking adequate high school preparation to perform successfully on the college level. Some students are not ready for the university (C. A. Allen, 1992). At Angelina College, compensatory education in math, English and reading is available for disadvantaged students (Twohig, 1992). The Texas Academic Skills Program (TASP) test, mandated by state legislative reforms in education, has broadened the compensatory role of the community college. The leaders who discussed the compensatory education role of the community college expected it to continue to escalate.

Changing Focus

The basic roles of the college have remained the same during its 25-year history, but the focus and emphasis of these roles have shifted during that period. When the college started in 1968, most of the students had declared majors in the academic arts and sciences areas and planned

to transfer to a four-year institution. Today, college-transfer and technical-vocational majors are much closer to a 50-50 ratio (McCullough, 1992, Twohig, 1992, and Hudgins, 1992).

The scope of Angelina College has developed from a traditional junior college concept, designed mainly for the college transfer program, to a true community college facility. It meets the many changing needs of the community it serves (Kanke, 1992). Angelina College started with a Lufkin/Angelina College focus but has broadened its service area to become a regional community college, serving an 11-county area of Deep East Texas. "Our role continues to broaden. It is limited only by our resources," said Dr. Fred Kanke (1992).

The role of this community college is to meet the educational needs of the people in its service area (Watters, 1992). This is an all-encompassing mission that will continue to change, particularly in the technical areas. The new president, Dr. Larry Phillips (1992), said, "The changing roles are both exciting and frustrating."

MEETING THE NEEDS OF THE COMMUNITY

A basic premise of a community college is that students' post secondary educational needs are best served closer to home. A community college is tied to the area it serves. Angelina College receives tax money from the

property owners of the county. The junior college taxing district was established to provide educational opportunities for the people of the community.

Participants in the study answered three questions about how Angelina College has served these needs. The first question was: **How has Angelina College served the local community's higher education, academic needs during the past 25 years?** (Appendix J)

Fifteen of the leaders said that this need was served by the college transfer classes. Fourteen of the leaders said that the academic arts and science programs raised the community's cultural level. Nine said that Angelina College met the community's needs by being convenient for area students; seven said that attending classes at Angelina College was a good way to get an inexpensive two years of college education. Six said that the community college approach to post secondary education met the special needs of students. Two of the leaders mentioned the role of the core curricula in meeting academic needs. One person said that Angelina College filled a niche in higher education; another mentioned the advantages of smaller classes; and still another commented on the increased demand for science classes created by the expansion of health careers programs.

Academic Needs

Angelina College has filled a critical niche in

providing the first two years of post secondary education to students in Deep East Texas. It offers freshman and sophomore level classes to all kinds of students. "It is my understanding that we really meet the students' needs," said Dr. C. A. Allen (1992).

Angelina College is often called on to meet special academic needs of the students of the area. Some students come to a community college because they are not prepared to attend a four-year institution. Lack of funds stops others from enrolling in colleges or universities. Some parents want their children to remain at home, and some students lack the maturity to survive at a major university. "At Angelina College, they get the pruning necessary to bring them up to senior college standards," said Dr. Allen.

At a junior college, undergraduate classes tend to be smaller than at many major universities. Community college teachers focus their attention on their students and teaching rather than dividing their time between instruction and research. "Angelina College students get the finest first two years of education that they can get anywhere," said Robert Poland (1992), a graduate of Texas A&M University. "If I had kids who wanted to go to Texas A&M, I would advise them to go to Angelina College the first two years, then transfer to A&M or some other big school. I'll guarantee you that they'll learn more English

here their first year than they will at A&M."

Mr. Poland's sentiments were echoed by Trustee Joe Byrd (1992), an inventor and a visiting professor at Georgia Tech. Mr. Byrd said, "I have taken classes in engineering mechanics at Angelina College. The instruction here was just as good as I got at Georgia Tech or at MIT."

The academic needs of area students are met in a variety of other ways. University students often take classes at Angelina College while they are home for the summer. Area high school students who qualify get a head start on university work by enrolling in college-level classes at Angelina College while they are finishing high school. The ways Angelina College meets the community's academic needs are as varied as the types of students its serves.

Core Curricula

While the core curricula of the arts and sciences offerings at Angelina College have remained rather steady, there have been some shifts of emphasis in course offerings. When four-year institutions stopped requiring foreign languages for some of their degrees, the demand for foreign languages classes at Angelina College diminished. On the other hand, increased interest in the health careers vocational programs has enhanced offerings in both academic and vocational areas. Additional sections of science classes, particularly in biology, were added to meet the

requirements of students enrolled in the Health Careers programs.

Angelina College and the other 48 Texas community colleges do not compete with four-year colleges and universities. The leaders who were interviewed expressed insights concerning this aspect of the academic role of the community college in the following ways:

We're a supplier to the four-year colleges.
(Henderson, 1992)

I talked to Dr. Ralph W. Steen, the president of SFA [Stephen F. Austin State University], when we started Angelina College. I told him that we would keep certain freshmen from attending SFA. But I assured him that for every freshman we kept, we would send him two juniors. His institution was surrounded by junior colleges. He understood the role of the community college and was delighted to see Angelina College started. (Hudgins, 1992)

Angelina College gives our students a taste of college. It also makes it easier for them to get a college education. (Walker, 1992)

Part of our original mission was that our students don't have to leave home to excel. Through the academic transfer program, many students who would never go away to college get the opportunity of a college education. (McKenzie, 1992)

Blurring Lines

The lines between academic and vocational programs have begun to blur. Yet, measuring the success of the academic program remains one of the most difficult aspects of the community college movement (Phillips, 1992). During the history of the college, more than 40,000 college credit students have had their academic sights raised in some manner. For some of them, the college experience was a

single course. For others, it was the beginning or a second chance at academic success which led to transfer and consequent baccalaureate or higher degrees.

Academic programs permeate the community. Actually a reciprocal relationship exists. "We're here because the community believes in raising its academic level," said Dr. Phillips (1992).

Adapting in a Changing World

The second question on the specific roles of Angelina College was: **How has Angelina College helped students adapt to occupational requirements in a changing world during the past 25 years?** (Appendix K)

Twelve leaders considered the nursing program as the dominant technical vocational program at Angelina College. Eleven leaders cited changing technology as the reason for increased interest in occupational education. Computers account for most of the changing technology in almost every technical field. Seven leaders mentioned computers as a major thrust of the college's role of helping students adapt to occupational requirement in a changing world. Three cited learning job skills, and three mentioned the drafting program as an example of the changing technologies. The Child Development Program and the Small Business Administration Center were each mentioned by one person as ways the college is meeting the needs of the community. Another person commented on the role of the

community college in offering vocational training as a form of higher education. One person said that students with financial needs can get assistance in taking vocational classes from Carl Perkins Grant funding.

"Our graduates are everywhere," said Ann Allen (1992). She finds them in hospitals, in nursing homes, and in almost every kind of local business. The technical-vocational mission of the community college is one of the ways that the two-year college differs from the university. This aspect of the junior college is truly its community-related mission. The open-door policy reaching out to the neglected majority is often best realized by meeting students' occupational needs in a changing world. "This vital component of Angelina College is not served by the universities," said Ward Burke (1992).

The medical doctors and industrialists who served on the Steering Committee and the first Board of Trustees saw a need for technical-vocational training. They knew that not everyone in the county would seek a college education, but that many citizens needed the skills necessary to staff local hospitals and nursing homes, and local industries. "The vocational aspect has been a part of the college from the beginning. One of the best things we can do is help a person to earn a better living," said Judge David Walker (1992).

Health Careers Programs

From the beginning, the physicians promoted a Nursing School at Angelina College. Dr. Dan Spivey, Dr. Ernest Seitz, and Dr. Robert McCall have been the voices of the medical community on the Board of Trustees. Local physician Dr. C. A. Allen (1992) said of the program, "If there were no Nursing School at Angelina College, the effects on the community would be catastrophic. Even with the college producing nurses to staff our hospitals, we still have a shortage of nurses."

Angelina College's nursing program is known throughout the state as an excellent program. About 85% of the nurses at area health care facilities are Angelina College graduates. Two-year college graduates tend to stay close to home (McKenzie, 1992). They often earn a Licensed Vocational Nurse (LVN) certificate, then return to Angelina College to pursue Registered Nurse (RN) certification that enables them to assume leadership roles in medical facilities. "Our nursing students can get a job the day, they walk out of here," said Judge Walker. Dr. Allen added, "They're very well trained. We don't have any problems with our nurses' training. Their performance on the state boards is excellent."

Health Careers programs that began with a single emphasis in the nursing program now include radiologic technology, respiratory care, and emergency medical

training. Two campus buildings are dedicated to Health Career preparation, yet applicants still must be placed on waiting lists. A shortage of available nursing instructors has necessitated limiting the number of students in the nursing program.

Meeting Changing Needs

The needs of occupational training change continuously, particularly since computers began revolutionizing technology. And, Angelina College is expected to respond to industry's immediate needs. For example, drafting is a changing technology. "I remember back in the 1980s when Jim Lovelady was teaching drafting on those drafting tables. Everything was done with pencils and rulers. When I left Angelina College in 1990, the drafting table was obsolete. Drafting had been computerized," said Bertin Howard (1992).

Maintaining up-to-date equipment is a constant challenge in the technical vocational areas. For example, manual typewriters were standard equipment in office technology classes when the school opened 25 years ago. Then electric typewriters were required. Today, most data processing is done on computers, which must be upgraded regularly to keep from becoming obsolete.

Communication between the college and area medical, business, and industrial concerns is necessary to ensure that the skills being taught match marketplace

requirements. To accomplish this communication, the directors of the various technical-vocational programs have assembled advisory committees, composed of area citizens in the various fields. They meet with college personnel and discuss the job skills the graduates they hire will need. Industry leaders expect Angelina College to train people for jobs as computer operators, auto mechanics, welders, and draftsmen. "I think one secret to the success of the drafting program is cooperative relationships with local industries. You have to talk to the different employers and determine their needs," said Steve Watters (1992).

People trained at Angelina College can be found in all areas of the local work force. Technical-vocational programs that began off-campus 25 years ago with limited, often cast-off, equipment have been modernized and computerized to simulate the work place. Auto mechanics, for example, use a computer to diagnose a car's problems. Today's mechanics must learn to operate this computer in order to analyze the information it provides.

One area of vocational education that has developed rapidly at Angelina College is the child development program. Another area, Human Services and Substance Abuse, prepares students for jobs in mental health and rehabilitation. One- and two-year certificate programs prepare students for entry level jobs in these fields.

Certificate programs prepare some business students

for secretarial and clerical positions. These programs differ from the ones offered to business majors who intend to transfer to four-year colleges and universities. A Small Business Administration Center, once administered by the Chamber of Commerce, is now located on campus. It offers classes and seminars, and many of its students are already working in the business community.

"The vocational area is where we can offer something to kids looking for an opportunity," said H. J. Shands, Jr. The technical-vocational program also helps the local labor force. Students come to these programs looking for job skills, rather than associate degrees.

Another boost for the occupational programs is federal aid in the form of Carl Perkins Grants that provide money for disadvantaged students and needed capital and equipment for technical-vocational programs. Other financial aid programs are also available to students enrolled in technical-vocational programs.

Reeducating and Retraining

The third question concerning the specific roles of Angelina College was: **How has Angelina College reeducated and retrained students with obsolete vocational skills during the past 25 years?**

Of the 10 questions asked during the interviews, this one received fewer responses. Several of the leaders stated that retraining was a vital role of the community

college. Some of the leaders declined to respond to this question, saying they did not feel that they had adequate knowledge of how the college meets retraining needs. The leaders who responded characterized this aspect of the college mission as lifelong learning and continuing education. One leader perceived the retraining role as serving the adult community. Another said retraining would appeal to older students. One leader said that retraining meets both specific needs and a variety of needs.

Actually, Angelina College reeducates and retrains students through all of its programs: its academic, college transfer programs, its technical-vocational programs, and its non-credit, short courses taught through the Community Service Division. Many retraining classes are directed toward the needs of non-traditional aged students, those who are 25 years old and older. Retraining courses are flexible; they change to meet new needs.

Open-Access Policy

Because the community college open-access policy welcomes students of all ages and backgrounds, some look to the academic offerings for career changes or delayed careers. They seek the first level of training for professions such as teaching, law, and counseling. Many of these students complete their first two years at Angelina College, then transfer to Stephen F. State University for the baccalaureate degree.

Angelina College's success stories of professionals who started training for their careers at Angelina College are many. Perhaps the most spectacular success story, however, concerns the first Angelina College graduate to earn a doctorate. Wyrta Heagy, a high school dropout, entered Angelina College via the General Education Development (GED) test. She now teaches at Harvard Medical School (Killam, 1992).

Other students come to Angelina College to learn a single skill or to update a skill they already possess. Sometimes, what they want requires only one course. Perhaps they are diesel mechanics and want to upgrade their skills and learn new technologies in their own fields. The community college philosophy embraces various types of students and needs.

Lifelong Learning

"Learning is a lifetime experience," said Ward Burke (1992). "When I studied law, they told us. We're going to teach you how to learn the law. You're going to learn it when you start to practice law."

Lifelong learning takes many forms at Angelina College. The faculty tailors specific courses to the needs of area industries. They teach specific courses at industry locations. Continuing education, which has this type of flexibility, is one of the largest growth areas at Angelina College. With technology changing as quickly as

it is, many professions require continuing education on a regular basis to stay on the cutting edge of technology. "Retraining can eventually become the lifeblood of the community college," said Joe Byrd (1992).

Limited funds often handicap retraining efforts. "The college needs to move toward a technology center to deal with both a variety of needs and specific needs," said Dr. Fred Kanke (1992). "Our limitations are administrative time and resources," he said.

Lay-offs during the recent economic recession caused a surge in retraining programs aimed at providing new job skills. Homemakers and single-parent females are seeking training for entry-level jobs. One of the most popular job-training courses during the past three years has been the nurses' aide class. During that time, about 1,500 people have trained as nurses' aides at Angelina College. Where do they go? Many find entry-level jobs in local hospitals and nursing homes. Others enter the nursing program, becoming licensed vocational nurses after a year, and registered nurses after two years' vocational training.

Retraining classes are directly related to the principles of supply and demand. When a skill is no longer needed, or there are limited job prospects for that skill, classes in that field are reduced or eliminated. Welding is an example of a skill that has experienced diminishing interest. Ten years ago, welders were in great demand.

Welding classes at Angelina College were full. Today, there are fewer classes because there are fewer job opportunities for welders.

PERCEPTIONS OF MAJOR HISTORICAL EVENTS

A community college is somewhat like a family. Its unique culture is developed by the people associated with it and the history that they share. In 1992, Angelina College was a composite of all the moments and events in its 25 years of existence.

Obviously, some of those individual moments were more important than others. To determine the most important historical events, the civic leaders and educators involved in this study were asked to list the events they considered most important in the history of Angelina College. Their responses focused on key events that were obviously important and on those events that had touched them personally when they answered the following question: **What were the most important events in the history of Angelina College? Why?** (Appendix M)

The leaders ranked the election that established the college, the construction of campus buildings, and the selection of its two presidents as the major events in the college history. Establishing the Nursing School and the growth of other campus programs received the next greatest number of leader responses. The leaders considered

establishing credibility as an important series of events. Other memorable events were the opening of the school, the donation of the land, the installation of computers on campus, and the contracting of food services. The researcher filled in the gaps in the 25-year history by researching historical documents.

The Election and the Presidents

The leaders considered the election that established Angelina College as the single most important event in its history. They named the selection of the first president the second most important event. Thirteen of the 20 leaders cited the election as the most important event. Steve Watters (1992) stressed the importance of the community college president when he said, "A president can make or break a college. Dr. Hudgins came and devoted himself to the college for a long time. That made a difference. There is a lot to be said for the stability and the long-term planning process that he provided us."

Concerning the founding of the college, Dr. Larry Phillips (1992) said, "An institution lives in the shadow of its founding for at least two decades. That's why it's important to focus on the 25th anniversary year."

In 1988, when the college was 20 years old, Dr. Hudgins was interviewed by the editor of The Pacer, the campus newspaper. At that time, he reflected on the years that had passed since he arrived as the first president of

the institution. He stressed that Angelina College had not been a one-man operation. He said, "From the very beginning, we had dedicated people adept at what they did. They had the experience and the know-how to do the job. You can operate and do a good job with that kind of people" (Stover, 1988).

The first year was important because everything that happened that year was a first. An editorial in the first issue of The Pacer, expressed the opening of the school in this manner:

When the doors of Angelina College opened on September 18, over 500 students and 45 faculty 'hit the ground running.' For all intents and purposes, our school began its total program as if it had been in operation for years, with, of course, the exception of some adjustments to continued construction and space limitations.

The faculty, in spite of these adjustments, have concentrated their efforts to keeping any measure of disruption from their teaching goals. (Even the shifting of the coffee pot locale has not daunted their determination.)

The administration, with incredible light spirit, has quietly coped with every problem in such way that the students and faculty have been scarcely aware that any existed.

That smiling good humor remains the uppermost attitude of all those who are responsible for the functions of our school and is an inspiration to all of us. We of The Pacer staff, 14 inexperienced and as yet untrained journalists, take our cue from the leaders. It is with a broad, almost hysterical smile that we offer our first bi-weekly newspaper to you. Our watchword at this point is courage, our method is unusual, but our aim is service. How may we serve you? (Pacer, 1968)

Establishing Credibility

One of the most crucial tasks a new institution must accomplish is establishing its credibility. Angelina

College went about that task in a variety of ways. Its leaders began immediately the accreditation process with the Southern Association of Colleges and Universities. Semester hours earned by students during the first and all subsequent years were accepted by four-year colleges and universities. The Chaparral, the campus yearbook, reported in 1971, the year the school reached the 1,000-student mark for the first time, that Angelina College was voted full membership in the Southern Association of Colleges and Universities. Angelina College received accreditation, the final step of an process started in spring 1967, in the shortest time possible for any school (Chaparral, 1971).

Wilton Killam (1992) recognized some other ways the college established its credibility with local citizens. In terms of the fine arts, he recalled that the first sold-out performance of Guys and Dolls sent the message to the community concerning the credibility of the college's fine arts program. In 1970, the Houston Ballet performed in the Fine Arts Auditorium. This was the first of a series of performances sponsored by the college for the citizens of the community (Board Minutes, March, 1970).

The first winning seasons did the same thing for the credibility of the collegiate athletic programs. The Angelina College men's basketball team played their first game in the Diboll High School Gymnasium on Nov. 11, 1968 (Board Minutes, November, 1968), but the first Angelina

College athletes to earn a trophy for the college were on the tennis team. Terry Bishop and Gary Sumlin won the men's doubles Texas Eastern Conference crown in 1969 (Pacer, 1969).

Bertin Howard (1992) considered the introduction of the computer to the college's business and academic functions a milestone that enhanced the credibility of the institution. He also listed the change from a college-operated cafeteria to contracted food service as another major event in the school's history. When the Board of Trustees commissioned an Arthur Anderson study, which resulted in the hiring of a director of management and information systems, the college-wide transformation from manual record keeping and data processing to a computerized system began. Jim Twohig considered the Writer's Workbench computer lab for freshman English students a major event in establishing the school's credibility.

Dr. Hudgins, the first president of the college, said the school established its credibility by building a respected faculty. He carefully selected each person who would teach at Angelina College. To him, the right faculty was crucial for Angelina College was going to succeed in establishing a reputation as a top-notch place for people to start their college education.

New Buildings - Growth

Angelina College dedicated its campus on October 26,

1969. Dr. Ralph Steen, president of Steven F. Austin State University in Nacogdoches, delivered the dedicatory address. The event began with a prelude performed by the Angelina College Community Band under the direction of Charles Hogan, followed by the academic procession of faculty, guests, and the Board of Trustees. Oscar Brookshire, president of the Board of Trustees, welcomed the guests and dignitaries. Introductions were given by Dr. Hudgins and were followed by greetings from Dr. Bevington Reed, commissioner of the Coordinating Board of the Texas College and University System, and Dr. J. Stewart Allen, executive director of the Association of Texas Colleges and Universities (Pacer, October 28, 1969).

Several Steering Committee members commented on the phenomenal growth of the school and said they had never imagined Angelina College would grow to serve more than 3,000 students. Dr. C. A. Allen (1992) perceived the donation of the 140-acre site for the college by the Temple Foundation as a major event in the school's history. He also considered the Temple Foundation's gift of Temple Hall, the new business building dedicated in 1991, as another major historical event.

"We started with five buildings, and now we've got 12," said H. J. Shands, Jr., (1992). "When we created this school, the odds of it happening at that time were not that good." Like many of the other leaders who worked to

establish the college, Mr. Shands has been amazed by its steady growth. (Appendix L, Campus Map, 1992) "We're still reaching out to the community," he said. "And the community is learning how to use us better."

Special importance was attached to the construction of the dormitory and the library. The dormitory provided housing for athletes and a few other students. However, Angelina College remains predominantly a commuter college. The library is the heart of the institution (C. A. Allen, 1992). This facility was mandated by the first self study for accreditation. Another feature of the Angelina College campus is its lack of power wires and poles. All electrical service wires are underground.

On July 8, 1975, a bond election for expansion of the college failed (Board Minutes, July, 1975). The purpose of the bond election was to provide funds to construct a nursing building. The building was constructed later with contributions from the medical community matched by the Temple Foundation and money from the college building fund. None of the leaders interviewed mentioned the failed bond election as a significant event.

Establishing the Nursing School

If any one program has responded to the community's needs, it is the nursing school. Six of the leaders who were interviewed perceived the health careers programs as crucial to the college's success. In 1968, college

officials signed an agreement with Woodland Heights General Hospital and Memorial Hospital for Angelina College to use their clinical facilities (Board Minutes, August, 1968).

The establishment of technical programs in general was mentioned as another highlight in the college's history. "We had to educate the people of the county about the vocational program," said Dr. Henry McCullough (1992). "Today, the nursing program and other vocational programs are widely known within the community."

During the first 10 years, the entire college grew from fewer than 600 students to more than 2,000 students. The first graduating class, which was composed of several transfer students and one-year certificate graduates, numbered approximately 10 students. Approximately 200 students received diplomas or certificates in 1992. Many factors have contributed to this growth, but financial aid, through scholarships and grants, is crucial to sustained growth. "Without financial aid, many of our students could not attend," said Dr. Patricia McKenzie (1992).

Four-Day School Week

During the energy crisis of 1974, Angelina College adopted a four-day school week. Classes held on Monday and Wednesday were lengthened, and Friday classes were eliminated. At the time, there was the definite threat of gasoline rationing. As a commuter school, Angelina College faced the possibility of losing students if rationing

became a reality. Even though that never happened, the four-day school week conserved energy and benefitted the students. The four-day school week made it possible for students to commute two or four days a week. This schedule made it easier for students to hold jobs while they attended Angelina College. The idea of the four-day school week was promoted by Wilton Killam, Jerry Jordan, and Jim Twohig. The shortened school week conserved energy in campus buildings as well as on the highway.

Dr. Henry McCullough (1992) recalled that he was the last member of the Executive Committee to concede that the four-day concept would work. After Angelina College became the first college in Texas to adopt the four-day schedule, "I bragged about it all over the state," said Dr. McCullough. When the energy crisis ended, the college retained the four-day class schedule. However some Friday-only classes and labs have been added to the schedule since then. During the Fall and Spring Semesters, college offices remain open on Fridays, and the faculty uses Fridays to advise students, grade papers, and prepare for classes. During the summer months, however, Angelina College reverts to the four-day work week, and the campus is closed on Fridays.

Nursing students schedule clinical work at the hospitals on Fridays. Recently, a few Friday-only classes have been added to the schedule. These classes allow some

commuting students to drive only one day a week and earn up to six hours. Night classes are also available for people who work during the day, and televised classes are offered via the local television station.

Potpourri

During the first year, the students practiced democracy and voted on many things, including a school mascot. "We voted like mad that year," recalled Wilton Killam (1992). A student committee nominated several possible mascots. Leading contenders were the Angelina College roadrunners, angels, or spark plugs. Running strong to the end were the roadrunner and the angel.

Nursing students favored the angel, and Dr. Jimmy Tinkle, who was in charge of the Evening Division at that time, pointed out the power of biblical angels such as Gabriel and Michael. But biology instructor Cecil Ferguson, who was the men's basketball coach at the time, argued that he could not send his team out on the court under the banner of the angels. Finally, the students chose the roadrunner, and ever since, that pesky bird has been the Angelina College mascot. The students also selected Columbia blue, orange, and white as the school colors.

Politically, the student body has represented the strongly conservative nature of Deep East Texas. In 1968, a straw vote of the student body elected George Wallace

president of the United States. "Politics on the Angelina College campus as elsewhere in the nation are thus far clearly the politics of the disenchanted," wrote Martha Schwartz in the college newspaper that year (Pacer, October 15, 1968). A poll of 271 students in 13 government and history classes revealed the presidential preferences as: Humphrey, 20%; Nixon, 30%; Wallace 47%;, and undecided, 3%.

In 1988, The Pacer conducted a poll of Angelina College students who were registered and planned to vote. They favored George Bush by 55%. Michael Dukakis received 36% of the votes in that poll (Pacer, 1988).

Perhaps, the fact that Angelina College students were able to express their opinions through campus polls accounts for the lack of campus protests or demonstrations. Integration problems, feared before the election that founded the college, never became realities. There were no demonstrations at Angelina College during the Vietnam War.

"During the Vietnam war, Angelina College did not encounter problems like many of the large universities did. We had no protests back during the 1970s when protests were common, and no streakers, either," said Dr. Jack Hudgins (Stover, 1988). The first president of the college continued, "Students elected a student body president for several years, but interest dropped because there was no need for someone to represent the students. At. A.C., all students have the opportunity to go to faculty members or

the president and express their concerns."

Dr. Henry McCullough recalled the college's seventh and fifteenth years as memorable. To celebrate the seventh year, Angelina College instituted its annual faculty banquet. That year, Nacogdoches humorist Bob Murphy was the keynote speaker.

The Chaparral (1975) captured some of the meaning of the first seven years in these words:

The last seven years have brought a new look to America. East Texas has changed considerably. Angelina College has been born, formed its personality, and is just starting its role as a vital part of the lives of the people of this area. Angelina College, more than anything else, is people. (p.3)

However, some of the non-people attributes the yearbook narrative noted about the college that year were its six buildings, accreditation, records, papers, books, chalk board, TV cameras, drill presses, and scientific equipment. Its faculty was busy with a self study, assessing the purpose of the institution.

By 1977, Chaparral writers observed that "Maturity means changing" (p. 2). That same edition of the college yearbook contained these words about change and administration:

The standard idea is that change originates in administration. What actually happens is that it starts at the grassroots level, works its way up through the system, is approved or rejected by administration and comes back as official policy (p. 30).

The tenth anniversary edition of The Chaparral

reported more women enrolled in technical-vocational classes. That was the year of the first X-ray technicians' class. There were 35 students in the radiologic technology program, and 200 in all health careers programs. There had been a 400% increase in enrollment during the first 10 years. Four off-campus teaching centers--at Crockett, Livingston, San Augustine, and Jasper--were established by that time (p. 20).

During the 15th anniversary year, Mr. and Mrs. Joe C. Denman gave the college a metal roadrunner sculpted by "Buckshot" Ferguson. Mr. Denman was a member of the Angelina College Board of Trustees and president of Temple EastTex, a major wood-products industry of Angelina County. At that time, Temple EastTex donated a 15 by 25 foot American flag to be flown at the Highway 59 college entrance. Lufkin Industries donated the 65-foot flag pole. Unveiling ceremonies for the replica of the mascot and the flag were held on September 13, 1982 (Board Minutes, September, 1982).

During 1982, Angelina College observed Lufkin's centennial year with an open house. Citizens were invited on campus to hear the debut of the revival of the Hoo Hoo Band. This local band brought national recognition to Lufkin in 1902 when it toured Milwaukee and Chicago. The citizens who came to the 1982 open house also watched a one-act play and an old timers baseball game, participated

in a Mr. and Mrs. 1900 contest, and toured the campus. The revival of the Hoo Hoo Band was the college's centennial project.

There were more than 2,000 students in 1983. To mark the fifteenth year, the faculty received plaques with metal etchings of diplomas. Eighteen charter faculty members were honored, and service pins were awarded. Those honored were: Dr. Jack Hudgins, Dr. Henry McCullough, Wilton Killam, Howard Gates, John Baldwin, Cecil Ferguson, Ronnie Hall, Dr. Kelly Jones, Gloria Lewis, Margaret Lindsay, Linda Pogozeleski, Stan Pogozeleski, Rex Shirey, Dr. Jimmy Tinkle, Earlon Williams, and Gaylon Wright (Chaparral, 1983, p. 18).

25th Anniversary

The 25th anniversary year opened during the 1992 spring picnic. Balloons were released, and County Judge Dan Jones proclaimed April as Community College Month in Angelina County. At that time, there were 13 buildings on the Angelina College campus and more than 3,000 students.

As the college began its 25th anniversary year, there were some noticeable changes. The first president and the first dean of students had retired. Their successors, Dr. Larry Phillips and Jim Twohig, had been named.

Angelina College had some other first-time events in 1992. The Show Choir performed at Disney World at the beginning of the anniversary year. Mr. and Mrs. Ward Burke

established a Rainbow Education Fund as a source of immediate interest-free loans for students with emergency needs that could not be met by any other form of financial aid. The Health Careers II building and a new wing to the Science Building were dedicated. Angelina College already had a drug-free campus policy; but starting summer 1992, cigarette smoking was banned in all campus buildings, except the snack bar of the Student Center.

As the college among the pines began its 25th anniversary celebration, nostalgia mingled with the up-scale business of educating students. Dr. Dan Spivey, a member of the Steering Committee and the first Board of Trustees, was the commencement speaker at spring 1992 graduation exercises. Many of the young graduates who heard him describe Angelina College's founding were not yet born when that event happened in 1966. However, these 1992 graduates of all ages had become a part of Angelina College's history. They knew the faculty, the administrators, and the campus; they had made friends. Most importantly, they had shared in the mission of the college: they took with them education and the skills that would remain with them for the rest of their lives.

Leigh Eaton, a graduating journalism major in 1992, expressed in her farewell column in The Pacer the sentiments of many of those graduates when she wrote:

As I exit these hallowed walls, I must make a big decision; to run or to stay. What the future

holds, no one knows. But I know this much, I am going to miss this place like crazy. After all, to paraphrase my friends at "Cheers," sometimes you just want to stay where everybody knows your name. (Eaton, 1992).

Another piece fits into place in the Angelina College mosaic. Some things change; some things never change. The story of Angelina College goes on because the mosaic is far from complete.

ANALYSIS OF CASE STUDY

I had problems putting this case study together until I saw it for what it was: pieces of a giant puzzle or a rich mosaic of people involved in interlocking roles and events that are Angelina College. I realized that even though the 20 leaders I was interviewing had played major roles in founding or developing the college, not a single one of them was involved in all phases of the college's history. From the beginning, the founding and development of Angelina College has been a team effort, and the roles of its leaders have evolved as the roles of the college evolved. Even Dr. Jack Hudgins, who probably had the single greatest impact on the college, could claim no part in the preliminary work that the Steering Committee did to establish Angelina College.

As I looked at the 20 individuals and pondered what they said about themselves and about each other, I began to understand better where they fit into the organizational

structure. I knew when I started the study that people make a college, but this concept was reinforced as I studied these 20 people and their perceptions of the roles of Angelina College. Their recollections were rich with personal experiences. Without exception, they exhibited great caring for this institution. All of them were proud to have been a part of it.

When they discussed the roles of the college, they spoke from the heart. No one brought in a formal mission statement to insert into the record. Accessibility of inexpensive but first-class higher education for the people of Angelina County was the main thrust of what they considered the role of the college. The community leaders consistently wanted academic and occupational education second to none for the students who attend Angelina College. The administrators echoed these sentiments. The leaders' perceptions of the evolving roles of Angelina College are shown in a series of frequency distributions. See Appendices I-K and M-P.

The leaders' perceptions of the college's major historical events were interesting. It was evident from the beginning that Angelina College has experienced a rather uneventful history by the standards of sensational journalism. There was very little that was sensational to report about Angelina College. There were no scandals, riots, fires, or demonstrations. Some journalists might

consider what had been happening on this campus for the past 25 years as rather dull, even boring.

But that would be an incorrect conclusion. There was excitement in the leaders' eyes as they talked about helping people change their lives. Success stories about people who came here without even a high school diploma but went on to earn college degrees and become successful professional people were told over and over again. For someone who can get excited about learning and turning people's lives around, and I am such a person, there is plenty of excitement on this campus.

The excitement was in the classrooms, in the administrators' offices, and in the board room. It was not the stuff that triggers banner headlines in newspapers, but it was powerful. As the pieces of this mosaic fitted together, I could see people who cared deeply about education. Industrialists, housewives, lawyers, bankers, and professional educators were joined together in a single purpose: to provide higher education to the citizens of Angelina County.

While doing this, the leaders raised the cultural level of the community and established a nursing school with a reputation for excellence. During the energy crisis, they were the first school in the state to establish a four-day school week. On the light side, they selected the roadrunner as their mascot and erected a

facsimile of the bird at the main entrance to the campus. They have had their problems, too. For 25 years, they have had trouble getting the air conditioning system to function properly.

This is probably not material for a Barbara Walters' special, but it is a model for anyone who is interested in understanding how a community college works. Angelina College is a down-to-earth institution where teaching excellence is revered and helping people without fanfare is a daily occurrence. Angelina College is such an institution. It is a place where someone can become a nurse's aide or a welder, and someone else can get a start toward eventually earning a doctorate. It is a small enough place that instructors know their students by name, and students can feel comfortable going to the president's office with their concerns. It is probably the most democratic form of higher education on the face of this earth.

This case study revolved around the people and the events that shaped Angelina College and the leaders' perceptions of their roles and the evolving roles of Angelina College. These roles manifested themselves as an organization run by what Thompson (1967) called a loosely coupled system that helps educational institutions cope with their inability to predict problems, changes, and emerging events.

Within this system are many elements of scientific management (Taylor, 1911) and bureaucracy (Weber, 1947). There is a hierarchial control of authority. There are budgets, written procedures, schedules, and plans. Many solutions are arrived at through top-down procedures. At the same time, there are also strong elements of human resources management theory (Follett, 1941 and Barnard, 1967) at work. The leaders perceived meeting the post secondary educational needs of the citizens of the community to be the key role of Angelina College. This perception supports Owens' (1987) position on school culture and the organization that spawns it. Owens said the culture of an organization includes the aspirations of both the organization and its individual participants.

The leaders who were interviewed represent all three types of leaders: formal, collegial, and personalistic (Bennis & Nanus, 1985). Some are formal leaders who make decisions from authority. Several administrators have shown these tendencies. There are a number of collegial leaders, particularly among the current administrators and trustees. They rely heavily on discussion and agreement to reach decisions. Often they function more as facilitators than as traditional leaders (Bostrom, 1983). And there are elements of the personalistic leader in almost all of the 20 leaders who were interviewed. At times, some of them were candidates for the great man theory. In many cases,

their charisma accomplished what needed to be done. On other occasions, the situation dictated the outcome of the events.

It was not the intent of this study to evaluate Angelina College or its leaders. Rather, the purpose was to tell the story of this 25-year-old community college in the form of a written documentary based on the perceptions and recollections of the 20 selected leaders.

However, it was obvious that the positions of leadership exercised by the 20 selected leaders gave them opportunities to exercise various levels of power. Owens (1987) said that one way to determine the leaders of an organization is to identify the nature of the power being exercised. The power of these 20 leaders flows from their specific roles in starting and developing this educational institution. Their greatest power is found in their combined efforts. Their sum is much greater than any of their parts.

CHAPTER VI

THE ELLIS ISLAND OF DEEP EAST TEXAS:

A CASE STUDY OF THE SHORTCOMINGS AND CHALLENGES
FACED BY ANGELINA COLLEGE

From 1891 to 1954, 16 million immigrants to the United States were examined at Ellis Island in the New York Harbor. The Statue of Liberty on a nearby island symbolized the better life they sought. There are strong similarities between the American community college and the neglected majority it serves and Ellis Island and the immigrants it once welcomed to the United States. Like Ellis Island, this democratic approach to higher education beckons to the masses and promises them a better life.

Through open-door admission policies not found in other institutions offering post secondary education, community colleges across the United States have offered the neglected majority an opportunity to improve their status in life. This commitment to accessibility presents many challenges for community colleges.

During the past 25 years, Angelina College has faced its share of challenges as it provided higher education for many students who would never have had that opportunity if there were no Angelina College. "We are really the victims of our own success," said Dr. Larry Phillips (1992), the second president of Angelina College. Wilton Killam

(1992), who retired in 1991 after 24 years of counseling Angelina College students and championing their causes, put it another way. He said, "We are the Ellis Island of education."

SHORTCOMINGS OF ANGELINA COLLEGE

Money came easier from Austin and Washington 25 years ago than it does today (Killam, 1992). Today's needs seem to dwarf the simpler needs of Angelina College in the 1960s. Yet, some of the pioneers who started the college considered survival during the early years the major challenge. As they discussed the college's shortcomings and challenges, a lack of adequate funds in the past, present, and future concerned the leaders. They responded to the following question: **What are the college's shortcomings in serving the community's academic, vocational, and retraining needs? (Follow-up question)** **What other roles do you see Angelina College as serving or having served? (Appendix N)**

The leaders interviewed for this study did not appear as comfortable discussing Angelina College's shortcomings and challenges as they were when expressing their perceptions of the school's accomplishments during its first 25 years. Five leaders could not think of any shortcomings, and one expressed difficulty in measuring success versus shortcomings. This is what some of them

said about shortcomings:

I'm not an educator, so I can't make that assessment. However, I haven't heard of any deficiencies that are complained about in the community. (Garrison, 1992)

As an inventor, I've learned more from negative criticism of what I have done than from praise. I always learned more from my detractors. But within the monetary constraints that Angelina College operates, I don't know how we could improve. If I knew of anything I thought we could do better within our financial arrangements, I would suggest it. (Byrd, 1992)

If I had any constructive criticism, I would offer it, but I don't have any. (Burke, 1992)

It is difficult for me to measure the quality of the education at Angelina College. The only way we can do it is to see what happens to our students when they leave us. The reports are favorable. Our students are competing very adequately in four-year colleges. (Shands, 1992)

I really don't see any shortcomings. (A. Allen, 1992)

Our only shortcomings are things that could be remedied by more money, but everybody knows that problem in all situations, whether it's college, business, or home. There are just more demands for more money than resources. We have to take what we can get. (Pruitt, 1992)

MONEY IS NUMBER ONE CULPRIT

Eleven of the leaders who were interviewed perceived the lack of money as one of Angelina College's major shortcomings. Community colleges have three sources of revenue: state funding, local taxes, and tuition. Angelina College's financial problems are similar to the problems faced by the other public junior colleges in Texas. State funding has become a problem for all of them

since Texas has been forced to operate in a financial crisis pattern. Local taxpayers are in the "no more taxes" mode. Raising tuition would thwart the goal of making Angelina College affordable for those in the community who cannot to go away to college. Angelina College's increasing enrollment has magnified the problems caused by shrinking dollars. A larger enrollment increases the demands on the academic facilities and the faculty. Additional funding is needed to meet these demands.

Dr. Jack Hudgins, the college's first president, said:

One of our problems has been the need for additional funds. We've had two tax increases. We've received grants from local foundations. We have operated in the black and saved a little money. It would have been better if we could have hired additional faculty members. We've had to depend too much on part-time faculty. They are good people, but they, unlike full-time faculty, are not here all day. (1992)

Dr. Hudgins' successor, Dr. Larry Phillips, said:

We are victims of our own success. Through our open-door policy, we get the gifted students and those needing remediation and everyone between those two extremes. It's hard to serve everyone without some shortcomings. Like so many of the junior colleges that were founded 20-25 years ago, we have facility shortcomings. Maintenance and renovation is catching up with us, and that must come out of local funds. We've done a good job of putting money into construction, but it is hard to keep up with the equipment needs caused by the technical changes. We need to look at new programs, too. (1992)

Business manager Steve Watters (1992) wrestles with the financial dilemma on a regular basis. Half of Angelina College students reside outside the taxing district in an

11-county area served by the Angelina County Junior College District. Angelina College has one of the lowest tuition rates in the state (Howard, 1992). The difference in tuition between in-district and out-of-districts fees has been kept small to encourage out-of-district students to attend Angelina College.

Currently, there is no difference in tuition for in-district and out-of-district students who take four hours or less. However, in-district tuition for five hours is \$70, and out-of district tuition for five hours is \$80. The building use fee for five hours, \$20, and the activity fee, \$25, are the same for in-district and out-of-district students. The total cost for an in-district student to take five hours would be \$115. The cost for an out-of-district student would be \$125. Out-of-state tuition and fees for five hours at Angelina College would be \$245 (General Catalog, 1992-1993, p. 65).

Increased enrollment of out-of-district students generates blessings and liabilities. More students mean more state funding per capita. However, out-of-district students do not support the college through local property taxes and strain campus resources provided by local taxpayers.

Mr. Watters (1992) said, "One of the potential areas for growth of Angelina College is the annexation of a county beyond Angelina County into the community college

taxing district." If this were to happen, the local tax base would be increased. Counties such as Jasper County, where Angelina College operates an active satellite program, have the potential for growth and annexation. Angelina College operates teaching centers in Jasper County, Polk County, Houston County, Tyler County, and Trinity County. More off-campus course offerings at the teaching centers are another possible area of growth.

Mr. Watters said:

For big growth, I think we have to consider enlarging off-campus operations because there is a limited amount of students coming from Angelina County in the future. We all know that state funding is level and at best will increase only modestly during the next 10 years. The education pie is not going to get that much bigger. It's just a matter of hammering it out with the four-year school to see who gets which part. Community college funding is over \$1 billion. It has started to open a few eyes in the legislature. I don't foresee any big changes in our funding. They'll throw a few wiggles and shakes in the way that we get it, but it'll be about the same. Our tax base in Angelina County has been relatively stable, and we hope it will increase a little this year. I think growth for us monetarily means increasing our student body and our tax district to generate more tuition and tax revenue (1992).

Howard Gates (1992), the college's first business manager, summed up the shortcomings of public education funding:

The State of Texas has never funded education as it should. This goes for public education, secondary education, and post secondary education. Public schools don't know from one day to the next what to do because of the problems with court decisions.

ACADEMIC AND TECHNICAL-VOCATIONAL SHORTCOMINGS

It is human nature not to want to change. Bertin

Howard (1992) saw this human failing as a shortcoming on the academic side of community college education. He said:

We become comfortable. Instructors need to change. They should strengthen their syllabi and not rely on what they're comfortable with. They should not rely on past experience. They need to change their delivery style and increase their knowledge of the subject area.

Complacency was never mentioned as a shortcoming in the technical-vocational areas. Because of increased demands, particularly for nurses, the shortcoming in occupational training fell more in the area of not meeting the needs of the community in spite of the financial constraints and faculty shortages. George Henderson, Jr. (1992) said:

It all gets back to funds. If we had more money, we could enlarge high demand programs, such as nursing. The limiting factor is faculty. Right now, the top item on my agenda is scholarship. I want more funding available for anybody who wants to come to Angelina College. We've got to do a better job of generating endowment funds. I'd like to see anybody who wants to come here have that opportunity.

Transferability is sometimes a problem or shortcoming. Occasionally, students who transfer to a four-year institution fail to receive credit for some of their courses from Angelina College. Academic Deans Dr. McCullough and Dr. McKenzie both mentioned that their job included continually communicating with four-year institutions to ensure transferability of Angelina College transfer classes. Wilton Killam (1992) said, "We eternally worked on transferability with senior colleges."

ADMINISTRATIVE DECISIONS

Many administrative decisions have been modified by the number one shortcoming, the lack of adequate funding. Geography also presented some challenges. Angelina College serves an 11-county area, one of the largest geographic regions in East Texas. A further complication in the administration process is increased paperwork required by government agencies. "A weakness of all public institutions in Texas is the diverting of personnel resources to handle the increased paperwork generated by bureaucratic agencies," said Jim Twohig (1992).

Many of the problems facing administrators of Angelina College could be fixed by additional funds. Being realistic, the administrators doubt that funding will be increased radically. Bertin Howard (1992) expressed another shortcoming of educational administrators in general, a tendency to be indecisive when decision must be made. "Accountants like to make decisions based on known facts. Educational administration tends to be somewhat indecisive within the time frame it takes to make a decision," he said.

RECRUITING MINORITIES

Angelina College has always had difficulty recruiting appropriate percentages of minority faculty. In 1992, Angelina College had employed three ethnic minority

administrators and one full time black teacher and a half-time Hispanic instructor on campus. Dr. C. A. Allen (1992), who has experienced similar difficulties of trying to attract minorities to teach at the Lufkin public schools, said, "I don't know what the answer is. I don't think the school should be blamed for it."

"Our biggest problem," said Dr. Henry McCullough (1992), "was not enough money. Angelina College is not a wealthy junior college. It is difficult to recruit minority faculty because we couldn't compete with the wealthy schools. We tried to keep our salary schedule as high as we could. It was not the best and not the worst."

Dr. Patricia McKenzie (1992), the affirmative action officer for Angelina College, expressed her concern about recruiting ethnic minority teachers and students. "We've got to use more multi-cultural approaches," she said.

The percentage of black students attending Angelina College is about 14%, but the percentage of black population in Lufkin is closer to 30% of the general population. One of the main reasons for founding Angelina College was to provide educational opportunities for students who could not afford to go away to college. Many of the area minority students fall into that category. However, their numbers at Angelina College do not indicate that they are taking full advantage of the educational opportunity that Angelina College offers them.

Ann Allen and H. J. Shands, Jr., (1992) said they were disappointed that the percentage of minority students attending Angelina College was lower than the percentage of minorities living within the college district. Like Dr. Allen and Dr. McKenzie, they were unable to pinpoint the reason for the inequity or to provide a solution for the lower percentage of minority student attending Angelina College.

RETAINING STUDENTS

A critical shortcoming of junior colleges is retention of students. Many students decide they need to go to college, but they are often uncertain about what they want to study. Many community college students are not highly motivated scholars. Some become disillusioned with higher education and leave; the open door policy of community colleges swings both ways. Jim Twohig (1992) said, "Counseling and testing can help them see a light at the end of tunnel and move toward becoming productive citizens."

Adelman (1992) found the following attendance patterns when he compared a sample of 12,332 community college students and 4-year college students:

1. Earned an Associate's degree from a community college and a Bachelor's degree from a 4-year institution--3.4%

2. Transferred without an Associate's degree and earned a Bachelor's degree from a 4-year institution--3.3%
3. Earned an Associate's degree and transferred to a 4-year institution, but did not complete the Bachelor's degree--1.7%
4. Earned a terminal Associate's degree--5.7%
5. Attended both community college and 4-year college but earned no degree. (About half of these students are "reverse transfers." They transferred from a 4-year college to a community college.)--2.7%
6. Earned more than 10 hours but no degree--15.6%
7. Earned less than 10 hours but no degree--7.6%

"Some shortcomings are not our choice," said Wilton Killam (1992). "Some of the required testing programs discourage students. Some of the red tape tends to frustrate them."

Sometimes, the standardized achievement tests and subsequent remedial courses, which were designed to help students succeed in their studies, tend instead to frustrate them further. An example of this is the Texas Academic Skills Program (TASP) test. This test is required by Texas law (Texas Education Code 51.306) to ensure that students enrolled in Texas public colleges possess the academic skills needed to perform effectively in college-

level course work. The test was designed to provide diagnostic information in reading, mathematics, and writing skills. All college students must take the test before they have accumulated nine college-level semester credit hours (General Catalog, 1992-1993).

GETTING THE WORD TO THE COMMUNITY

Dr. Patricia McKenzie and Dr. Fred Kanke have worked for years informing the community about what is available at Angelina College. Jim Twohig has taken the college's story to the newspapers and to the radio and television stations for mass media coverage. Both presidents and the members of the Board of Trustees have talked to anyone who would listen to them about Angelina College. For 25 years, the Angelina College story has been told.

But not everyone has heard it. For example, within the past year, someone in the community said to Wilton Killam (1992), "I wish my son could go to AC and play baseball, but he's going to A&M because his courses at AC wouldn't transfer to a four-year school." Squelching that rumor and the equally damaging rumor that Angelina College is not accredited or that it is just a vocational school has been a priority of Angelina College administrators since the school's inception. Occasionally, the tired old rumors resurface. Once again, the Angelina College story must be told to the community it has served for 25 years.

"We need to work a little harder on educating the people about what we have at Angelina College," said Robert Poland (1992). "We're not a second-rate school. Going to Angelina College is not kinda like going to high school. We need to do a better job of selling ourselves to the public."

THE GREATEST CHALLENGES DURING THE PAST 25 YEARS

The distinction between shortcomings and challenges is not a clear one. Actually, one person's shortcomings may be another's challenges, and vice versa. The leaders' perceptions of shortcomings bore this out. Even though funding definitely presented an underlying challenge in many instances, the leaders tended to categorize the lack of money as a shortcoming rather than as a challenge. Their responses to the following question about challenges were more specific than were their comments concerning shortcomings. In most instances, their responses dealt with areas in which they had worked closely when they answered the following question: **What have been the greatest challenges for Angelina College during the past 25 years?** (Appendix O)

Basic needs such as survival and constructing buildings (Killam, 1992) were the first challenges Angelina College faced. "The greatest challenge we had was to get the school started without the buildings ready," said

Howard Gates (1992).

Mr. Gates said the years between 1958 and 1973 were filled with challenges, most of them related to finances. "In 1973, things began to get a little better," he said. "The first five years, the president and I wondered if we were going to be able to keep the school going. Fortunately, the people supported us."

Before the school was founded, it was a challenge to convince the people of Angelina County that their tax dollars were buying something of which they could be proud. To do this, the leaders often had to see beyond racism (A. Allen, 1992), a major challenge of the 1960s and 1970s, and meet the demands of the black and the white communities.

There were also curriculum challenges. George Henderson (1992) observed that a community college is unique in meeting community demands and solving curriculum challenges. "We're that moving target," he said. "We have to know what is needed and how to get there." While four-year institutions are locked into a curriculum, the community college is more fluid by nature. "If the community wants welders, we'll get them," said Mr. Henderson. "If they want auto mechanics, we'll provide them."

Acceptance by the community was a challenge that Dr. Henry McCullough (1992) recalled well. "It used to be, if you couldn't go anywhere else, you could go to AC," he

said. He remembered that Stephen F. Austin State University, which was 20 miles north, had a long history when Angelina College came on board. Twenty-five years later, Angelina College also has a rich history. "Now, we're very well accepted," he said. "I see Angelina College parking stickers all over town."

This growth has presented still more challenges. Betty Pruitt (1992) said, "I think the greatest challenge has been the increased enrollment. Sometimes, we've been so crowded that we didn't know where to put people. We need money for new buildings and more teachers."

FACING THE UNKNOWN

None of the leaders said it, but working with the State Legislature and the biennial budget could probably be described as more like playing Russian roulette than simply as another challenge faced by community college administrators. When the state runs out of money to fund the appropriations bill legislators approved for community colleges the previous year, state officials start hacking away at the budget.

What are the community colleges administrators expected to do? They have already pledged the money they were promised by law. How can they plan for growth when they know that they might not receive all the money that was appropriated for them? All public community college

administrators encounter these challenges on a regular basis when dealing with legislators and state funding. Two Angelina College leaders indicated that much of their administrative time was spent lobbying for funding on the state level in Austin (Hudgins, 1992, Kanke, 1992).

GREATEST CHALLENGES FOR THE PRESENT AND FUTURE

"Education is in a turmoil," said H. J. Shands, Jr. (1992). The man who chaired the steering committee that founded Angelina College 25 years ago was unsure of what changes were on the horizon for the community college system, but he felt sure that the public two-year college system was destined for change. Mr. Shands said:

In my opinion, there are going to be some changes. Taxation and the support from the state will change. We may have to find our dollars in different places. We serve a real need and do it the best we can under the circumstances. There is nothing out there to take our place.

Some of the leaders saw both familiar and new challenges as they looked to the future and answered the final question of the study: **What are the greatest challenges for Angelina College now and in the future?**

(Appendix P)

The future will bring challenges similar to the ones we faced in the past. A big challenge will be more federal requirements without the financing to implement them. The college will have to come up with the money. (Hudgins, 1992)

The next 25 years will be faster paced than the past 25 years. Job skills will be more competitive. AC will have to keep up in new fields. If we don't keep

up, we'll fall behind. (Walker, 1992)

The greatest challenge of all institutions will be staying up with the new technologies. (Gates, 1992)

Higher education is more complex and challenging than it was 10 years ago. There is more red tape, more rules and reports to fill out. Much more of this is coming from the state and national level. (Phillips, 1992)

As enrollment grows, community colleges will have to think about putting a cap on enrollment. But this goes against the concept of open admissions. Another challenge we face is performance-based funding. A portion of the state funding will be withheld, and must be earned by the performance of the institution. (Twohig, 1992)

Our challenges will be the same as they've always been, to serve the community's academic and technical education needs. (Shands, 1992)

Our greatest challenges are communicating what we offer. Some people think we only offer vocational education. We are much more. We need to improve our faculty to represent our diverse population. We need to make sure our own people understand our goals that they have a part in accomplishing. We need intense time together--retreats, sharing where we want to go. (McKenzie, 1992)

MINING THE GOLD

Money will continue to be a challenge in the future. Joe Byrd (1992) expects local funding to increase as state funds are reduced. "The community support of the college ought to increase," Mr. Byrd said. "Angelina County is getting so much from this college. We have an academic gold mine here."

In many cases, mining the gold will not be an easy task. "A big problem in the future will be meeting the

academic needs of people with diverse backgrounds, particularly people with learning disabilities," said Wilton Killam (1992). More remedial programs will be instituted, and community colleges will be expected to deal with a diversity of learning styles and with students who come unprepared to succeed in college-level work.

Motivating them to come to class will continue to be a challenge. On that topic, Ann Allen (1992) said:

Young people have so many things offered to them on a silver platter. We've got to motivate them to see that there is something better for them. Angelina College offers them an education as inexpensively as they can get anywhere.

OUR FUTURE IS GROWTH

Business manager Steve Watters (1992) knows from personal experience that growth--student body growth and financial growth--cures many ills. "The future for us is growth, not for the sake of growth, but to increase the service area, and by doing so to increase our budget and the economy of skills that go with it," Mr. Watters said.

Another source of revenue relatively untapped by the junior colleges is capital operating development endowments. Four-year-colleges and universities already supplement their operating funds with capital fund campaigns. "Contributions to endowment funds are an investment in the future," said Bertin Howard (1992). Attracting contributions and scholarships is becoming an

increasing important challenge for community colleges. "If we hope to do more, we must accommodate more people," said Dr. Fred Kanke (1992). "To do this, we have to retain the competitive edge of excellence that we have. We must increase our scholarship funding."

A DIFFERENT ERA

Dr. Larry Phillips, the second president of Angelina College, faces different challenges than Dr. Jack Hudgins, the first president, did 25 years ago. During the past quarter century, the 49 public community colleges in Texas have become a statewide two-year, post secondary system. Rules and regulations made at the state and national levels regulate the system. However, Dr. Phillips is adamant about maintaining local control of Angelina College. However, this is a struggle. Local control was the norm when Angelina College was founded, but state and federal money come with restraints and requirements.

Twenty-five years ago, Dr. Hudgins hired a young faculty, but Dr. Phillips has inherited a maturing faculty. The 25-year-old buildings need renovation and repairs, which must be paid for from local funds. Facing these challenges, Dr. Phillips said, optimistically, "We've got to keep moving forward and growing."

In April 1992, Dr. Phillips submitted Angelina College's Strategic Plan 1992-1998 to the Texas Education

Agency. The plan contains the goals for Angelina College's immediate future:

1. Angelina College will deliver and expand educational opportunities and services to all adults in the service area. The college will insure physical, economic, and academic accessibility to post-secondary education and lifelong learning.
2. The college will continue to emphasize instruction and student achievement to meet the changing needs of students in transfer and technical-occupational areas. The instructional program will be supported by a comprehensive program of student support services and remediation that will enable students to meet individual goals. We will also provide access to a wide variety of community service classes and programs to enable adults to fully participate in the social, educational, and economic opportunities available in this area.
3. Angelina College will continue to build community partnerships that foster economic development, promote educational opportunities through articulation with other educational institutions, and improve the quality of life for East Texans.
4. The college will maintain a learning environment designed to enhance intellectual, social, and physical development. The college will maintain and improve the physical plant and support the teaching-learning process through leadership in technology and instructional delivery systems.
5. Resources and fiscal matters of the college will be managed in a sound and prudent manner while enhancing educational offerings and the physical environment. Planning and evaluation will yield favorable productivity measures compared to state or national standards.
6. The college will provide leadership for our service area through development of a competent, dedicated faculty and staff who reflect the diversity of background, needs, and expectations of our community.
7. The college will succeed in projecting a positive image to its various clients and

communities; students and ex-students, faculty and educational colleagues, public school personnel, business and industry, various accrediting agencies, and the general public. This image will be continually enhanced and measured by evaluation of the various components of institutional purpose (Agency Strategic Plan, 1992-1998).

Access, the first goal, is at the heart of the community college mission: to give more people the opportunity for higher education. An objective of this goal is that finances will not block a student from access to higher education at Angelina College.

The second goal stresses quality instructional outcomes in the transfer and technical-occupational areas. Instructional programs will be supported by student support services and remediation, designed to help students meet their individual goals. This effectiveness goal is the key to measuring the quality of the education received at Angelina College. Goals 3-7 are the support systems that make the first two goals work.

Fortified with its rich 25-year history of educating the neglected majority, Angelina College continues to reach out to students who see education as a means to a better life. This most democratic of educational institutions is willing to help its students--who have diverse backgrounds, ages, and preparation--prepare for the university or the work place. Yes, Angelina College is an Ellis Island of higher education in Deep East Texas.

ANALYSIS OF THE CASE STUDY

Wilton Killam captured the essence of the community college when he said, "We're the Ellis Island of higher education." In this case study, I asked the community leaders and educators the tough questions. I asked them to talk about Angelina College's shortcomings and challenges. Several of them were not as comfortable with the last three questions as they had been with the first seven. I attributed some of this reaction to the fact that they are basically positive people who prefer to discuss the good points about the college. I realized also that it is hard to criticize oneself publicly, and this was what I was asking them to do before a video camera.

Some honestly could not think of any shortcomings. These were people who had worked hard 26 years ago to start the college, but who had not taken an active part in its administration after it was founded. The educators, on the other hand, were quite frank in their appraisals of the shortcomings and challenges that they encounter daily. Money, or rather a lack of money, was at the root of many of the shortcomings and challenges that they acknowledged. They viewed the lack of adequate funding as a past, present, and future shortcoming and challenge.

Actually, the educators, who have always experienced smaller budgets than they wanted, have improvised since the day the college opened its doors. Historically, community

colleges have always had to fight for state and local dollars, but the administrators noted that the struggles have gotten dirtier. Getting money from the State Legislature is much more difficult today than it was in the 1960s, when Texas was still an oil-rich state.

As an Ellis Island of higher education, Angelina College has an open-door admissions policy that welcomes citizens of all ages and backgrounds. Despite this attitude, the college has had trouble recruiting minority faculty and students. Retaining students, many of whom lack motivation or the skills necessary to succeed in college-level classes, is an ongoing challenge. To meet the needs of the community it serves, Angelina College has identified access to post secondary education and lifelong learning as its first priority in its Strategic Plan for future growth. This basic goal of has changed little during Angelina College's 25-year history.

Angelina College is a good example of what Shearon and Tollefson (1990) called "a people's college," or what Cohen and Brawer (1987) labeled "the gateway to higher education." What Doucette and Roueche (1991) observed about public community colleges in general is also true of Angelina College. The public often fails to respect its democratic ideals of access to higher education. However, increased enrollment at Angelina College and at other community colleges seem to be combating these negative

attitudes. Fall 1992 enrollment grew by 10%, to 3,400 students. Doucette and Roueche (1991) considered community colleges "perhaps the premier teaching institutions in the world" (p. 13). Because of its commitment to access and quality instruction Angelina College seems likely to attract larger numbers of students.

CHAPTER VII

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

...Give me your tired, your poor,
Your huddled masses yearning to breathe free,
Your wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I will lift my lamp beside the golden door!
(Statue of Liberty, 1903)

These words from Emma Lazarus' poem "The New Colossus" were inscribed on a tablet in the pedestal of the Statue of Liberty in 1903. American children learn them in elementary school. Like the Statue of Liberty, they symbolize the hope of a better life. These words also sum up the basic premise upon which the "people's colleges" are based. These unique two-year institutions of higher education offer the masses access to the tools for a better life: higher education and job skills. This is the primary mission of Angelina College in Deep East Texas.

This chapter summarizes the roles of a community college through the study of a single community college, Angelina College in Lufkin, Texas. Perceptions and recollections of 20 past and present leaders of Angelina College provided the main source of data for this historical study. The researcher drew her conclusions from the leaders' responses to 10 research questions. Finally, she makes her recommendations and explores implications for future study.

SUMMARY

College education for the masses is a relatively new concept. Most of the people who grew up during the Great Depression of the 1930s considered themselves fortunate if they finished high school. Today, many people fall into the educational category that has been called the "neglected majority." Even if they finish high school, they are not necessarily good candidates for the university. Many of them could not meet the admission requirements of the university; others do not have the financial means to go to the university. How could they possibly expect to receive post secondary education?

Community colleges, such as Angelina College, answer that question through their mission to provide access to affordable post-secondary education. However, the community college's role in higher education is often misunderstood by educators and the general public. Because two-year colleges reach out to the masses, they are often perceived by elitists as somewhat sub-standard. Counteracting this misconception is an adequate reason to tell the story of the unique position of community or junior colleges in the American higher education process.

This study focused on Angelina College, a 25-year-old community college, that serves the academic and vocational, post-secondary education needs of the people of Deep East Texas. Although research findings conducted through

naturalist inquiry are not generalizable (Lincoln & Guba, 1985), it is possible to develop a better understanding of community colleges in general after focusing on a specific community college. Angelina College resembles other community colleges much as Harvard and Texas A&M universities share numerous basic similarities as major research institutions.

The purpose of this historical study was to tell the story of Angelina College. The 20 leaders selected to participate in the study were: Ann Allen, Robert Poland, Dr. C.A. Allen, Judge David Walker, Ward Burke, Pitser Garrison, H. J. Shands, Jr., Dr. Ernest Seitz (who was unable to be interviewed due to illness), Betty Pruitt, George Henderson, Jr., Joe Byrd, Dr. Jack Hudgins, Dr. Larry Phillips, Dr. Henry McCullough, Dr. Fred Kanke, Dr. Patricia McKenzie, Howard Gates, Bertin Howard, Steve Watters, Wilton Killam, and James Twohig. The audio and video tapes of the informal interviews were given to the Angelina College Library to be placed in the college archives.

The leaders who were interviewed for this study fell into two categories: founders (leading citizens and members of the Steering Committee) and administrators (members of the Board of Trustees or educators). They shared their recollections of the school's history and their perceptions of its evolving roles in the higher education process. The

selected leaders became the stars of the written documentary presented in three case studies.

To keep the study from becoming unwieldy, the researcher limited the interviews to 20 selected leaders. Since educational administration is her specialty, she focused on selected formal leaders. All interviewees responded to the same 10 questions. The interviews were conducted in an informal, journalistic manner, allowing the interviewees time to discuss topics in depth and permitting them to omit questions that did not pertain to them. The 20 interviews produced an abundance of data for the study.

Naturalistic inquiry methodology was used for this research project because it is adaptable to the historical, journalistic approach that the researcher wanted to use in this study. As a journalist and a member of the Angelina College faculty, she was able to participate and observe during the interviewing process. As the human-as-research-instrument (Lincoln & Guba, 1985), she was sensitive not only to what was being said during the interviews but to how it was being said.

The second phase of the study involved researching written documents concerning the history and the roles of Angelina College and its leaders. After conducting the oral interviews, the researcher read the minutes of the Steering Committee and the Board of Trustees meetings, as well as stories about Angelina College in campus and local

newspapers, and college yearbooks. As a journalist and faculty member, she felt that she knew enough about Angelina College to conduct effective interviews. She did not want to prejudice herself by researching the written documents before conducting the interviews.

When she read the documents, she was able to fill in specific information, such as dates, that the people who were interviewed did not remember. Collecting data through interviews and from written documents was also an opportunity to triangulate, or verify, information gathered during the interviews. Coupled with the redundancy generated when each person answered the same questions, the different written documents confirmed and clarified the information gathered from the 20 leaders.

The next phase of the study involved organizing and analyzing data. To facilitate this process, the researcher divided the interview responses into three blocks that would become the case studies in Chapters IV-VI. The researcher tallied the interview responses and prepared frequency distributions to show graphically the results of the interviews. The frequency distributions are found in the appendices. This process aided in managing the raw data and in determining patterns and areas of importance.

Responses to the question, Why and how was Angelina College founded?, provided the information for the historical narrative found in Chapter IV. The first case

study: And We Did It! chronicled the founding of Angelina College through the perceptions of the 20 selected leaders. The researcher interpreted these leaders' recollections and perceptions in a journalistic fashion.

Chapter V was the most challenging case study to compile. It covered interview questions 2-7:

2. What role did you play in the organization and/or development of Angelina College?
(Follow-up question) What roles did the other leaders being interviewed play in the organization and/or development of Angelina College?
3. What are the key roles of Angelina College?
Have the roles of Angelina College changed during the time you have been associated with it? If so, how?
4. What were the most important events in the history of Angelina College? Why?
5. How has Angelina College served the local community's higher education academic needs during the past 25 years?
6. How has Angelina College helped students adapt to occupational requirements in a changing world during the past 25 years?
7. How has Angelina College reeducated and retrained students with obsolete vocational

skills during the past 25 years?

Once the researcher saw the responses to these questions as parts of a large mosaic, putting the pieces together to form the second case study was somewhat easier. The people, the roles, and the events were the Angelina College mosaic. These people had worked together during the past 25 years in various roles as they founded and developed this community college. Through their leadership roles and the evolving roles of the institution itself, they breathed life into this educational institution set amid the piney woods of East Texas. Once the leaders' perceptions of these roles were captured on tape and then on paper, it was easier to see where each part fit into the mosaic of the written documentary.

Key roles of the college that emerged from the interviews were the academic and technical-vocational roles, the economic role, the cultural enrichment role, the student support services role, and the compensatory education role (Appendix I). The leaders agreed that Angelina College had been established to meet the higher educational needs of the citizens of the county. All 20 of the leaders viewed the academic role and its basic core curriculum as the most important way Angelina College meets the needs of the people it serves. Seventeen of the leaders perceived the technical-vocational role as a major function of the school throughout its 25-year history.

The leaders saw in recent years a blurring of the line between academic and vocational education. This was the major change in roles during the 25-year history of the college. When Angelina College started, it attracted mainly 18- to 24-year-old students who were primarily interested in academic, college-transfer classes. In 1992, the ratio of college transfer students to certificate technical-vocational students has become almost 50%:50%. An increased demand for nurses and the success of Angelina College's health careers programs have contributed greatly to this blurring of the lines between academic (Appendix J) and vocational programs (Appendix K).

To meet the changing needs of the community it serves, Angelina College has assumed the role of reeducating and retraining people for the work force. Access to programs designed to meet these changing needs has been a dominant force at Angelina College since its inception. The scope of this need and the programs that it generates have been broadened by computer technology (Appendix K).

Angelina College's open-door admissions policy is a characteristic of community colleges that is not found in four-year colleges and universities. Access and lifelong learning set two-year, community colleges apart as unique American institutions of higher education. Six of the leaders considered lifelong learning and continuing

education as important ways that Angelina College retrains students who have obsolete skills.

Chapter V also chronicled the leaders' perceptions of the major events in Angelina College's 25-year history (Appendix M). Seventeen of the leaders cited the election that started the college as the single most important event in the school's history. Fifteen of the leaders perceived building campus facilities as important events. Eleven mentioned the selection of the first and second presidents as important events. For six of the leaders, establishing the nursing school was an important event. Five mentioned the growth of campus programs as important events. Opening the college in 1968, establishing credibility, acquiring the campus site, introducing computer technology, and adopting the four-day school week were also mentioned as important events in the history of Angelina College.

In the third case study, The Ellis Island of Deep East Texas, the researcher interpreted the responses to the last three interview questions:

8. What are the college's shortcomings in serving the community's academic, vocational, and retraining needs? (Follow-up question) What other roles do you see Angelina College as serving or having served?
9. What have been the greatest challenges for Angelina College during the past 25 years?

10. What are the greatest challenges for Angelina College now and in the future?

Chapter VI dealt with the shortcomings (Appendix N) and past, present, and future challenges (Appendices O, P) of Angelina College, whose mission is to offer to all the citizens of the taxing district a hope for a better life through education. Six of the early leaders who never served on the Board of Trustees were unable to think of any shortcomings. Board members and administrators, on the other hand, were acutely aware of the school's shortcomings and challenges. While they were candid in discussing them, their responses were mostly positive and up-beat.

Dr. Larry Phillips (1992), who has been associated with the college less than two years, said, "We're a victim of our own success. We try to be everything to everyone, and it's no wonder we have some shortcomings." As the second president, he is the newest member of the administrative team.

Eleven of the leaders considered a shortage of money as the institution's number one shortcoming (Appendix N). The leaders have wrestled with the prospects of generating additional funding from three sources of income: state funding, district property taxes, and tuition. They are looking to private endowments as a new source of revenue.

Other shortcomings mentioned were the need for more buildings and keeping up with rapidly changing technology.

On the human side, complacency among some teachers and indecisiveness of some administrators were mentioned as shortcomings. Recruiting minority faculty and students and retaining students were other areas identified as needing improvement. Some of the leaders felt that the college should do more to inform the community of the "academic gold mine on Highway 59 South" (Byrd, 1992).

At times, it was difficult to distinguish between shortcomings and challenges. Eleven of the leaders perceived the shortage of money as both a shortcoming and a challenge (Appendix N) and six saw it as a challenge (Appendix P). Angelina College has never been a wealthy school, and the leaders did not think that it would become so in the future. The pioneer leaders remembered the struggles of getting the college started and the first few years of sustaining it. Current administrators were more concerned with today's problems and finding solutions to them in the future, which promises problems of its own.

H. J. Shands, Jr. (1992), who chaired the Steering Committee in 1966 and is currently a member of the Board of Trustees, is a part of the past and the present leadership. He said, "Education is in a turmoil." He foresees changes in the ways that Angelina College serves its constituents and perhaps changes in the financing of community college education in general. However, he is certain that there is nothing to take the place of the two-year college that

allows people to remain at home while they earn the first two years of a college education or learn a marketable job skill.

CONCLUSIONS

Angelina College grew out of the academic and vocational needs of the Angelina County community. These higher educational needs continue to become more diverse and challenging. Since the community college movement was born out of innovation and sustained through change, it is likely that Angelina College will meet these challenges with the same vigor it has met the educational needs of the community during its 25-year history.

How quickly and how well Angelina College's leaders react to students' changing needs will determine the school's future success much as the leaders' reactions to past challenges have created the Angelina College that exists today. The 1990s are entirely different from the 1960s when Angelina College was founded. The attitudes of the citizens and students are different. Today's voters would be less likely to approve the establishment of a junior college taxing district than were the voters of the 1960s. Today's students expect more from their community college than the students of the 1960s did. For example, financial aid and compensatory education needs are far greater than they were 25 years ago. These expectations

will continue to grow, but money to finance new programs to meet current expectations will not necessarily be proportional to the needs. These inequities will tax the leaders' ingenuity, but Angelina College has a 25-year heritage to draw on as its leaders and faculty face these challenges.

The founders of Angelina College, its first leaders, had something in common: a boundless enthusiasm and dedication. The findings of this study indicate that Angelina College has been led by people who care deeply about higher education. For 25 years, these leaders have worked together as a team to fashion a prospering community college. The leadership traditions they established are being carried on and expanded by the current leaders who are working to meet their constituents' expectations.

The assumption of the study that the leaders' perceptions would be biased toward administration was disproved in many instances. It was evident early in the study that the leaders were concerned primarily with delivering higher education in the best ways possible to the students served by Angelina College.

The leaders' enthusiasm and dedication have set and maintained the school's positive tone and tradition. Although Angelina College is not financially flush, it does have a history of a sound economic base. From the beginning, its administrators learned to do more with less

on a regular basis. Even though state financing of the 49 Texas public community colleges had risen to \$1 billion in 1992, Angelina College has continued to be one of the best academic and financial bargains for those seeking two years of public higher education. Community colleges enroll 6 million credit students, about 45% of all the students in higher education, and nearly 55% of all first-time freshmen (Shearon & Tollefson, 1990).

RECOMMENDATIONS

The findings of this study indicate that the leaders of Angelina College are convinced that the school has a secure place in the higher education arena. However, meeting the diverse needs of larger numbers of students demands that Angelina College maintain its academic standards and continue to develop its vocational programs. It must also serve more intensely the special needs of its students with inadequate high school preparation, learning and physical disabilities, and financial constraints.

Any one of these roles would be adequate for a comprehensive community college mission. However, the various roles are necessary for Angelina College to continue to serving the citizens in its taxing district and in the 11 surrounding counties. It must continue to be all things to all people.

An example of a bold innovation aimed at student

success is the student guarantee program recently approved by the Board of Trustees. When this student guarantee program goes into effect next year, the school will guarantee that graduates who participate in the program will succeed when in four-year schools and in the work place.

Students in the guarantee program will be monitored carefully to ensure their success within their academic or vocational programs. Once they have successfully completed their college programs, Angelina College will assist them in obtaining jobs. If they are found deficient in any job-related skills that they should have mastered at Angelina College, they will be allowed to take tuition-free classes designed to eliminate those deficiencies. Through this program, Angelina College will guarantee its products, the students. This type of program did not originate at Angelina College; it is also being offered by other Texas community colleges.

However, Angelina College already has in place other rigorous programs, such as the nursing program, that all but guarantee that the students who complete the program successfully will be employed when they graduate; 96% of the 1992 graduating class passed the state licensing test. The high-demand health careers programs focus on mastery of knowledge and skills necessary for graduates to pass state licensing tests and to function effectively in the medical

work place.

The findings of this study also indicated that the open-access mission of Angelina College is a vital part of its overall community college mission. When faced with higher expectations and increased accountability for student performance, Angelina College cannot diminish this overall mission of open-access.

The findings of this study indicated that Angelina College was built by leaders who provided vision and the setting for instructors to teach academic and vocational concepts and skills. Now, they must find new ways to ensure that all students learn. In a world of changing technologies, the personal dynamics of the teaching-learning process are still important. Angelina College's future success will be no greater than its leaders and its teachers. Their perceptions are even more crucial to success in an educational setting dictated by accountability.

IMPLICATIONS

Angelina College's 25-year history has provided a sound foundation upon which the school's next 25 years can be developed. Its leaders have provided the necessary physical plant and faculty. The 140-acre campus site has ample space for facility expansions.

The perceptions of the leaders who participated in

this study indicated harmony among the members of the Board of Trustees and upper-level administrators. For the most part, the trustees and administrators are united in their common goal to continue to build a better Angelina College. None of the leaders expressed perceptions that disagreed radically with those of their colleagues.

However, the perspectives of these 20 leaders are not the only perspectives of Angelina College. Future studies involving faculty, citizens, or graduates would shed new light on the leaders' perceptions. Newcomers and outsiders might see the roles of Angelina College differently than the people who have been involved in its operation during most of its history. Angelina College has changed during the past 25 years, and maintaining the status quo would not be the best way to achieve future success. This is not likely to happen. Although the somewhat conservative Board of Trustees has been prudent in its leadership, it has always demonstrated the ability to adapt to change.

The Board has selected with great care the two presidents of Angelina College. For the first 24 years the college was in operation, it was headed by Dr. Jack Hudgins, its first president. His record is impeccable. Dr. Larry Phillips, the second president, has come on board in time to celebrate the college's 25th anniversary and is infusing new ideas and energy into Angelina College. These two very different personalities were the right men for the

job at the right time. A study of these two presidencies would yield a wealth of information not only about different leadership styles but also about the two different eras which these men represent.

Finally, there is a need for studies of the academic and vocational roles of community colleges in general. During the past century, community colleges have managed to develop without their own educational theory or scholarly research. They have borrowed from public school and university organizational and instructional models and patched together those concepts to suit their own purposes. As a result, community colleges have often been perceived by educational administration scholars as the mongrels or mutts of public education.

Now that community colleges have evolved into entities with increasing credibility of their own, they offer abundant opportunities for research. It is time for scholars to back up or challenge beliefs and practices with sound research that tests accepted models.

The leaders who are guiding these institutions into the 21st century need the data and theory that only research can provide. Armed with this information, they can make wise decisions that will affect the future of these "peoples' colleges." With the support of a sound research base, schools such as Angelina College can continue the traditions symbolized by the Statue of Liberty. They can

lift up their lamps of higher education to the tired, the poor, and the huddled masses yearning to breathe free.

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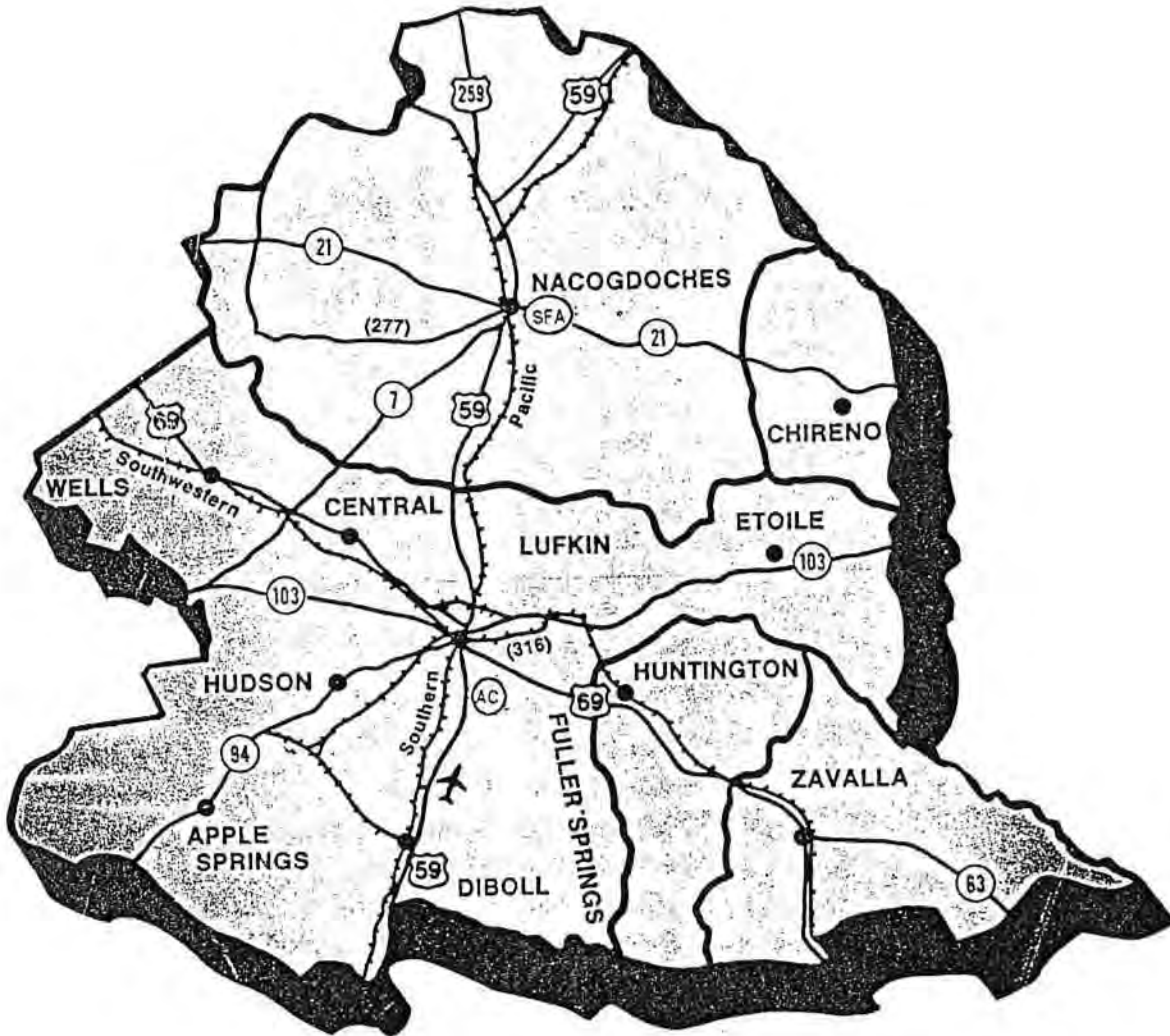
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APPENDIX A

MAP OF ANGELINA AND NACOGDOCHES COUNTIES



APPENDIX B

PROTOCOL APPROVAL FOR HUMAN SUBJECTS IN RESEARCH

Texas A & M University

COLLEGE STATION, TEXAS 77843-3121



*Institutional Review Board
Human Subjects in Research*

E. Muri Bailey, Chair
phone (409) 845-7261
fax (409) 845-6544

Lauriston King, Coordinator
Dene Gentry, Secretary
phone (409) 845-1812
fax (409) 847-9363

May 13, 1992

MEMORANDUM

TO: Elaine M. Jackson
Department of Educational Administration

SUBJECT: Protocol Entitled, "The Evolving Role of Angelina Community College as Perceived by its Past and Present Leaders"

The above referenced protocol has been:

- ☒ Approved
- ☐ Conditionally approved (see remarks below)
- ☐ Tabled for future considerations
- ☐ Disapproved (see remarks below)

by the Institutional Review Board - Human Subjects in Research in their meeting on May 6, 1992.

As stipulated in the guidelines of the IRB, this protocol will be subject to annual review by the IRB and any deviations from the protocol or change in title must be resubmitted to the Board. At the conclusion of the study, you must fill out the enclosed report form. Your cooperation is appreciated.

E. Muri Bailey, Chair
Institutional Review Board -
Human Subjects in Research

Enclosure

REMARKS:

A copy of the informed consent, co-signed by the principal investigator, must be given to the subject.

APPENDIX D

VIDEOTAPE RELEASE FORM

Videotape Release Form

I voluntarily agree to be videotaped during the experiment being conducted by Elaine Mikeska Jackson. I understand that the tapes will be used for gathering information for the study, "The Evolving Roles of Angelina Community College as Perceived by Its Past and Present Leaders." These tapes will be identified by the subject's name. After the study is completed, these tapes will be kept for historical purposes in the Angelina College Library.

.....
Signature of the Subject.....
Date.....
Signature of Investigator.....
Date

APPENDIX E

INITIAL LETTER TO 20 SELECTED LEADERS

ELAINE JACKSON

June 2, 1992

Jim Twohig
Angelina College
P.O. Box 1768
Lufkin, Texas 75901

Dear Mr. Twohig:

I am working on a doctoral research project at Texas A&M University, and I need your help. My topic is "The Evolving Role of Angelina Community College as Perceived by Its Past and Present Leaders." The purpose of the study is to tell the story of Angelina College as it has evolved during the past 25 years.

You are one of the 20 key leaders of Angelina College that I have selected to interview for this project. The 20 leaders were selected for their contributions as members of the Steering Committee, Board of Trustees, or as upper administrators. For this study, I hope to interview Ann Allen, Robert Poland, Dr. C.A. Allen, David Walker, Ward Burke, Pitzer Garrison, H.J. Shands, Jr., Dr. Ernest Seitz, Betty Pruitt, George Henderson, Jr., Joe Byrd, Joe C. Denann, Dr. Robert McCall, Dr. Jack Hudgins, Dr. Larry Phillips, Dr. Henry McCullough, Dr. Fred Kanke, Dr. Patricia McKenzie, Howard Gates, Bertin Howard, Steve Watters, Wilton Killam and Jim Twohig.

I plan to conduct the interviews at Angelina College and videotape them. I will be calling you to set up a time for your interview. I look forward to working with you on this project, which I believe is of mutual interest to us.

Sincerely,

Elaine Jackson

90 CPeland / Lufkin, Texas 75901 / 409/632-5914

APPENDIX F

PETITION FOR CREATION OF ANGELINA COUNTY

JUNIOR COLLEGE DISTRICT

THE STATE OF TEXAS
COUNTY OF ANGELINA

TO THE COUNTY BOARD OF EDUCATION (BOARD OF COUNTY SCHOOL TRUSTEES) OF
ANGELINA COUNTY, TEXAS:

We the undersigned, hereby respectfully represent:

(a) That we are duly qualified resident property taxpaying voters of Angelina County, in the State of Texas, and that we constitute not fewer than ten per cent and at least two hundred and fifty (250) of the qualified property tax-paying voters of said Angelina County, Texas.

(b) We propose that a County Junior College District be created and formed, comprising all the territory contained in Angelina County, in the State of Texas.

(c) That said Angelina County, in the State of Texas (the proposed County Junior College District) has a taxable property valuation of not less than Forty-three Million (\$43,000,000.00) Dollars, according to the latest approved tax rolls, in fact in excess of that amount.

(d) That said County (the proposed County Junior College District) has a scholastic population of not less than ten thousand (10,000) for the next preceding school year, in fact in excess of that number.

(e) That said County (the proposed County Junior College District) has not fewer than two thousand (2,000) students in the last four years of classified high schools during the next preceding school year, in fact in excess of that number.

(f) That said County (the proposed County Junior College District) had a population of not less than forty thousand (40,000) nor more than fifty thousand (50,000) inhabitants according to the last preceding Federal Census.

We respectfully pray for an election to be ordered and held in and throughout said Angelina County, in the State of Texas (the proposed County Junior College District) in accordance with the Statutes in such cases made and provided for the purpose of submitting the following propositions to the duly qualified property taxpaying voters of said proposed County Junior College District for their action thereupon:

PROPOSITION NO. 1: Shall there be created a County Junior College District, to be known as Angelina County Junior College District, of the County of Angelina, State of Texas, comprising all the territory contained in Angelina County, in the State of Texas, and no other territory.

PROPOSITION NO. 2: Shall the Board of Trustees of said County Junior College District, of the County of Angelina, State of Texas, be authorized, to levy and collect annually a tax upon all taxable property in said Junior College District not to exceed the rate of forty cents on each one hundred dollars valuation of taxable property in said Junior College District for the support and maintenance and/or purchase and/or lease of school buildings and grounds and equipment for such District (in the event the same is created), until the same shall be changed or discontinued as provided by law.

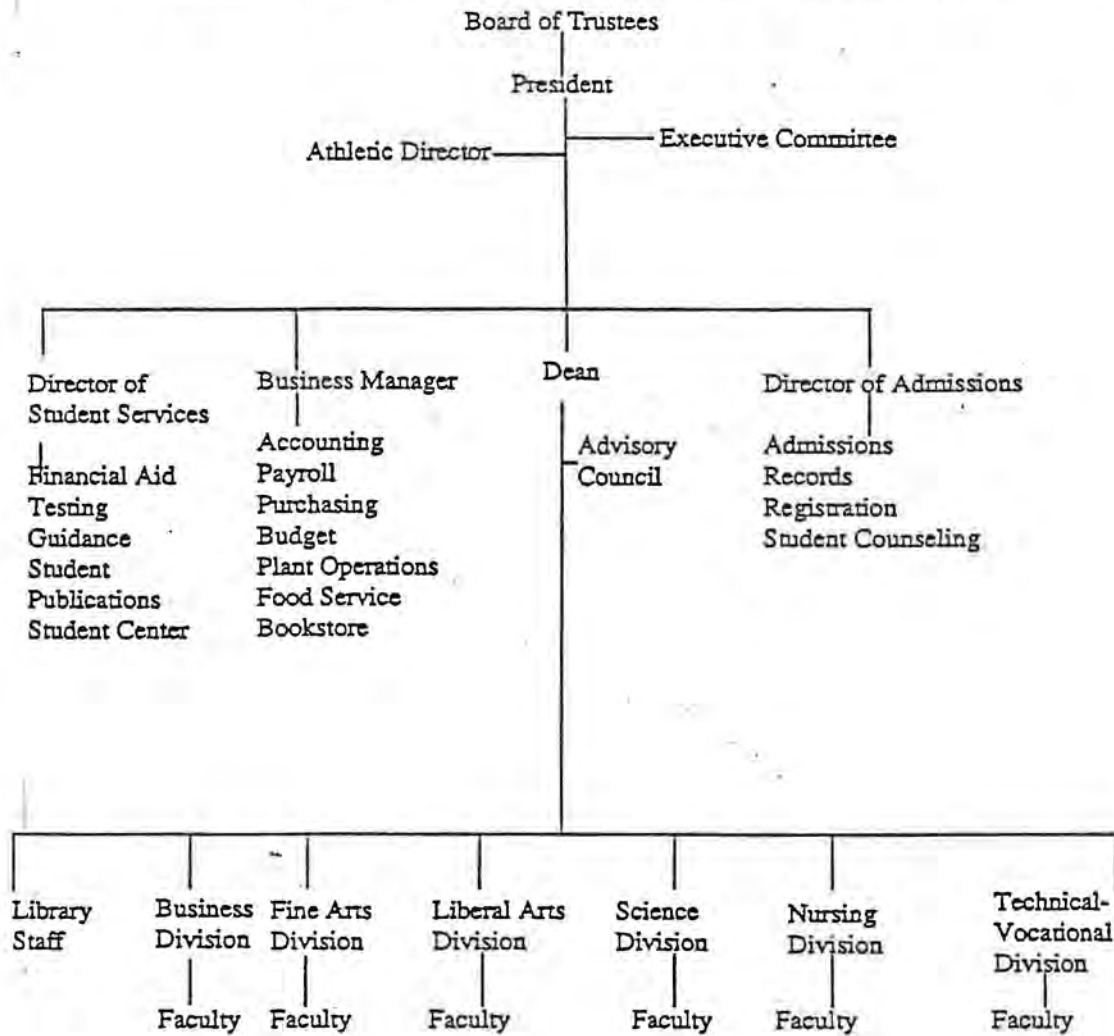
PROPOSITION NO. 3: Providing for the election of a Board of Seven Trustees for the government, administration and control of said Junior College District, as provided by the statutes of the State of Texas.

PROPOSITION NO. 4: Shall the Board of Trustees of said County Junior College District be authorized to issue bonds of said district (in the event same is created) in the amount of one and one-half million dollars (\$1,500,000.00) for the construction and/or equipment of school buildings and/or the acquisition of sites therefor?

Dated the ____ day of _____, 1966, and respectfully submitted.

APPENDIX G

ANGELINA COLLEGE ORGANIZATIONAL CHART--1970



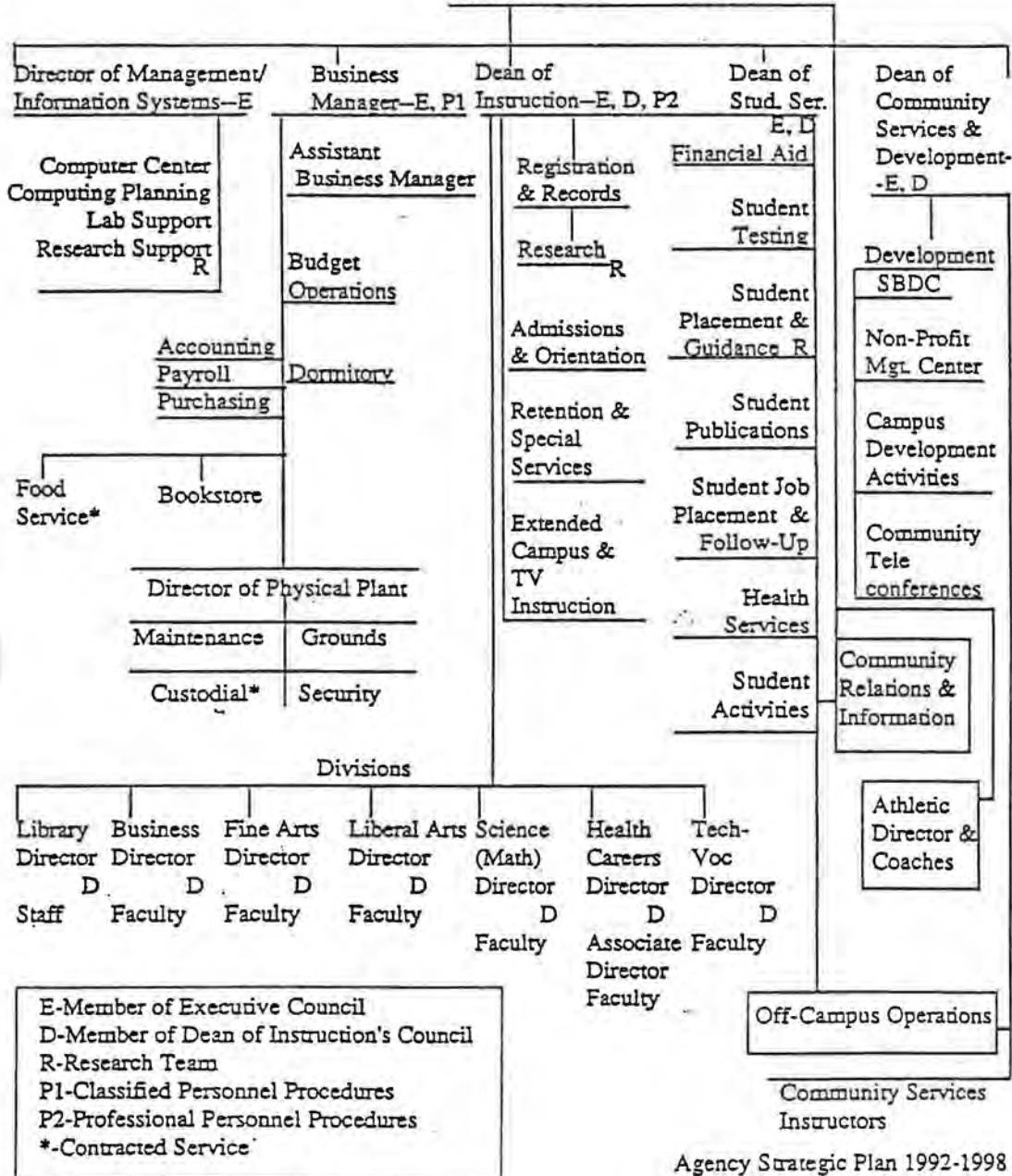
Angelina College Board of Trustees
Minutes, July, 1970

APPENDIX H

ANGELINA COLLEGE ORGANIZATIONAL CHART--1992

Board of Trustees

President- E



APPENDIX I

LEADERS' PERCEPTIONS OF KEY ROLES OF ANGELINA COLLEGE

Provide access to inexpensive higher education																				
Serve the needs of the community																				
Provide self-improvement courses for all citizens																				
Provide technical vocational programs																				
Provide a cultural center for the community																				
Contribute to the local economy																				
Relieve burden of freshmen/sophomores attending 4-yr. schools																				
Provide two years of academic, transfer courses																				
Provide student support services																				
Provide compensatory classes																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	<p style="text-align: center;"><i>Frequency Distribution</i></p> <p>This information was compiled from the responses of 20 key founders and leaders to 10 open-ended questions about Angelina College during video and audio taped interviews conducted by Elaine Jackson in 1992.</p>																			

APPENDIX J

LEADERS' PERCEPTIONS OF ACADEMIC ROLES

Provide first two years of college																				
Provide a convenient location																				
Provide an inexpensive way to get an education																				
Fill a niche in higher education																				
Raise community's cultural/educational level																				
Meet special needs of students																				
Provide smaller classes																				
Meet demands for health career increases in science classes																				
Provide core curriculum																				
Dealing with limited finances																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	<p style="text-align: center;"><i>Frequency Distribution</i></p> <p>This information was compiled from the responses of 20 key founders and leaders to 10 open-ended questions about Angelina College during video and audio taped interviews conducted by Elaine Jackson in 1992.</p>																			

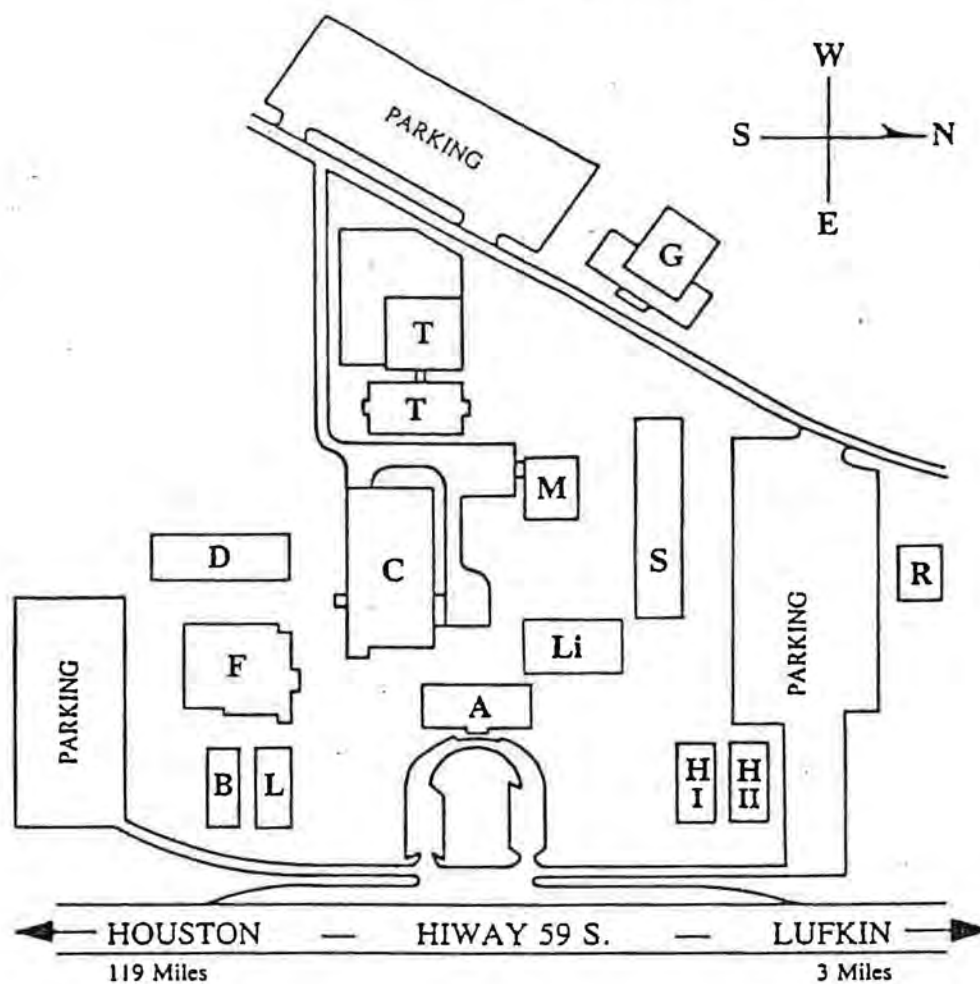
APPENDIX K

LEADERS' PERCEPTIONS OF TECHNICAL VOCATIONAL ROLES

Nursing Program																							
Computers																							
Job skills Quality education																							
Child Development																							
Changing Technology																							
Unique role of community colleges																							
Advisory committees																							
Small Business Development Center																							
Drafting																							
Carl Perkins Grants																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
	<p style="text-align: center;"><i>Frequency Distribution</i></p> <p>This information was compiled from the responses of 20 key founders and leaders to 10 open-ended questions about Angelina College during video and audio taped interviews conducted by Elaine Jackson in 1992.</p>																						

APPENDIX L

MAP OF ANGELINA COLLEGE CAMPUS



ANGELINA COLLEGE

BUILDING KEY

- A - Administration
- B - Business
- C - Student Center
- D - Dormitory
- F - Fine Arts
- G - Gymnasium
- H I & H II - Health Careers
- L - Liberal Arts
- Li - Library
- M - Maintenance
- R - Baptist Student Center
- S - Science
- T - Technical-Vocational

All buildings on the campus are equipped with either a ramp, chairlift or elevator and classrooms are assigned to accommodate the disabled student.

APPENDIX M

LEADERS' PERCEPTIONS OF MAJOR EVENTS
IN THE HISTORY OF ANGELINA COLLEGE

Election that started Angelina College																				
Selecting first and second presidents																				
Establishing credibility																				
Building campus facilities																				
Establishing Nursing School																				
Opening in 1968																				
Growth of campus programs																				
Computers on campus, including Writer's Workbench																				
Donation of Temple land for campus site																				
Adopting a four-day school week																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	<p style="text-align: center;"><i>Frequency Distribution</i></p> <p>This information was compiled from the responses of 20 key founders and leaders to 10 open-ended questions about Angelina College during video and audio taped interviews conducted by Elaine Jackson in 1992.</p>																			

APPENDIX N

LEADERS PERCEPTIONS OF THE SHORTCOMINGS OF ANGELINA COLLEGE

Inflexible instructors/ indecisive administrators																				
Transferability of classes																				
Need to pursue more vocational education																				
Retention of students/ testing																				
Difficulty measuring shortcomings																				
Shortage of money																				
Inability to meet demands for health careers programs																				
Need for more promotion of college to the public																				
Difficulty in attracting sufficient minority faculty/students																				
Need to renovate 25- year old facilities																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Frequency Distribution This information was compiled from the responses of 20 key founders and leaders to 10 open-ended questions about Angelina College during video and audio taped interviews conducted by Elaine Jackson in 1992.																			

APPENDIX O

ADERS' PERCEPTIONS OF PAST CHALLENGES OF ANGELINA COLLEGE

Constructing first buildings																				
Surviving the early years																				
Meeting diverse needs of people from different backgrounds																				
Gaining acceptance in the community																				
Dealing with increased enrollment																				
Communicating to the public what AC offers																				
Combating racism																				
Working with state legislators for funding																				
Providing appropriate curricula																				
Dealing with limited finances																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	<p style="text-align: center;">Frequency Distribution</p> <p>This information was compiled from the responses of 20 key founders and leaders to 10 open-ended questions about Angelina College during video and audio taped interviews conducted by Elaine Jackson in 1992.</p>																			

APPENDIX P

LEADERS' PERCEPTIONS OF PRESENT AND FUTURE
CHALLENGES OF ANGELINA COLLEGE

Communicating what AC offers to the public																				
Acquiring more ethnic minority faculty																				
Helping faculty/staff understand AC's goals																				
Serving academic/vocational needs																				
Meeting needs with limited finances																				
Dealing with turmoil of public education in Texas																				
Dealing with increased enrollment/growth/expansion																				
Keeping up with technology advancements																				
Adapting to different learning styles/disabilities; motivation																				
Maintaining local control in spite of state/federal regulations																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Frequency Distribution																			
	This information was compiled from the responses of 20 key founders and leaders to 10 open-ended questions about Angelina College during video and audio taped interviews conducted by Elaine Jackson in 1992.																			

VITA

Elaine Mikeska Jackson

902 Copeland Street
Lufkin, Texas 75901

Education

1989-1992 Enrolled in Ed.D. Program in Educational
Administration, Texas A&M University,
College Station, Texas
1976 M.A. in Communications, Stephen F. Austin
State University, Nacogdoches, Texas
1965 B.A. in Journalism and English, Stephen F.
Austin State College, Nacogdoches, Texas

Professional Experience

1992- Director of Public Information, Angelina
College, Lufkin, Texas
1986- Instructor of Journalism, Faculty Adviser
of Student Publications, Angelina College
1980-1983 Special Projects Editor/Historian, Lufkin
Industries, Lufkin, Texas (Researched and
wrote Lufkin From Sawdust to Oil)
1978-1980 Director of Newspaper in Education Program,
Lufkin Daily News, Lufkin, Texas
1976- Free-lance Writer
1973-1975 Journalist, Texas Forestry Association
1969-1970 Director of Early Childhood Education
Program and Public Relations Specialist,
Lufkin Independent School District
1965-1966 Lifestyle Editor, Lufkin Daily News,
Lufkin, Texas

Personal Data

Born March 14, 1941, Ennis, Texas
Married Ronald Jackson, February 19, 1966
Children Jeanette Jackson-Page, Juli Jackson, Mark
Jackson

THESIS AND DISSERTATION CLEARANCE FORM

MZ

Oct. 27, 1992

Submitted

EdD Educational Administration ELAINE MIKESKA JACKSON #177

Major subject Name

SS. No. 462-64-2852

Dec. '92 Dr. Philip T. West *5-2716* EDAD

Advisory Committee Chair Major department

3 2 Yes *241* Dr. Jungduk Kim (CPSC)

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Diploma Fee and Date notified of changes to be made

Binding Fee Receipt Oral S

THE EVOLVING ROLES OF ~~XXXXXX~~ ANGELINA COMMUNITY COLLEGE AS PERCEIVED BY ITS PAST AND

PRESENT LEADERS

Items to clear: 1. Binding Fee Receipt

p. VIII + 38 Subheads disagree

p. 209 Peters citation - indent as in subsequent

*p. 208 Mulvey citation is incomplete.
Ouchi " add, after Reading*

p. 200 Dreier citation underline College women continuously

Registration can only be waived if the student has completed all requirements for the degree (including clearing thesis office corrections) by the last day to register for courses in the semester of graduation. All students with fellowships, assistantships, student loans or visa status must register without exception.