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## **A Suggested Initial Administrative Structure for a Contemplated Community College in Walla Walla**

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A SUGGESTED INITIAL ADMINISTRATIVE STRUCTURE  
FOR A CONTEMPLATED COMMUNITY COLLEGE IN WALLA WALLA

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A Research Paper  
Presented to  
The Graduate Faculty  
Central Washington State College

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

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by  
George W. Pennell  
December 1963

THIS PAPER IS APPROVED AS MEETING  
THE PLAN 2 REQUIREMENT FOR THE  
COMPLETION OF A RESEARCH PAPER.

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CLIFFORD ERICKSON  
FOR THE GRADUATE FACULTY

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## CHAPTER I

### THE PROBLEM, DEFINITIONS OF TERMS AND LIMITATIONS

Introduction. The United States was the first nation to attempt to satisfy some formal educational needs of its youth through the establishment of a separate institution, the community junior college (15:27).

Since the mid-1800's the junior college has enjoyed phenomenal growth. The movement grew from a modest beginning of eight junior colleges enrolling 100 students in 1900 to 677 institutions with an enrollment of 905,062 in 1959 (18: 353).

This rapid growth can be attributed to a number of factors. Although institutions of higher learning in the United States were founded in the tradition of European colleges and universities, the American ideal of equal educational opportunity for everyone could not be reconciled with increasingly selective institutions. The necessity arose to provide greater educational opportunity to students who resided great distances away from institutions of higher learning, and who could not afford the expense of living away from home. The United States are, in a sense, a nation of nations, an amalgam of regions each with its individual problems. There exists a need for a center of learning attuned to local community needs.

The growth of the junior college movement in the state of Washington has not been dissimilar to that throughout the nation. Evidence of how Washington's junior colleges have adapted curriculum offerings to local needs is apparent upon examination of their respective catalogs. Wenatchee Valley College, for example, offers an extensive medical arts program tailored to the needs of the medical center for Northcentral Washington (11). Olympic College in Bremerton likewise offers courses commensurate with the shipbuilding industry (8). Columbia Basin College in Pasco serves the needs of three large and collectively complex communities. Columbia Basin's statement of objectives is typical of these of other junior colleges in the state:

Education in a free society is based on a recognition of the worth of every individual and his duty and right to develop fully his worthwhile capabilities. Within its community a junior college undertakes its share of the consequent obligation to help the individual realize his potentialities by providing lower division college work and post-high school training in those fields (either vocational or avocational) for which there is sufficient community demand.

In keeping with its position as a junior college, Columbia Basin College provides the student opportunity to acquire specialized skills, values for responsible citizenship, intellectual insights, and broad cultural perspectives.

Realizing the diversity of student goals, the College divides its program into three categories: (1) lower division college work leading toward a baccalaureate degree, (2) courses for occupational competence, and (3) general education courses for individual improvement, cultural development, and community service (3:14).

Pemberton's observation in 1932 that one of the aims of the junior college was the popularization of higher education (23:129) appears to have been accurate in view of the growth of the movement. Reynolds adds that junior colleges express a high regard for rounding out the individual's program of general education (25:6).

As the nation moves ahead in a technological tidal wave, the junior colleges, accepting the challenge to meet local educational needs at local levels, are enjoying unparalleled expansion.

#### I. THE PROBLEM

Responsible local educational and community leaders determined in 1961 that all legal criteria for the establishment of a community college in Walla Walla had been met. They subsequently have been faced with many phases of pre-planning activity. Among the problems requiring solution have been: the acquisition of adequate physical facilities, the determination of an operational financial plan, the establishment of accurate and efficient enrollment procedures, and the organization of an instructional and administrative staff.

Much of the pre-planning has been completed.

This study was designed to contribute to the thinking of the Board and staff of Walla Walla Public Schools when the

time comes to appoint the initial administrative officers for the contemplated community college in Walla Walla.

## II. DEFINITION OF TERMS

As junior colleges have become increasingly concerned with vocational education and the needs of adult students as well as the academically orientated students, many junior college administrators have grown dissatisfied with the term "junior college," feeling that it is narrow and not descriptive of the task actually done. There has been considerable support for the term "community college," as more truly descriptive of purpose and function. There appears to be a growing tendency to use the latter term, which also is seen in compromise form--"community junior college" (28:73). All three forms were used inter-changeably in this study.

The terms "administrator" and "administration" refer to the offices of president, curriculum director, and director of technical-vocational education, except where specified otherwise.

## III. LIMITATIONS

This study was limited to an examination of existing legal criteria for the establishment of community colleges insofar as the projected initial enrollment was concerned. Various handbooks and faculty manuals from existing community

colleges were examined for suggestions on administrative function and organization.

Discussion was confined to administrators and full-time supervisory personnel. In Chapter IV duties of personnel are discussed without specific reference as to who should perform them.

## CHAPTER II

### BACKGROUND OF COMMUNITY COLLEGE INTEREST IN WALLA WALLA

Prior to 1959 regional interest in the establishment of a community college was minimal. Allan Crawfurd in 1959 identified Walla Walla as one of the metropolitan areas of the state that had shown little interest in becoming junior college locations (14:3). Whitman College, located in the heart of Walla Walla, enjoyed high local prestige, and Walla Walla College, located three miles away in College Place, served the needs of the Seventh Day Adventist denomination from the Northwest and Western Canada. Local teachers and businessmen frequently took courses from these institutions. The public school district's successful adult and vocational education programs had been active for a period of several years.

In 1960, however, several citizens expressed concern over the mounting problem of restricted college and university entrance (31). Interest continued to grow and in May, 1961, a 53-member Area Community College Advisory Committee was appointed at the suggestion of the State Board of Education to study the feasibility of the establishment of a community college in Walla Walla. The committee was comprised of lay and professional leaders from Walla Walla and surrounding communities. The first meeting was held in Dayton, Columbia County, on May 29, 1961.

The committee functioned actively, and on April 3, 1962, formal application was made to the state superintendent of public instruction for the establishment of a community college in Walla Walla to serve the needs of the students of the geographic area.

Promotional work was done by the committee to create an even more intense public approval for the proposed community college.

The issue was clouded in Walla Walla, however, when a great deal of public attention was drawn to the building of a new Walla Walla high school. Various citizen's groups had conducted vigorous verbal campaigns since 1959 opposing the necessary bond issues required to build the new building. When the Area Community College Advisory Committee proposed that the old high school building would be an ideal initial facility for a community college, outspoken opponents of the high school building plan objected heatedly that the Walla Walla Board of Education was using the community college idea as a means of promoting new high school construction.

The high school bond issues were finally passed in March, 1963, and attention once again was directed to the possible use of the old building as a site for a community college. Interest was stimulated when the state legislature, in April 1963, authorized the establishment of four additional community colleges in the state (33:8). The Advisory

Committee had actively lobbied in Olympia for the passage of legislation lifting the numerical restrictions on such institutions in the state. They continued their campaign before the State Board of Education in the months following, emphasizing the relative savings to the state owing to the cost-free available facility.

At the July, 1963 meeting of the State Board of Education, the four additional community colleges were authorized in Shoreline, Spokane, Tacoma, and Auburn.

Superintendent Arthur D. Jones expressed the disappointment of the community in the failure to receive a community college, but added, "I think there's at least some satisfaction in knowing that out of fifteen applicants we were in the semi-finals. While this decision means there will be no possibility of a community college in this biennium, it doesn't rule out the possibility in following bienniums. I think that we are certain we did everything we could to present our case, but it is understandable that other districts, such as Shoreline and Tacoma, could present greater needs as to numbers" (30).

Continued efforts to bring a community college to Walla Walla were indicated when the local newspaper carried an editorial which declared: "Groups which prepared the presentation to the state authorities have every reason to be gratified over the thoroughness of their research and the

logic of their request. This material will certainly be of great weight as the legislature finds, in its next session, that still further expansion in the field of education is called for (22).

## CHAPTER III

### JUSTIFICATION OF THE ESTABLISHMENT OF A COMMUNITY COLLEGE IN WALLA WALLA ON THE BASIS OF LEGAL CRITERIA

Although there were no legally constituted criteria for the establishment of community colleges prior to 1961, there appeared some basic concepts regarding communities' requirements and obligations in a number of studies compared by Clifford A. Erickson in 1961 (16:27).

The Area Community College Advisory Committee, in establishing the need for a community college in Southeastern Washington, used establishment criteria set forth to the State Board of Education by the State Legislature in 1961 (32:1513).

The law, as enacted then said: "... in approving the establishment of community college the (state) board shall not set numerical or geographical restrictions, but shall determine the need for and approve the establishment of community colleges in light of the following criteria:

- (1) Concentration of population within a reasonable community service area, (2) Total school enrollment in grades one through twelve, and in grades nine through twelve,
- (3) The number of high school graduates within the area to be served, (4) The probability of sustained growth in school enrollments within the area to be served, (5) Identification of educational services needed within the area to be served,

(6) Local interest and attitudes toward the program within the area to be served, (7) Ability of the area to be served to contribute to the financial support of the program, and (8) Consideration of the area in relation to existing institutions of higher learning, including vocational-technical institutions should be given to prevent overlapping or duplication of educational services."

Walla Walla and surrounding communities have met all legal criteria.

For the purposes of this study, only those criteria which are pertinent to the initial enrollment are significantly expanded upon. Other criteria are mentioned insofar as they apply to projected administrative organization.

Concentration of population. In studies conducted by the Area Community College Advisory Committee for the purposes of determining the service area, an average commuting radius of twenty-five miles was employed. Consideration was given to the inclusion of an area from which potential students could reach the proposed college in less than an hour of travel time (29:11).

The total population reported by the 1960 census in the three counties--Walla Walla, Garfield, and Columbia--which comprise most of the area to be served by the proposed college is 49,740 (27).

## 1960 CENSUS FIGURES

Walla Walla County, 42,195 (32.5% under age of 18)

Columbia County, 4,569 (33.9% under age of 18)

Garfield County, 2,976 (37.6% under age of 18)

Total school enrollment in grades one through twelve and in grades nine through twelve. The school enrollment figures of October 1, 1961, show that the proposed service area surpasses both requirements of the criterion regarding school enrollment. The number of students enrolled in grades one through twelve in Walla Walla, Columbia, and Garfield Counties was 10,783. In Oregon, within the 25-mile radius, the total enrollment in grades one through twelve was 2,630. This gives a total enrollment in grades one through twelve in the service area of 13,413.

The number of high school students in grades nine through twelve in Walla Walla, Columbia, and Garfield counties was 3,238. The number of Oregon students in grades nine through twelve within the 25-mile radius was 766 for a total of 4004 students in grades nine through twelve within the service area (29:16).

Enrollment in grades one through twelve is 54% above the State Boards requirement of 8,700. Enrollment in grades nine through twelve is 82% above the State Board's requirement of 2,200.

Number of high school graduates within the area to be served. In June, 1961, there were 378 graduates from Walla Walla High School, 105 graduates from private and parochial schools in Walla Walla, and 184 high school graduates from the remainder of the area to be served. There were 165 graduates from Oregon high schools in June, 1961, within the 25-mile radius of Walla Walla. There were 832 graduates in the service area in 1961 (29:17).

These figures are taken from actual school enrollment of October 1, 1961, and do not take into consideration anticipated and predicted growth. For the years 1963-1970, the projected number of high school graduates will average over 900 each year. This is more than double the minimum state requirement of 450.

Probability of sustained growth in school enrollments within the area to be served. The following chart shows the present school enrollment in Walla Walla, Columbia and Garfield Counties and also those students in Oregon within the 25-mile radius of Walla Walla. Beginning in 1963, there should be 779 graduates. For the next ten years following, it is anticipated that the number of high school graduates in the area will range from 876 to 1,063 (29:20).

"The population of Walla Walla County by 1980 will be in the range between 51,000 and 60,000. The city of Walla Walla will be in the range between 30,600 and 40,000 people.

In Walla Walla County, significant increases should be realized in the secondary industries, and businesses. Communications and utilities will increase by nearly thirty per cent in employment. The estimates show that employment in retail trade will increase by almost 40 per cent. Employment in the wholesale trade will increase by 52.7%, while employment in the services category will increase by 62.8% or more than 600 persons" (14:87).

NUMBER OF HIGH SCHOOL GRADUATES IN THE AREA  
1963-1970

Year	Now Enrolled	Number Graduating
1963	916	779
1964	1031	876
1965	1251	1063
1966	1186	1008
1967	1137	996
1968	1148	976
1969	1184	1006
1970	1157	983

Identification of educational services needed within the area to be served. An area post-high school survey taken in 1960 indicated that (1) of the six geographical areas in the state, the Southeastern area had the highest percentage of students who wanted to go to college--69 per cent of the 397 seniors who participated in the survey, (2) for the five previous years 62 per cent of the senior boys and 21 per cent of the senior girls entered an institution of higher learning, (3) 73 per cent of the boys and

61 per cent of the girls indicated that training beyond high school was of very great importance to them (29:26). These results showed that there was a need for more educational services in the area and that more opportunity should be provided for girls in post-high school education.

A local survey of the Walla Walla High School students was made in November, 1961, including tenth, eleventh, and twelfth graders. The survey showed the percentage of the students in these classes who indicated that they would consider attending a community college in Walla Walla if one were established there (29:26).

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
<u>Seniors</u>			
Yes	52.2%	38.5%	44.8%
No	41.2%	51.6%	46.8%
Undecided	6.6%	9.9%	8.4%
<u>Juniors</u>			
Yes	54.9%	37.2%	46.1%
No	41.7%	55.2%	48.4%
Undecided	3.4%	7.6%	5.5%
<u>Sophomores</u>			
Yes	55.9%	44.6%	50.4%
No	40.2%	53.8%	46.9%
Undecided	3.9%	1.6%	2.7%

Local interest and attitudes toward the program within the area to be served. With the passage of two school bond issues in March, 1963, much of the verbal opposition for the establishment of a community college in Walla Walla ceased to exist. The community elected three members of the community

to the board of education at the same election who in their campaigns had expressed support for a community college.

On file in the offices of Walla Walla Public Schools are letters from local civic and social leaders, public officials, and individuals expressing support for the establishment of a community college in Walla Walla.

Consideration of the area in relation to existing institutions of higher learning. Support for a community college in Walla Walla was expressed by President Louis B. Perry of Whitman College, a four-year institution: "Whitman College would not in the least object to the establishment of such a college. It is a decision of the community, based on need .... it would be our expectation and hope that the academic transfer courses presented would admirably equip students to transfer to Whitman College at the end of two years at the community college" (24).

P. W. Christian, President of Walla Walla College, A Seventh Day Adventist college said: "... We can think of a number of ways in which a junior college would actually be helpful to our college and to some of the students who are currently in attendance here" (13).

Thus it is seen that the chief executive of both institutions of higher learning, in recognizing the existence of educational needs in the community beyond those served by their own colleges, endorse the establishment of a community college in Walla Walla.

Ability of the area served to contribute to the financial support of the program. Current financial planning includes the study of tuition and fee rates, the need for special levies or bond issues, and the evaluation of salaries and operating expenses for a contemplated community college.

The adult education program has offered the opportunity for officials of the district to develop financially sound techniques of budget making in this area. The officials of Walla Walla Public Schools anticipate that, with the establishment of a community college, this budget would be expanded to \$350,000 to \$400,000 by 1965 (29:36).

The budget for post-high school education for the school year 1961-1962 was \$97,903. The budgeting allowance has increased rapidly for the last several years as the adult program has expanded. The size of the present program reflects the interest and willingness of the citizens of Walla Walla to support a post-high school program.

Projection of enrollment, 1965-1970. The data available from the State Board Report of the Walla Walla area of March, 1960, indicates that less than seven per cent of the high school graduates attend the two four-year institutions in the area. In view of this and the preceding data, initial enrollment at a proposed Walla Walla community college is estimated to be:\*

ESTIMATED ENROLLMENT AT PROPOSED  
WALLA WALLA COMMUNITY COLLEGE

1965	•	•	•	•	•	•	250
1966	•	•	•	•	•	•	290
1967	•	•	•	•	•	•	360
1968	•	•	•	•	•	•	460
1969	•	•	•	•	•	•	510
1970	•	•	•	•	•	•	500

\*NOTE: These figures have been corroborated by Arthur D. Jones, Superintendent of Walla Walla Public Schools, Allen L. Reynolds, Assistant Superintendent, and Arthur Lewis, Director of Adult Education, who is a leader in the Area Community College Advisory Committee.

## CHAPTER IV

### ADMINISTRATIVE ORGANIZATION FOR INITIAL OPERATION

One of the basic principles advocated by the Area Community College Advisory Committee in regard to the establishment of a community college was the belief that the early appointment of administrative and planning staff would be most beneficial in the initial function<sup>"</sup> of such an institution.

The task of appointing an initial administrative staff is not dissimilar to that of selecting a new superintendent, principal, or director, but on a much larger scale. "If the finding and development of competent leaders seems to be complex, it is only because the institutions these leaders are to serve is complex" (20:318).

Bogue offers an extremely well-detailed diagram of a possible junior college administrative structure (2:304), but adds "that (no) particular pattern of organization could possibly be designed for all communities" (2:304).

Thornton (26:127) claims that

"The appointment of competent officers for...administrative tasks is a major element of the success of the superintendent and the board. Titles of officers will vary in the several types of community college organizations and control, but in all of them certain tasks must be accomplished. Clear cut assignment of responsibility can be achieved only through analysis and description of the work to be done. It is on this basis that administrative organization can be developed."

Bogue (2:275) adds that

"Administrative plans, principles, and practices in community colleges are naturally closely associated with

internal organization. Organization is simply the arrangement through which administrative functions flow."

Early administrative staffs in Washington. The earliest administrative staff in a Washington "junior college" was one man: Mr. A. C. Roberts, who became principal of Everett High School in 1910. A program called the "college year" was initiated under his supervision in 1915 with forty-two students (15:54).

Centralia Junior College, which began operation in 1925, had for its first leader a woman, Dean Margaret Corbet (15:73).

In 1928 Yakima Junior College opened under Miss Margaret Prior, who brought to the college "...a quiet enthusiasm, a high sense of scholarship, and outstanding leadership" (15:105).

Factors affecting a change in administrative function. Curriculum of Washington junior colleges in the 1920's was limited exclusively to academic courses, designed to facilitate the transferring of credits to the senior institutions of the state. Administrative function took the form of an extension of the high school administration.

By 1945, however, when the junior colleges of the state were allowed to participate in trade and vocational education under provisions of House Bill #262, administrations of the junior colleges grew in complexity. Increasing enrollments brought by returning "G.I.'s" added to the burden of administrative function, and accelerated the guidance aspect of the junior colleges.

Qualifications of community college administrators.

Listed qualifications for junior college administrators are equally as complex as the various organizations in which they function. In Washington, requirements for community college administrators and faculty are the same as for secondary schools (35:106). Experts generally agree on these points, however: (1) The president should possess a doctorate and have considerable experience in educational administration, (2) Curriculum directors should possess a doctorate or not less than a master's degree and have a background of experience in post-high school curriculum, (3) Vocational education directors should possess master's degrees, and have a varied background in the technical arts (1).

Medsker (20:204) states simply that

"administrators need broad educational understanding of the process of working with groups. They need a broad educational background in other disciplines as well as in professional education."

The laws of the State of Washington state that the final authority in the matter of appointment of administration and staff lies with the local governing board of education:

"Every board of education directing a community college, unless otherwise specially provided by law, shall: ... (2) employ for a period to be fixed by the board, a president, members of the faculty, and such other administrative officers and other employees as may be necessary or appropriate, and fix their salaries and duties" (32:1513).

Existing administrative structures. In examining the administrative structures of the community colleges in the

state, it becomes apparent that there is little consistency in titles, nomenclature, and expressed or implied duties beyond those of President, Registrar, and fiscal officer. Even then, Columbia Basin College in Pasco has a "Director" rather than a "President."

The fiscal officers of the various institutions are known as Bursar, Comptroller, and Controller; sometimes by none of these. In some institutions, the bursar is considered a member of the administration, in others a member of the staff.

In curriculum matters, leadership is provided in persons carrying such titles as "dean" and "director." The most consistent differentiation in nomenclature appears to be in the areas of academic leadership and technical-vocational education.

The necessary duty of registration of students and maintenance of records in most cases is carried out by a "registrar," however in at least two institutions, the duty is the responsibility of some other titled office. Other vital functions are performed similarly, not identified by particular nomenclature. The larger institutions are staffed with a larger number of administrative personnel, while identical duties are assumed by a fewer number in the smaller community colleges.

As the administrative organization of each institution is examined, it appears that it developed as the college

expanded to meet the needs of the local community. The necessary administrative responsibility was given to some able person without too much thought to the question of whether or not this was the responsibility of a particular office. The colleges attempted to fill a need, rather than to adjust their organization to a pattern of traditional titles. A large share of the administrative responsibility is carried out by people who do five, ten, or even more hours of teaching in their academic field. This allows a small college to have able administrative help, and at the same time, tie the administration closer to the actual teaching needs.

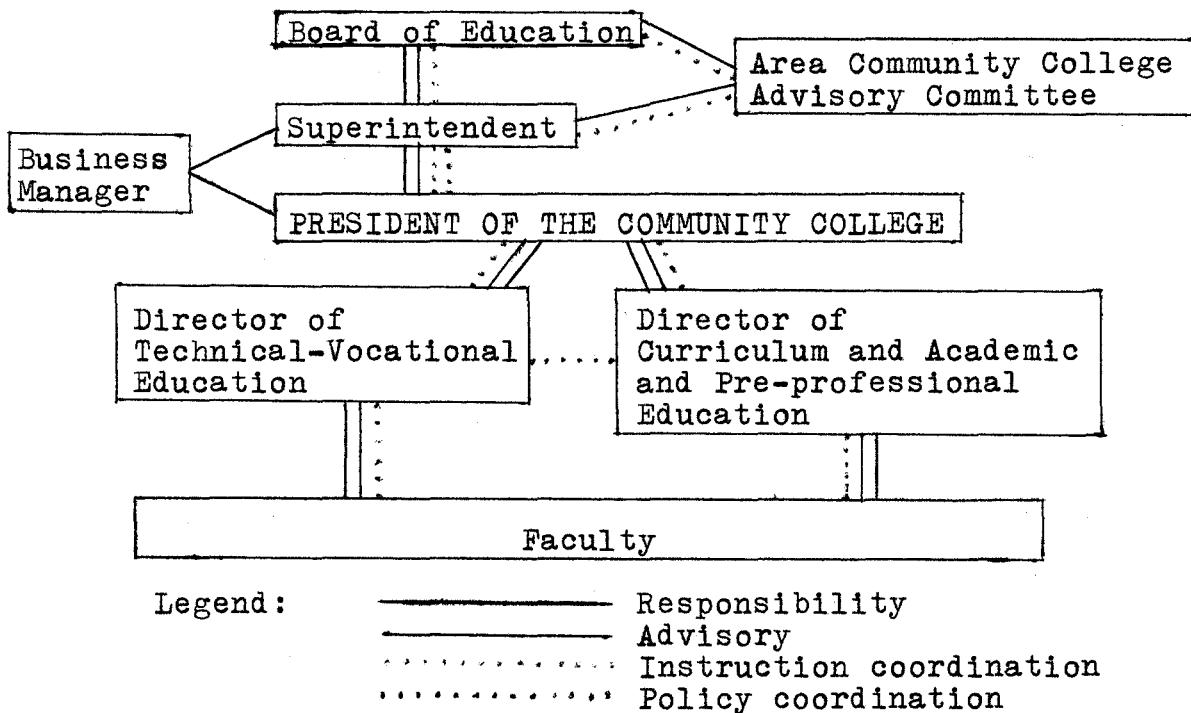
Initial administrative structure for a proposed community college in Walla Walla. In anticipating a tentative enrollment of 250 students in 1965, the diagram on the following page shows a possible initial administrative structure (25:55).

The local board of education is, by law, the legal governing agency for a community college in Washington. It is they who make policy decisions on matters affecting its operation.

The Superintendent, who is directly responsible to the board of education, supervises the overall educational program within the school district, including the community college.

The president of the community college is directly responsible to the superintendent of schools.

The Area Community College Advisory Committee acts as a recommending agency to the board of education and the superintendent on policy matters.



#### DUTIES OF ADMINISTRATORS AND SUPERVISORY PERSONNEL

The president. (17:9) The president is charged with the full administration of the college. He recommends policies to the superintendent and the Board of Education, carries out those approved and represents the college to the public. In discharging his duties he shall:

1. Be responsible for the organization and administration of the College.
2. Be responsible for the coordination of the entire College program.
3. Have authority to exercise broad discretionary powers along the lines established by the superintendent and the Board of Directors.
4. Be responsible for interpreting the College to the community and maintaining an adequate public relations program.
5. Lend influence toward the development of proper local, state, and national educational policies.
6. Approve policies and activities of groups and organizations functioning within the College.
7. Be responsible for the formulation of all reports required by local, state, and national agencies.
8. Prepare a budget in line with income and needs of the College and approve expenditures within the budget.
9. Approve the budgeting and expenditures of student body funds and serve as an advisor to the student government.
10. Approve changes in building and grounds.
11. Make recommendations for changes in personnel and personnel policies and approve the appointment of faculty committee.

12. Be responsible for a program of staff improvement.

Director of curriculum (17:10). The director of curriculum is responsible for the organization and supervision of an instructional program which reflects the educational philosophy of the college. He recommends instructional policies and executes those approved. In discharging his duties he shall be responsible for:

1. The functions of the Office of Instruction.
2. The recommendations of curricula as developed by faculty committees, the President, Superintendent, Board of Education and Area Community College Citizen's Advisory Committee.
3. Recommendations concerning the employment, assignment, orientation, and evaluation of faculty.
4. A continuing program of research in instruction for the College.
5. The preparation of schedules, catalog, and announcements relating to instruction.
6. Control of the College calendar and assignment of instructional facilities.
7. The coordination of the instructional program with library and visual aid facilities and services.
8. Recommendations concerning instructional materials and equipment.

9. The functions of faculty curriculum committees.

The business manager. The business manager of the school district is responsible to the president for the organization and supervision of the business and operational functions of the college. It is entirely probable that an assistant business manager would be employed to handle the affairs of the college in view of the heavy burden of responsibility already placed on the business manager of the district.

In discharging these duties he shall be responsible for:

1. Assisting the President in the management of the business affairs of the college, including preparation of the budget.
2. Purchasing, accounting, collections, banking and payment of College bills.
3. Supervision of the Director of the Bookstore and the Director of Food Services in the maintenance of financial records and business procedures.
4. Supervision of the business office and the staff services office.
5. Supervision of maintenance and custodial services.
6. Recommendations for employment of clerical and maintenance personnel.

Director of technical-vocational education. The director of technical-vocational education is responsible, through the director of curriculum, for specialized consulting services in the technical and vocational programs of the college. In discharging his duties he shall:

1. Provide special assistance to the President and other administrative officers for the fiscal and specialized aspects of technical-vocational education.
2. Assist the Director of Curriculum in scheduling an adequate program of technical and vocational education for the college.
3. Assist the Director of Curriculum in providing teacher training classes for those teaching vocational classes on a part-time basis.
4. Represent the College with the State Board for Vocational Education.
5. Aid in the development of a program of vocational education for the Walla Walla area.

Admissions and registrations. The responsibility for the supervision of admission, registration, and recording activities will be accomplished by a trained staff member, under the direct supervision of the president. In fulfilling this responsibility this staff member shall:

1. Direct the process of effecting admissions for the College.
2. Organize and direct the registration of all students, including day, vocational, and evening.
3. Supervise the operation of the general office and the clerical staff assigned to that office.
4. Cooperate with the Director of Curriculum in the registration of students.
5. Assist the Director of Curriculum in organizing the assignment for counselling for registration advising.
6. Coordinate the high school visitation program.
7. Make recommendations to the President and the Director of Curriculum for the continued improvement of the registration and recording procedures.
8. Maintain accurate records for each student enrolled in the College.

Other responsibilities. Because of the size of the proposed institution, other vital functions will be performed by members of the faculty on a part-time basis. Some of these responsibilities would include: director of counselling services, director of student activities, and advisors to organized college groups.

Responsibilities of faculty committees would include: academic regulations, assemblies, athletics, awards and honors, campus, publications, faculty forum, faculty meetings, faculty socials, graduation, and student discipline.

It is the concensus of the administration of Walla Walla School District No. 140 that some responsibilities necessary to the operation of a community college would be assumed by existing employees. The Director of Part-time and Evening Education would transfer his function to the jurisdiction of the community college. The Director of Audio-Visual Aids would expand services to accommodate the needs of the community college. The Director of Food Services would activate another cafeteria in the community college. The Supervisor of Buildings and Grounds already has the duty of maintenance at the proposed site. The Director of Public Relations, currently acting on a half-time basis, would assume full-time responsibility to handle publicity and public relations functions for the community college.

Conclusion. When the time comes for the Walla Walla Board of Education to give serious consideration to the selection and appointment of a community college staff and faculty, a background of information and established standards will prove to be helpful. This study has attempted, through the study of the junior college movement, establishment

criteria, Washington junior college publications, recent legislation, and other published material, to suggest an initial administrative structure for a proposed community college in Walla Walla.

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