

AN INTEGRATIVE THEORY AND CURRICULUM
MODEL FOR GENERAL EDUCATION IN
THE TWO-YEAR COLLEGE

By

LYLE V. TULLIS

//

Bachelor of Arts
Central Michigan University
Mount Pleasant, Michigan
1949

Master of Arts
Michigan State University
East Lansing, Michigan
1950

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
May, 1972

Thesis
19720
T918i
cop 2

AUG 16 1973

AN INTEGRATIVE THEORY AND CURRICULUM
MODEL FOR GENERAL EDUCATION IN
THE TWO-YEAR COLLEGE

Thesis Approved:

Robert T. Alciatore
Thesis Adviser

Ivan Chapman

A. Stephen Hygin

Larry M. Beckis

N. Durham
Dean of the Graduate College

PREFACE

This thesis is concerned with the building and evaluation of a model of general education for the two year college. The primary objective is to organize a series of courses, instructional techniques, and methods of evaluation into a congruent whole with the main focus upon the development of student identity.

The author wishes to express appreciation to his major advisor, Dr. Robert T. Alciatore, for his guidance and assistance throughout this project and two years of graduate study.

Appreciation is also extended to Dr. A. Stephen Higgins, Dr. Ivan Chapman and Dr. Larry M. Perkins for their help and encouragement in preparation of this study.

A note of thanks is given to the many educators who evaluated the model and especially to those who took the time necessary to write letters offering their suggestions and comments.

Finally, special thanks is expressed to my wife, Dawn, whose understanding and constant encouragement made this study possible.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Justification of the Problem.	2
Objectives and Procedures	9
II. SUMMARIZATION OF CHICKERING'S VECTORS OF DEVELOPMENT.	12
III. A SUGGESTED MODEL AND ITS IMPLEMENTATION	23
Courses	24
Core Courses of Model "Q".	32
Personal and Family Living.	32
Contemporary Social Issues.	36
The Humanities Sequence	41
The Faculty and Methods of Instruction.	46
Faculty.	46
Methods of Instruction	49
The Problem Centered Approach	50
Independent Study (General Education -- lower Division).	55
Freshman Seminars	63
Students as Teachers.	68
Cooperative Community Programs as Learning Experiences	72
Evaluation.	79
Conclusion.	87
IV. CONSTRUCTION OF EVALUATION INSTRUMENT AND DATA COLLECTION	89
Development of the Questionnaire.	90
Selection of Respondents.	92
Distribution and Return of the Questionnaire	92
Method of Analyzing Data.	93

Chapter	Page
V. PRESENTATION AND ANALYSIS OF DATA	95
Interpretation of Results	95
Summary of Closed Questions	96
Summary of Open Ended Questions	100
VI. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	106
Summary of the Study.	106
Special Problems Encountered.	107
Conclusions	108
Recommendations for Future Research	109
BIBLIOGRAPHY.	111
APPENDIX A	116
APPENDIX B	121
APPENDIX C	126

LIST OF TABLES

Table	Page
I. General Education Requirements in Junior Colleges of the Three States Surveyed	28
II. Compilation of Data and <u>Chi</u> Square Values for Three Groups Using Five Point Evaluation Scale	127

LIST OF FIGURES

Figure	Page
1. Model "Q" Core Requirements	25
2. Typical Two Year Program	27

CHAPTER I

INTRODUCTION

During the past decade educators have experienced a renewed interest in general education. Concurrent with this development has been an increased awareness of the all-too-visible phenomenon of the college student suffering an identity crisis. The search for identity is an on-going process and has no doubt existed since the nation's beginning. Although not unique to American youth or the post World War II period, this search was intensified during the decade of the sixties. Urbanism, industrialization, bureaucratic organization and rapid change have had a dehumanizing impact on the nation's college students. The rapid changes of society have produced an alienated "mass student," and have in turn forced a reappraisal of traditional general education programs. The identity crisis has been recognized and discussed at institutions of higher learning throughout the United States.

In 1970 the Committee on Academic Innovation of the Council for the Advancement of Small Colleges held a week's workshop at Fontbonne College in Saint Louis. Prior to

attending this conference the writer of the present thesis had read the award winning book, Education and Identity, authored by Arthur Chickering. At the above mentioned conference he made the acquaintance of Dr. Chickering and received his permission and encouragement to engage in the present project using the contributions of Education and Identity as a basis for the model presented in the following pages.

This study is an effort to confront the problem of student identity through a new model of general education. This new approach will have a wholesome effect upon the attitudes of student and teacher toward each other and help provide an academic environment which should be helpful in contributing to the student's full development as a person.

Justification of the Problem

The purpose of this chapter is to define the "identity crisis" and to establish the need for a new model of general education. The following pages review pertinent literature of the past decade which substantiates the belief that there is an "identity crisis" on the American campus and an existing need for the suggested new model.

Erik Erikson used the term "ego identity" to denote certain comprehensive gains which the individual, at the

end of adolescence, must have obtained from all his pre-adult experiences in order to be ready for the task of adulthood.¹ Freud spoke of what he called "inner identity" which was not based on race or religion but on a common readiness to live in opposition to and on a common freedom from prejudices. The term points to one's link with unique values fostered by the history of his people. It is also a part of the individual's unique development and is something in his inner core that is related both to himself and to others. The term expresses a mutual bond in that it connotes a persistent sameness within one's self and a sharing of some kind of character with others.

Judging from the volume of literature which appeared during the sixties on such subjects as the quest for relevance, the identity crisis, the search for meaning, etc., that decade saw a generation of youth, perhaps the most interesting to come along in United States history, in search of meaning. Born after World War II and growing up in a period that witnessed massive changes in society, these students have found the search for identity a complicated process.

¹Erik Erikson, "The Problem of Ego Identity," Reprinted from the Journal of the American Psychoanalytic Association, IV, No. 1, 1956, Identity and Anxiety, edited by Maurice Stein, Arthur Vidich and David M. White, New York: The Free Press, 1960, pp. 37-38.

Louis C. Vaccro, vice president for Academic Affairs at the University of Portland, makes the following statement:

We have long been convinced that the transition from adolescence to adulthood is both difficult and stormy, but there is growing agreement...that the experience of today's younger generation is more difficult and stormier than has ever been the case in the past... . The frequent instances of value conflict, alienation, and pervasive despair that seem to occur among young people in our society...lend support to this view.²

Many reasons have been given for this loss of identity. The present college students are the most well-to-do in history with all kinds of student aid flowing from the financial aids office. They enjoy scholarships, fellowships and assistantships that no previous generation ever had. Many drive their own cars and are free from economic pressure.

In Youth in Turmoil, the editors of Fortune state that:

The special problems of this group are perhaps less obvious, but they are nevertheless considerable... when prosperity begins to look like a state of nature, life looks considerable less challenging... .

...One all-too-visible phenomenon of the age is a kind of youth for whom affluence and a lack of goals is a fatal combination...³

²Louis C. Vaccro, "The New Student Subculture and the Search for Meaning," Student Freedom in American Higher Education, Louis C. Vaccro and James T. Covert, Editors, Teachers College Press, Columbus, 1969, p. 31.

³Editors of Fortune, "The Freedom to be Idealistic," Youth in Turmoil, New York: Time Life Books, 1969, pp. 10 and 12.

Gideonse takes a somewhat different position as indicated by the following quote:

Accelerated economic dislocation is the reason for the youth in our urban slums without 'a sense of belonging'. Thomas Huxley said a long time ago that 'the sense of uselessness is the severest shock the human system can endure...'⁴

Daniel Bell and Irving Kristol believe that student resentment springs in part from dropping an "organizational harness" on the student at an early age. There is the anxiety that comes from trying to get into a good college, the pressure to choose a career and a major with all its attendant uncertainty. There is also the pressure for grades to get into a good graduate school. Much of the curriculum seems to be without relevance or does not speak to his personal or emotional concerns. They note that general education in most schools is little more than an antipasto made up of bits and pieces of "classic" writers.⁵

In his book, The Realms of Meaning, Philip Phenix takes the position that, in all domains of meaning, modern man is

⁴Harry D. Gideonse, "The Purpose of Higher Education: A Re-examination," The College and the Student, editors, Lawrence E. Dennis and Joseph F. Kauffman, American Council on Education, Washington, D. C., 1966, pp. 26-27.

⁵Daniel Bell and Irving Kristol, Editors, Confrontation, Basic Book, Inc., Publishers, New York and London, 1968 and 1969, pp. ix-x.

threatened with meaninglessness. He lists as causes for this lack of meaning:

1. The critical spirit.
2. The growing mechanization and depersonalization of life.
3. The rapid changes that are taking place in every sphere of life.⁶

In a paper prepared for presentation to the Southwestern Sociological Association meeting in 1970, Dr. Ivan Chapman makes the following observations:

In the face of this rising tide of social alienation, frustration, and conflict, sociologists are still theorizing, examining, and explaining social facts on the premise that the dyad is still the solid social unit that will never change. This is despite the fact that the dyadic and primary group relationships spoken of by Simmel and Cooley have been steadily attenuating and disappearing, roughly since 1850 with the advent of industrial forms of society and rapidly accelerating since 1950 with the advent of T.V. We are witnessing some of the effects of this social and personal loss in the present young generation, the first T.V. generation in history.⁷

Here Dr. Chapman argues that T.V. with its ability to destroy the basic social unit on which society is built has contributed to the loss of student identity.

⁶Philip Phenix, Realms of Meaning, McGraw-Hill Book Company, New York, San Francisco, 1964, pp. 36-37.

⁷Dr. Ivan Chapman, "The Dyad: Social and Para-Social," Professor of Sociology, Oklahoma State University, Stillwater, Oklahoma, 1970, p. 15.

Donald G. Baker and Charles H. Sheldon summarize the reasons for the identity crisis in the following statement:

Essentially, the thesis holds that urbanism, industrialization and the emergent business, financial, industrial and bureaucratic organizations of society have had a dehumanizing impact, and they have destroyed man's individuality, spontaneity, and freedom. As a consequence, man is little more than a pawn, and he has little control over his own destiny. Powerless, dehumanized, and alienated, he has, moreover lost his identity.⁸

Students coming to college come out of a period of mental and chronological growth often effected by this identity crisis. These students expect and need something more than a body of knowledge that they can apply to some career, notwithstanding the fact that most colleges resemble educational factories molding students to fit into the world of careers. Carl Weinberg believes students turn to drugs to find out who they are.⁹

It appears to this writer that today's college students are increasingly being taught by teachers who are experiencing difficulty establishing their own identity. As teachers seek to establish relationships with students, this problem seems to be crucial. Ralph Bunche, in an

⁸Donald G. Baker and Charles H. Sheldon, Editors, Postwar America: The Search For Identity, Glencoe Press, Beverly Hills, 1969, p.(Introduction).

⁹Carl Weinberg, Education and Social Problems, The Free Press, New York, 1971, p. 90.

address entitled "The Golden Key Award," states the following:

To establish fruitful rapport with the student the teacher himself must first...enjoy a true identity as an individual instead of being an anonymous cog in the cumbersome instructional wheel.¹⁰

Educational institutions should be structured in such a way as to permit teachers to be or become total persons. As early as 1837 Emerson warned of a persistent danger common to all men, that the American scholar might become submerged in his assigned social function and become a mere ...functionary...a thing rather than a person.¹¹ Perhaps today's depersonalization is a new and aggravated form of an ancient and persistent difficulty.

Donald Baker has made a rather unique contribution in documenting the alienation and insignificance of the individual in society by the writings of the postwar novelists. He finds it depicted in Marquand's, "Point of No Return" and Wilson's, "The Man in the Grey Flannel Suit." He finds a partial answer as to what happened to individualism,

¹⁰Ralph J. Bunche, "The Golden Key Award -- An Address," The Individual and Education, Some Contemporary Issues; Frederick M. Raubinger and Harold G. Rowe, Editors, MacMillan Company, New York, 1968, p. 315.

¹¹Philip H. Rhineland, "Education and Society," The American Scholar Today, edited by C. David Mead; Dodd, Mead and Co., New York, 1970, p. 80.

freedom and diversity in Betty Smith's, "A Tree Grows in Brooklyn" which offers a hopeful note and her best seller of 1948, "Tomorrow Will Be Better."¹²

A number of recent books, though not specifically written on the topic of identity, are efforts to cope with the after effect of this problem. Books of this nature would be Alvin Eurick's, Reforming American Education, 1969, especially the chapter on "The Search for Relevance;" Sanford Nevitt's, Where Colleges Fail, 1967; and J. Katz's book, No Time For Youth. The most comprehensive work on the subject in recent years is Arthur Chickering's book, Education and Identity; a book which serves as the inspirational bases for this curriculum study and is summarized in the following section.

Objectives and Procedures

In the development of this thesis the investigator will summarize the seven vectors of development appearing in Education and Identity and then proceed to construct a model of general education focused upon the formation of student identity.

¹²Donald G. Baker, "Identity and Society," Postwar America: The Search for Identity, Donald G. Baker and Charles Sheldon, Editors, The Glencoe Press, Beverly Hills, California, 1969, pp. 19-20.

The model will consist of a series of core courses, instructional techniques and methods of evaluation stressing student participation as well as faculty and administrative flexibility.

Due to the assumption that most teachers of general education in the area under consideration are highly traditional, extensive documentation will be presented throughout the development of the model. A survey will be made of the general education courses in the two year colleges of Kansas, Missouri and Oklahoma. The findings from this survey will make possible a comparison of a typical program with the one presented in the thesis.

The finished model will be reduced to diagram form and, together with a specially designed questionnaire, be sent to all deans of the two year institutions in the states mentioned above who agree to participate in the study. It will also be sent to teachers of general education whose names are supplied by the participating deans. In addition, a number of curriculum experts from across the nation will evaluate the model. The following hypothesis will be tested: There is no significant difference between the opinions of deans, teachers of general education courses and curriculum experts on the problems and prospects of the proposed curriculum model.

The following chapter will consist of a summarization of the vectors of development which serve as the basis for the model to be constructed in chapter three. Chapter four will be given over to the design of an appropriate instrument for the collection of data to be used in evaluating the model. An analysis and interpretation of this data will be reported in chapter five with the final chapter containing a summary of the study along with the writer's conclusions and recommendations.

CHAPTER II

SUMMARIZATION OF CHICKERING'S VECTORS OF DEVELOPMENT

In 1969 Arthur Chickering's book, Education and Identity, was presented to the reading public. The book was widely accepted by scholars in higher education and won the American Education Council's award for that year. Inasmuch as Chickering's vectors of development mentioned in his book serve as the comprehensive basis for the model to be presented elsewhere in this thesis, a summarization of these vectors is necessary.

Chickering believes higher education and society to be mired in frustration and conflict and will remain so until men, not materials, nor systems, nor institutions, again become the focus of education and the focus of human concern.¹ His book suggests an alternative to higher education's concentration on information and professional

¹Arthur Chickering, Education and Identity (San Francisco: Jossey-Bass, Inc., Publishers, 1969), p. ix.

training. It is an effort to focus the concerns of education on the students and their relationship to the social environment.

Education and Identity offers seven major dimensions of development that occur during the student's college days. These dimensions move "identity" one step closer to concreteness and make possible some educational policy decisions relating to curriculum, teaching and evaluation. The seven dimensions or vectors offered in the book are competence, emotions, autonomy, identity, interpersonal relationships, purpose and integrity. In the task of producing autonomous purposeful persons these vectors are considered to be significant.

Following is a brief summary of what is meant by these vectors as they appear in Education and Identity.

Competence:

Competence is divided into three categories -- intellectual competence, physical and manual skills and interpersonal competence. All of these can be incorporated into the "sense of competence."

Perhaps intellectual competence has been studied more than any other aspect of college development. The written objectives of most colleges would place the development of intellectual skills high on the list. That students do develop intellectual skills

is borne out by an abundance of research studies. One gathers from a reading of Chickering's book, and especially the studies completed at Goddard, that the acquisition of general information and the development of the ability to think critically occurs primarily during the first two years of college. This seems to have real implications in the preparation of this thesis.

In most colleges students invest considerable time in athletic and artistic activities. For some few it is the beginning of a vocation; for many more an avocation around which a block of future time will be organized. In spite of the time spent in the pursuit of these activities there are apparently no studies on the developmental consequences of participation in these activities. There is no doubt, however, but that athletics offer an opportunity for clear evidence of achievement, especially in public performance.

The development of interpersonal competence enables one to be a part of a cooperative effort, to listen as well as talk, follow as well as lead and to fit comfortably into the various conditions of life.

Taken together these competencies form a "sense of competence" which enables one to solve or cope with

life's problems and to maintain equilibrium in the various vicissitudes of existence.

Emotions:

Learning to master emotions is a lifelong process and begins early in life. But for the college freshman, aggression and sex are still emotions that need to be dealt with. Repressions acquired from parents in earlier years are loosened and it is the task of the college student to develop flexible controls that are congruent with what he is and what he is becoming.

Chickering believes that differences in the quality of impulse expression and the student's capacity to manage his emotions influences the way he uses college which in turn effects the changes that occur.² Real freedom of emotions can exist only when there is confidence that they won't get out of hand and can be made to work for the individual. This makes possible openness to new information and higher levels of sensitivity. Non-control restricts and works in just the opposite way. Flexible patterns of response are much limited. The argument is that the college experience enables the student to develop an increasing capacity for commitment through intelligent action. An

²Ibid., p. 45.

awareness of emotions and the ability to manage emotions under steady and various conditions will not end with the college career but it is here that future patterns for effective control are set. The power to choose between alternatives is available as judgment increases.

Developing Autonomy:

The development of ~~autonomy~~ autonomy includes three major components which can be summarized as follows: It is the changes that occur in emotional independence, instrumental independence and the recognition and acceptance of interdependencies. The development of emotional independence has its beginning when young people break away from their parents and often appear rebellious in relation to them and other adults. There is a period when peers and other adults furnish support for them. Maturity in this area would seem to exist when satisfying relationship with parents, peers and others can exist during various stages of agreement and disagreement.

Chickering defines instrumental independence as "the ability to carry on activities and to cope with problems without seeking help, and the ability to be

mobile in relation to one's own needs and desires."³ Certainly college training should contribute to one's capacity to carry out life's activities alone. To really become an autonomous person, emotional independence and instrumental independence must culminate in significant interdependencies. The truly autonomous person is aware of his own resources and responsibilities and how they fit into society as a whole. It appears to this writer that Chickering considers the development of autonomy as one of the prime contributions of college to a student's life.

Establishing Identity:

There is a sense in which all of the developmental vectors could be classified as "identity formation." This appears to be one of the major tasks of education. Chickering writes of identity as:

...that solid sense of self that assumes form as the developmental tasks for competence, emotions, and autonomy are undertaken with some success, and which, as it becomes more firm, provides a framework for interpersonal relationships, purposes and integrity. It is the inner capital accrued from all those experiences -- it is the self one feels oneself to be.⁴

³Ibid., p. 58.

⁴Ibid., p. 80.

The components of this sense of self are conceptions of appearances, the body and the reality of sexual identification is the role one plays as either a male or female.

Identity is no longer a "given" for American youth since they no longer experience and receive a unified set of beliefs. In years gone by the major task of education was the socialization of the young. Education and Identity now portrays identity formation as the major and continuing task of education. It is a difficult task but institutions of higher learning can help.

Freeing Interpersonal Relationships:

Freeing interpersonal relationships involves two important aspects. There develops an increased tolerance and respect for those of different backgrounds, attitudes, beliefs and appearance. Along with the above there is a shift in the quality of relationships with relatives and close friends. By tolerance is not meant an increased ability to put up with other persons, but the development of a genuine appreciation for them as significant persons. This increased openness and acceptance of diversity makes possible the establishment of a broader range of friendships.

In the shift in the quality of relationships with close friends, there is a movement away from dependence on them to an interdependence which enables one to move with greater freedom. Friendships can then endure despite strong disagreements and persist without persons being in close proximity or in continuous communication.

Chickering also includes a tolerance not often mentioned. It is the ability to appreciate those who have disturbing emotional problems or manifest some annoying mannerisms.⁵ One of the contributions of a college education should be to help students increase their understanding of diverse life styles. Research summarized by Chickering seems to leave little doubt but that tolerance does indeed increase during high school and college years.

The shift in intimacy is seen by Chickering as having the greatest impact for a rich and rewarding marriage. With the freeing of interpersonal relationships marriage becomes a union between two autonomous persons -- persons whose interests have been stabilized and whose life style is clear and strong.

⁵Ibid., p. 95.

Developing Purpose:

Purpose, among other things, is the courage and ability to establish and pursue valued goals. Perhaps the core of the problem of identity is the selection of an occupation or life goal. Developing purpose requires the formulation of plans in three areas -- avocational and recreational interests, the pursuit of vocational goals, and the establishment of a life style which includes plans for marriage and family living. Often students with many rich and meaningful interests have difficulty settling on future goals or establishing clear purposes. This situation should not be surprising since every choice to do one thing is a choice not to do a dozen others.

For boys the development of purpose involves mostly the choice of vocational plans. For girls this may be less important than plans for marriage or engagement.

The development of purpose certainly is related to a student's choice of subjects. Education and Identity offers supporting evidence that vocational plans and aspirations become increasingly clear during the college years.

Students often find it difficult in the establishment of vocational purposes to find a life style

which fits these purposes. Compromises must be made between vocational aspirations, avocational interests and a life style which includes plans for marriage and family living.

Perhaps the development of purpose can be summarized as the ability to proceed with some sense of direction and some sense that a worthwhile existence can be carved out of the social matrix, all of which must be included in the focus of education.

Developing Integrity:

As pointed out by Chickering, the development of integrity is closely related to establishing identity and clarifying purposes.⁶ It is also related to values which are the standards by which behavior is evaluated. As one goes through the process of developing integrity, his values are "owned up to." He is also learning how to articulate them. They can also be modified in the light of new evidence or be consciously held. Concisely stated, developing integrity is a process of humanizing values and developing congruence. For many college students this consists primarily of religious belief and conviction. Although religious beliefs change, Chickering found in

⁶Ibid., p. 123.

the "Project for Student Development" that at the end of the second year in college, religious beliefs were more important than at the beginning of the freshman year.⁷ As congruence is achieved inconsistencies in one's life are diminished and integrity is reflected in consistency of belief and behavior. This means that when the implications of a situation are understood and consequences of alternative actions are known one can act with conviction and without equivocation. Achieving integrity is a life long process and cannot be achieved in four years of college but it can have a beginning.

The foregoing is a summation of the seven vectors of development as expounded by Chickering and understood by the writer of this thesis. That they are involved as major objectives in the educational process there is no question. They also categorize "identity" in such a way as to make possible its usefulness in curriculum decision making.

⁷Ibid., p. 133.

CHAPTER III

A SUGGESTED MODEL AND ITS IMPLEMENTATION

The model outlined in this section uses a systems approach to the educational experience and involves a basic change in the philosophy and objectives of general education. Since most innovation and experimentation with general education models meet with determined resistance from traditionally oriented educators, and a review of general education programs in the junior colleges of Kansas, Missouri and Oklahoma reveals them to be highly traditional, extensive documentation is offered for all components of the model. Hereafter in this chapter the model will be referred to as Model "Q". It should be kept in mind that its uniqueness lies in a systems approach to general education with the identity of the student as the focal point of consideration. The components are (1) suggested courses, (2) instructional methods and (3) evaluation techniques. Properly implemented, Model "Q" is an integrated educational experience focused upon the totality of the problem of student identity and the interrelationships of the educational experience as they relate to the problem as a whole.

It is important to recognize the limitation of a model. It is not claimed that this model can do everything or even all that is necessary. Those observing it will interpret it from different perspectives and for this reason the clarity of the model will vary with the observer. More important than the clarity of the model is its functional usefulness to a point where present practice is limited. It is based on the assumption that there is more academic territory to explore and that present methods must be revitalized or changed. The model aims to strike a balance between the present specialized nature of education and the relevance demanded by this generation of youth.

Courses

The Core Program consists of three prescribed courses, namely, Personal and Family Living, Contemporary Social Issues and a Humanities Sequence, along with a limited number of restricted electives. Figure 1 on the next page lists the requirements of Model "Q". The sequence of the courses prescribed and elected in the model have employed the logic of the Symbolic disciplines and end with the logic of the Synoptic disciplines.¹ This arrangement should contribute to student identity. The model takes into

¹Philip Phenix, Realms of Meaning, New York, San Francisco: McGraw-Hill Book Company, 1964., pp. 280-281.

account the pre-college educational experience and seeks to serve both the terminal and transfer student.

MODEL "Q" Core Requirements:

(English not required unless student shows deficiency.)

First Year:

Personal and Family Living 3
 Contemporary Social Issues 3
 Physical Science or
 Math Elective 3

Second Year:

Humanities Sequence 3
 Biological Science 3
 or Math Elective

Social Science Elective (either year) 3

TOTAL: Prescribed Core 12

Restricted Electives $\frac{9}{21}$

An additional 43 credit hours are to be selected by the student, in consultation with his advisor, to fit his individual needs and to help establish his personal "identity."

Figure 1: Model "Q" Core Requirements

The courses which make up the core program of Model "Q" have been suggested on the assumption that a broad program of educational experience is necessary for the student to understand himself, his own vocation and the complicated world in which he lives; and that such a program will not only train the student for a livelihood but help to establish his personal "identity" and assist him in his progression toward maturity. The assumption is also made that a student should have considerable choice in making up a program of learning activities that will meet personal needs, and be free to carry out that program within the context of the interdependencies of the model. For purposes of illustration, if a student elects to participate in an independent study project he will be expected to meet his commitments to the group and to keep his appointments with the faculty supervisor. In this way he is held responsible for the choices he makes. In accordance with these aims, the prescribed courses which constitute the basic general education program are kept to a minimum. It will be noted that these requirements differ a great deal from those found in most two year colleges of Kansas, Missouri and Oklahoma. Figure 2 is a typical two year program made from the survey of the bulletins or catalogs of forty-three of those institutions. Table one is a summarization of the requirements of the individual colleges in the survey.

Typical Two Year Program:

(From a survey of the catalogs from forty-three Junior Colleges in the tri-state area of Kansas, Missouri and Oklahoma.)

First Year:		Second Year:	
English Composition	6	Humanities	6
Social Science:		Math	3
.American History	3	Science	3-5
.American Governmant	3	Physical Education	1
Science	3-5		
Physical Education	1		

TOTAL: 29-33

Figure 2: Typical Two Year Program

An evaluation of the model will reveal the absence of prescribed courses in communication and physical education. This is in keeping with changes in curriculum trends found by Dressel and DeLisle in their study of a random sample of 322 colleges in the United States. They report a shift toward reducing or eliminating requirements in physical education and a substantial reduction in the colleges requiring

TABLE I

GENERAL EDUCATION REQUIREMENTS IN JUNIOR COLLEGES SURVEYED

State and College	Comm.		Soc. Sci.			Humanities					Sci-M		Lg	H-PE		O	TOTAL	Restricted Electives		
	English	Speech	Social Sci.	Gov't	Am. Hist.	Psychology	Humanities	Art	Music	Literature	Religion	Philosophy	Science	Math	Language	Health			P. E.	Orientation
<u>KANSAS</u>																				
Allen Co. Comm. Jr. Col.	6	3				1													10	20
Central College	6	3	8				8						8			4			41	
Cloud Co. Comm. Col.	5	2	9				8						8			2			34	
Coffeyville Comm. Jr. Col.		6																	6	12
Cowley Co. " " "	6	2	12				2	2					9	3					36	
Fort Scott " " "	6	3	6			3				3			9	3					21	
Garden City " " "	6	3	9							3			9	3		3	2		38	
Haskell Indian " " "		6	9		3	1		3		3			4	3		1	1	1	35	
Highland Comm. " " "	6	2		3									2						15	15
Hutchinson " " "	6	3	6			3				3			8	3		4			36	
Independence " " "	6	2		3									5	3		2			21	18
K.C. Kansas " " "	6	2																	8	22
Labette " " "	6	3	9										10						37	
Neosho Co. " " "	6						9												6	24
Pratt " " "	6	2	8					2	4				3	3	10	4		1	43	
<u>MISSOURI</u>																				
*Columbia College	3																		3	
Cotter College	6	3			3											2			20	
Jefferson College	6		5					2					5	3		4			25	
Meramec Comm. College	6		9		3		6						12			2			38	
Crowder College	6		6		3		6						5	3					29	

TABLE I (Continued)

State and College	Comm.		Soc.Sci.			Humanities					Sci-M		Lg	H-PE		O	TOTAL	Restricted Electives	
	Eng.	Spch.	S.Sci.	Gov't	Am.Hist	Psy.	Human.	Art	Music	Lit.	Rel.	Phil.	Sci.	Math	Lang.	Hlth.			P. E.
<u>MISSOURI (Cont.)</u>																			
Kemper	6				6							5	3				4		24
Metro.Jr.Col.Dist.(K.C.)	6	3	5									5	3				2		14
Mineral Area Col.	6				6							5	3				4		28
Missouri Baptist	6									3							4		13
Missouri Southern Col.	6	3	3		6		3					5	3				2		34
Missouri Western	3	3			3			(3)								2	2		16
**St.Paul's College	8		8		4					4	16		16				3		59
State Fair Com. Col.	6				3			2				3	3				4		21
Three Rivers Jr. Col.	6				6		6					5	3						26
Trenton Jr. Col.	6	3	2		6		8					9	3						37
Wentworth	6		10						6			6	3	10					41
<u>OKLAHOMA</u>																			
Bacone	6			3	3		2			2		4	3				2	2	25
Connors State Col.	6	3	6	3	3	3	6					7	3		2	4		4	46
Eastern Okla. State	6			3	3							6				4		1	23
El Reno Col.	6	2	3	3	3		5					8	3						33
Murray State Col.	6	2		3	3		3					4	3				2	1	27
Northeastern A & M	6			3	3												2		14
Northern Okla.	6			3	3								6				4	1	23
Oscar Rose Jr. Col.	6			3	3		3					6					2	1	24
Poteau Com. Col.	6	3		3	3		6					8	3			2		1	35
St. Gregory's	6	3		3	3		3			3	3	4	3			2			33
Seminole Jr. Col.	6	3		6								4					2		21
Southwestern Col.	6				6		6				6	7					2		33

* Least requirements

** Most requirements

one year of English composition.² Students with low scores on English entrance exams are required to do remedial work or take the standard English composition sequence. In addition to completing the core courses, students have the option of completing an elective course in each of the following areas: social science and natural sciences or math; or participating in an independent study or seminar type course in these areas. In some cases they may opt for a community related project. Whenever possible, emphasis is placed upon meeting individual needs and subject matter is structured in personal rather than general terms.

The courses vary in content according to the different areas and the background of faculty who teach them. Effort has been made to balance strong academic organization with the meeting of student needs. At any rate, since the courses are required of all students regardless of academic background, general principles rather than specific technical learning is considered most useful. Whenever possible the courses have been built and are taught on functional terms such as, problem solving and acquisition of social skills which includes but goes beyond content.

²Paul Dressel and Frances H. DeLisle, Undergraduate Curriculum Trends, American Council on Education, 1969, 1785 Massachusetts Ave., N. W., Washington, D. C., pp. iii and 26.

In summary, the core courses are prescribed for all students and constitute the core of a general education program designed to present the student with an opportunity to establish his own identity. The program consciously undertakes to help the student develop his identity as enlarged upon in Chickering's vectors of development mentioned elsewhere in the thesis.³ It is recognized that the actual classroom structure of the courses will vary from class to class depending upon the background and interest of both students and instructor. In most cases, however, the content stems from the students' own needs and personal goals. This obviously means that the content will be more personal and "idiosyncratic"⁴ and should serve to produce faculty-student contact in a variety of experiences. One purpose of the model is to expose teacher and student to each other in situations where they learn together. It is hoped that each section of every course will involve a personal encounter between the student and an instructor for "...basically it is persons who affect persons, not structural arrangements."⁵

³Chickering, p. x.

⁴Ibid., p. 206.

⁵Ibid., p. 232.

Following is a brief summary of the core courses and their stated objectives. The courses are similar in some respects to those in general education programs in a number of the nation's four year colleges. In keeping with the stated purposes of this thesis the writer treats the faculty, method of instruction, evaluation and extra educational experiences as of great importance. Since, for present purposes, subject matter content is often dependent on and cannot be divorced from any given classroom situation, only broad outlines and major objectives of the courses are listed.

One assumption of Model "Q" is that skillful teachers and intellectually curious students can modify courses and construct interesting educational experiences that are relevant for both.

Core Courses of Model "Q":

1. Personal and Family Living:

College courses designed to help students with problems of personal adjustment, preparation for marriage and family living, and the choice of a vocation are quite novel. Many faculty members believe these courses to be the function of the high school; however, in recent years many articles and sections of books have appeared dealing with these subjects. Perhaps

the most comprehensive book of this nature is General Education for Personal Maturity edited by Horace T. Morse and Paul L. Dressel in 1960. The book was compiled at the specific request of the Committee on General Education of the American Association of Higher Education of the National Education Association. Some of the better known courses in this area which have met with considerable success and enthusiasm on the part of both student and faculty are the Personal Living course at Columbia; the Personal and Social Growth course at Moorhead State College; the Program in Home Life, Marriage and Family Living in the General College of the University of Minnesota; the Home and Family Living Program at San Francisco State; Vocational Planning for Freshmen at Texas A and M College and the College Family course for married students only at the University of Utah.

Having witnessed some of the results of the decade of the sixties with the resultant cry that science is all important, the writer believes the course in personal and family living will remind us that the human element is still fundamental and higher education cannot afford to ignore the basic and personal needs of its students. It is recognized that courses of this

nature are still in a state of development; and, therefore, the objectives and outline stated below will undergo constant change and serve as a basis for experimentation.

Course Objectives:

1. To encourage the student to understand and accept himself.
2. To attain a satisfactory emotional and social adjustment.
3. To develop, for the regulation of one's personal and civil life, a code of behavior based on ethical principles.
4. To acquire the knowledge and especially the attitudes basic to the selection of a suitable marriage partner and a satisfying home life.
5. To choose a vocation which permits the individual to contribute to society, develop his talents and experience self-actualization.
6. To develop a life style which results in congruency and personal identity.
7. To develop skills in inter-personal relationships.
8. To prepare for membership in a democratic society.

Course Outline:

Unit I.

1. Emotional adjustment
Anxiety; self-concept; making decisions;
emotional control; etc.
2. Scholastic situation
Study habits; examinations, research;
grades, etc.
3. Sex adjustment
Dating; courtship; petting; pre-marital
sex relations and behavior; etc.
4. Social adjustment
Making friends; status; prejudice; self-
consciousness; inter-personal relations;
making decisions; etc.

Unit II.

1. Home life today and yesterday.
2. Choosing a mate
Inter-faith and racial marriages
3. Adjustment in marriage
Early years
4. Family organization and disorganization
5. Being the right kind of parents
6. Spiritual values and marriage

7. When crises come
8. Growing old gracefully

Unit III.

1. Occupational information

Adequate, accurate occupational information; job analysis

2. Occupational interviews and job applications
3. The Occupational Research paper.

Each student is required to do a major research paper in regard to the vocation tentatively selected. In as far as possible, these papers are presented to the class.

4. Occupational change and retraining.
5. Selected topics of interest to the class.

2. Contemporary Social Issues:

The course in Contemporary Social Issues involves an integration of those disciplines concerned with understanding social behavior in contemporary society. Although this is a broad course in keeping with the objectives of the model, it is not meant to cover all aspects of human behavior. The problem of selectivity and what disciplines to include or emphasize must of necessity involve many practical considerations peculiar to the institution considering Model "Q". As

considered here, history will receive little emphasis since it is one of the major components of the course in humanities, also required of all students taking the Contemporary Social Issues course. It should be kept in mind that in the construction of any general education course in social science there are a number of guide posts available such as the value system of those building the course, the philosophy of the institution, the nature of the student body and the resources at hand to do the job. In addition to these and others, Model "Q" is a systems approach seeking to establish student identity. This is the operational frame of reference applied to all the courses.

Given these factors, the primary objectives of the Contemporary Social Issues course are:

1. To present a common core of knowledge concerning human behavior to all students.
2. To build a foundation on which all the more narrowly defined social science disciplines can build.
3. Provide a working knowledge of human and societal behavior for those students who will terminate the educational experience at the end of two years.

4. To contribute to the development of student "identity."

The writer is indebted to Dr. Douglas Dunham, Department of Social Science, Michigan State University for these suggestions of course objectives.⁶

The difficult problem of choosing between breadth and depth of treatment will need to be solved, at least in part, as learning situations develop within the classroom itself. In those situations where the teaching of factual content is necessary, teachers should still operate within the framework of attitude changes and meeting student needs. Although a brief outline of the units and topics covered in the course are listed below, in the final analysis the functional content of the course will be determined by the faculty involved. It is for this reason that careful consideration must be given to faculty selection for general education courses. At best the course will reflect the intellectual interest of those doing the teaching.

No effort has been made to cover all aspects of the social science disciplines. Although American

⁶Edward A. Carlin and Edward Blackman, Editors, Curriculum Building in General Education, Dubuque, Iowa: Wm. C. Brown Company, Inc., 1960, p. 77.

society remains the focal point, the course is world-wide in outlook. The literature on social science general education courses reveals a wide variation of specific subject matter content. The Contemporary Social Issues course contains a major structural difference from the other required general education courses in that it is primarily a problems centered course.

Faculty teaching the course will do well to become familiar with Daniel Bell's concept of linkages.⁷ Bell reasons that the social sciences are multilinear and linked to each other; that the function of social science is to indicate the differentiations and variations in human actions. It is for this reason that the emphasis must be on linkages. It is the writer's belief that when the course is taught with this emphasis it contributes to the student's congruence.

Course Outline:

Unit I.

1. The nature of social science, its methodology and application to societal problems.

⁷Daniel Bell, Reforming General Education, New York: Columbia University Press, 1966, p. 174.

2. Classification and contributions of the various disciplines and the terminology of the social sciences.
3. Technology and its effect on society and the individual.
4. The rational and irrational aspects of personality.
5. The worth and dignity of the individual and his growth and expression in society.

Unit II.

1. Inter-group conflict
(Youth, adult, rural, urban, etc.)
2. The problem of prejudice.
3. Inter-racial conflict.
4. The problem of poverty.
5. The problem of leisure.
6. Problems selected by teacher and students.

Unit III.

1. The world community.
2. Developing nations.
3. International politics.
4. The issues of war and peace.
5. Conflicting ideologies.
6. Ideas of interest to students and teacher.

3. The Humanities Sequence:

Humanities courses in junior colleges are of many varieties and include survey courses, appreciation courses and history oriented courses. An examination of the status of the humanities in junior colleges today reveals a great deal of confusion. Part of this confusion may arise from the fact that the humanities are still in an exploratory state which tends to keep the meaning of "the humanities" elusive as borne out in 580 catalog descriptions in 1967-68 where a total of 97 different departments of courses were listed.⁸

One would expect to find an integrating theme or value system serving as a basis for curriculum construction in the humanities but usually this is not the case. There seems to be little evidence that faculty specialists meet together very often to assure integrated plans for a general education course in the humanities. The interdisciplinary components of the humanities often seem to confront the specialized nature of the various disciplines.

⁸James W. Reynolds, The Comprehensive Junior College Curriculum, McCutcheon Publishing Co., 2526 Grove St., Berkeley, California 94704, 1969, p. 51.

In keeping with the systems objective of Model "Q", the humanities sequence aims to:

1. Meet the need for an expanding cultural horizon for the limited background of its students.
2. Afford the student an opportunity to become acquainted with man's most enduring achievements, intellectual, spiritual, aesthetic, and ethical.
3. To enrich his understanding of the historical heritage of the world.
4. To deepen his sensitivity to human values in all fields of man's endeavor and to make him aware of his own worth and dignity as an individual.⁹

The humanities course also seeks to employ the logic of sequence as explained by Phenix in his book, The Realms of Meaning, both as it relates to the place of the course in the curriculum and within the course itself. Phenix has identified six fundamental patterns of meaning designated as Symbolics, Empirics,

⁹(The humanities at Michigan State University as given by Charles Hirschfeld.) James A. Fisher, Editor, The Humanities in General Education, Dubuque, Iowa: Wm. C. Brown Co., 1960.

Esthetics, Synnoetics, Ethics, and Synoptics. He believes that these six realms cover all possible ranges of meanings and comprise the competencies that general education should develop in every person. The humanities sequence utilizes the third and sixth realm, Esthetics and Synoptics, respectively.¹⁰

The third realm, containing the various arts, such as music, the visual arts and literature, makes up the first semester's work and is offered during the first semester of the sophomore year.

The sixth realm, Synoptics, contains those meanings that are comprehensive and integrative. Disciplines included in this section are history, religion and philosophy. They are offered during the final semester of the two year program. It is believed that these disciplines will serve to combine the Empirical, Esthetic and Synnoetic meanings into coherent wholes.

Suggested Humanities Course Outline:

First Semester Sophomore:

1. Meaning and Importance of the humanities.
2. Basic Elements of the Arts.
 - a. Elements of fine arts.

¹⁰Phenix, Realms of Meaning, pp. 1-14.

- b. Elements of music.
 - c. Elements of literature.
3. The Greeks.
Archaic art, the ideal of beauty, sculpture and architecture of the Golden Age, Greek music and literature.
 4. Roman and Early Medieval period.
The Barbarians, Early Church, Byzantine Empire, Altonian period.
 5. High Middle Ages.
Monasticism, the University, Scholasticism, Romanesque art, Gothic art, Medieval music and literature.
 6. The Renaissance and its effect on the west.
 7. The Age of Mannerism in fine arts, music and literature.
 8. The Baroque period.
Baroque architecture, painting, music and literature.
 9. The Romantic Era.
Literature, painting, architecture and music covering the countries of England, Germany, France, Spain, America, Italy and Russia.

10. The Modern period.

Impressionism and symbolism expression-
ism. Modern painting, sculpture,
architecture, music and literature.

The course stresses representative ideas and ma-
terials from each period and is a program of guided
rediscovery in which the student discovers for himself
what others have discovered before him, and learns to
think and feel in the broadest sense of the term.

The final sequence in humanities as well as the
last course taken in the Core program includes history,
philosophy and religion. It seeks to serve as an in-
tegrative force moulding the previous college experi-
ence into coherent wholes. It seeks to contribute to
an understanding of man's greatest contributions and
their relationship to present conditions. Both Units
I and II are studied within the context of their his-
torical setting.

Second Semester Sophomore:

Unit I.

Philosophy:

Representative selections from the great
philosophers of all time are studied and
investigated in an effort to trace their in-
fluence on mankind.

Unit II.

Religion:

The great religious leaders and religions, both western and eastern, are studied in an effort to understand their contribution to human experience.

Selections for both units are cooperatively selected by instructor and students. Considerable flexibility is allowed in both units, each of which lends itself to a number of instructional approaches.

Finally, in addition to the courses described above, the student, at the end of two years, will have completed restricted electives within the social sciences and natural sciences or math. He will also have demonstrated competency in communication or have completed the English Comprehensive sequence.

The Faculty and Methods of Instruction

Faculty:

A number of colleges have found it difficult to staff courses in general education since the individual departments do not want to assign their personnel -- especially the senior members -- to general education courses. This has been a problem of real concern at many colleges of which

Columbia would be a good example.¹¹

Alvin Eurich writes of what he calls the "innovative spirit" in education.¹² Innovative educators not only are willing to accept change, they encourage it. They have overcome their vested interest and have their eyes focused upon particular problems and the development of their students. The approach taken toward general education in this thesis hopes to capture some of the excitement of this innovative approach. Although a number of techniques are suggested, there is no focus upon any particular one. The writer agrees with Eurich that the "innovative approach" is independent of any particular device and must inform everything the teacher does. In other words, the innovative approach is a spirit which permeates the entire educational process. It can thrive in any type of institution and often has been sparked by a single enterprising teacher.

To teach facts and skills is one thing while to teach attitudes is something quite different. John Brubacher believes that facts can be taught directly while attitude changes or values can be taught only indirectly. In other

¹¹Daniel Bell, pp. 198-201.

¹²Alvin Eurich, *Reforming American Education*, New York: Harper and Row, 1969, 49 E. 33rd Street, 10016, pp. XV - XVI.

words, one can be taught while the latter is caught, most likely from an inspiring example.¹³

Instructors must keep in mind that teaching the general education courses of Model "Q" is different from teaching in the traditional departmental courses. The emphasis must be kept on interrelationships that cross departmental lines. To do otherwise will destroy the dynamic nature of the courses designed as general education courses with specific goals in mind. To teach in the traditional manner will result in the courses becoming fixed and static. The approach to learning taken in this thesis calls for teachers who believe that the spirit in which education goes on is as important as the content itself. Teachers who treat content as one of the essential ingredients of the equipment for good teaching rather than as information to be dispersed are a must in effectively employing Model "Q". Model "Q" also requires teachers who are concerned with what students are-- their total personality -- and who want to help them become the persons they are capable of becoming. This approach accepts the challenge of giving freedom a chance for victory through a demonstration of its creative power. Much has been written about the qualities of good instruction

¹³John Brubacher, Bases for Policy in Higher Education, New York: McGraw-Hill, 1965, pp. 34-36.

but for the purposes of this model the most important is conviction of the potentialities of students.

Methods of Instruction:

In making suggestions for instructional methods to be used in implementing Model "Q" it is recognized that good teaching adapts methods to purpose, content, students and teacher. No single technique is held to be more useful than another; rather, a variety of methods are permitted and encouraged.

As a general rule, particular instructional techniques will not be recommended for specific courses or units in those courses except for illustrative purposes, since all the methods will need to be adapted to the makeup of specific classes and the personality and ability of the teacher. It is hoped, however, that all of the suggestions will be employed to a greater or lesser extent throughout the range of the model. As mentioned elsewhere in the thesis, Model "Q" seeks to strike a balance between the general and the specific, the establishment of identity and the learning of the subject content. It is for this reason that the instructional techniques which follow are recommended primarily for use in the core courses. It is likely that the traditional departmental courses from which each student elects a number of hours, will be taught in the traditional manner by subject specialists.

Along with the suggested techniques will be given, whenever possible, supporting evidence to show that these methods do in fact contribute to Chickering's vectors of development, resulting in the establishment of student identity.

1. The Problem Centered Approach:

The problem centered approach (hereafter called the P.C.A.) is an instructional technique inspired by the Human Problems Institute at Stanford. This Institute has used an interdisciplinary approach to problem solving at the undergraduate level and found it to be highly successful. Other examples are the Center for Research and Conflict Resolution at the University of Michigan, and the Yale Institute of Human Relations.¹⁴ Although these institutes have been established expressly for the purpose of dealing with selected problems, there seems to be little difficulty in adapting some modification of these procedures to the general education program of a two year college.

This approach can be used to advantage in either the course in Personal and Family Living or the course in Contemporary Social Issues. Although a number of

¹⁴Nevitt Sanford, Where Colleges Fail, San Francisco: Jossey-Bass, 615 Montgomery St., 1967, pp. 197-215.

topics are suggested in these course outlines, they are not meant to be exclusive. Problems should be selected according to the following criteria: problems of deep societal concern; problems of individual concern; problems which require the resources of an interdisciplinary approach for solution; and problems which present a challenge to the students and teachers involved. There is no lack of problems which meet these criteria. The issues of war and peace, the inner city, the alienation of youth, poverty, population, divorce, and alcoholism are a few of the problems which can be considered. The issues under consideration should be limited to the structural framework of the course to guard against undue proliferation.

Using the class in Personal and Family Living as an example, four or five weeks could be used for studying each of the three units allowing the necessary time for summarization and reports. The topics to be studied as suggested in the outline and agreed upon by students and the teacher, could be divided among the students according to the size of the class and the interest of the students. A typical result might be that of four to six students working on a problem of special interest to them for a period of four weeks with one week allowed for all groups to report to the entire

class. Again there might be a much larger number of students working on the same topic. The adaptation of this method will require considerable flexibility in its application. Some teachers might wish to meet their groups one period per week and, with the students, spend the rest of the time in research, community involvement, or in conference with individual or small groups of students. Where several sections of a course are taught, different units might be taught at alternate times thereby capitalizing on the strengths of the teachers of the various sections and disciplines. Whatever adaptations are made in the actual use of P.C.A., no instructional technique is better than the teachers who implement it.

Crossing departmental lines, teachers from different disciplines could be working on and contributing to different aspects of several problems at the same time. To be actively involved in a problem situation with a strong desire to bring about change opens the door to creativity and personal growth. As a general rule when scholars come together from different disciplines it is to exchange ideas. This approach differs in that they come together to help in the solution of problems that cannot be solved by a one discipline approach. Most teachers in general

education interdisciplinary programs are borrowed from departments. This approach calls for innovative teachers willing to step outside departmental doors and become what Sanford calls "Generalist Researchers."¹⁵

Sanford also says that the "entering freshman is a natural generalist."¹⁶ The P.C.A. method of teaching is ideal for those teachers desiring to cultivate these generalist tendencies since it exposes freshmen to a wide variety of problems. It should be pointed out that this approach is more than breadth, it is a form of inquiry, a set of attitudes and an approach to knowledge. This kind of teaching actively involves the student with the phenomena of life and he is fundamentally involved in the learning process. Students would also become aware of the fact that general education is not divorced from life. Not unlike the biologist who is involved in his laboratory these students would have a functional equivalent in meaningful problems.

A freshman student introduced to this kind of learning situation might find his entire college career affected. He might actually be "turned on,"

¹⁵Ibid., p. 211.

¹⁶Ibid.

to use a common student expression; an experience which seldom happens in the traditional introductory course in special fields.

Presenting freshmen with significant human problems, and especially more than one problem at a time, would be a change in most existing arrangements. Given the present state of student unrest, the climate for this approach has never been greater than at the present time.

This writer believes that such an approach has great potential, fits well with the objectives of the model, and will result in an increase in student identity. The primary function of teachers using the P.C.A. approach might be thought of as coordinators of student activity using their own efforts to generate resources for student use.

In summary, this instructional method is student centered; focuses on meaningful problems; results in many student-faculty contacts in various situations; and provides unlimited student interaction in small groups.

Research by Beecher in 1966 at Goddard College (a college which places great emphasis on these characteristics) found them to foster improved self-

understanding and intellectual competence.¹⁷ Thistlethwaite likewise found in 1962, that colleges successful in encouraging students to get the doctorate in humanistic fields were, among other things, characterized by flexible or somewhat unstructured curriculum and the informality and warmth of student-faculty contacts.¹⁸

As a result of the compilation of his research and that of others, Chickering has the following to say with regard to teaching practices:

Development of competence, autonomy, and identity, and the freeing of interpersonal relationship are fostered (1) as the content and the orientation of the teacher are such that he does not stand as final authority, (2) as the content touches, and is used to throw light on, basic existential questions of value and belief, or complex issues and problems of more immediate concern, and (3) as classes are group discussions with ample exchange among students as well as between students and teachers.¹⁹

All of these are easily incorporated into and fostered by the P.C.A. method of instruction.

2. Independent Study (General Education--lower division):

¹⁷Chickering, p. 210.

¹⁸Ibid., p. 211.

¹⁹Ibid., p. 219.

By definition, independent study delegates to the student primary responsibility for his own learning and it is found in practice that very few restrictions are employed. For the most part two major types of independent study have received attention in research literature.²⁰ The first retains the idea of the necessity for teacher direction and guidance. The second approach puts emphasis solely on the learner and the fact that learning can and does take place in the absence of the teacher, although the teacher remains as a motivator and transmitter of values.

It has often been stated that independent study programs in the United States began shortly after 1920. Between 1920 and 1930 some seventy-five institutions added independent study to their programs. Some independent study programs go back much earlier than this. By 1930 these programs were well established as a method of instruction.²¹ Although it is not the purpose of this thesis to trace the development of independent

²⁰B. D. Felder, "Characteristics of Independent Study Practices in Colleges and Universities," Doctoral Dissertation, University of Texas, 1963, Abstract.

²¹R. M. Gagne, "Learning Research and Its Implication for Independent Learning," The Theory and Nature of Independent Learning, G. F. Gleason, editor, Scranton, P.: International Textbook Co., 1967, pp. 30-32.

study, one of the most important questions relating to it has been, "Who shall do it?". The answer has usually been one of the following: (1) All shall take part, (2) Those with sufficiently high grades, (3) Those who are chosen on the basis of some prescribed criteria.²²

Most of the earlier programs were characterized by an attempt to get the intellectually elite to participate since many scholars believed that only the superior student could profit from such a program.

Model "Q" assumes that freshman and sophomore students in a program of general education can profit from independent study the same as upper division and graduate students.

It is useful at this point to comment on the findings of the Fund for the Advancement of Educational Studies as reported by Samuel Baskin of Antioch College.²³ These findings fail to present evidence that independent study method need be reserved for superior students only. There was no significant difference

²²Robert Bonthius, F. James Davis and J. Garber Drushal, The Independent Study Program in the United States, New York: Columbia University Press, 1957, p. 14.

²³Samuel Baskin, "Independent Study: Methods, Programs and for Whom," Paper presented at the meeting of the Association for Higher Education, March, 1962.

reported at levels of ability or year levels for students taking independent study.

Bruce Dearing, President of the State University of New York, believes that freshmen will do as well as upper classmen in independent study programs since they expect college to be different and may be more willing to accept new methods. Also, freshmen have not been exposed to two or three years of teacher direction in learning at the college level.²⁴

In Model "Q" the independent study program is administered by the committee on general education composed of the faculty of general education. All faculty are encouraged to participate and the program is made available to all students but compulsory for none. Throughout the entire program a great deal of flexibility is maintained. It is highly unlikely, however, that some independent project will not be undertaken in each regular course. It should be pointed out that in the use of independent study in this model the uniqueness lies not in its use, but its adaptation to all students and to general education courses at the freshman and sophomore levels for the express purpose of

²⁴Samuel Baskin, Editor, Higher Education, Some Newer Developments, New York: McGraw-Hill, 1969., pp. 69-70.

contributing to student development and not the conservation of teaching resources which is often cited as the rationale for developing these programs. As to whether the programs actively conserve faculty time is open to question anyway.

Independent study may occur in a variety of ways. The student may follow a course syllabus with directed reading and a little guidance from an instructor. He may have the continuing help of an instructor, but not be tied to a syllabus. He may be allowed to follow his intellectual interests wherever they take him. Also, he may be freed from attending a part of his regular class meetings but cover the same material alone or in small student led groups. He might be working with the new media or, on occasion, off campus as suggested by Dearing:

Programs of independent study -- may include a variety of procedures, ranging at one end of a continuum from those which involve an open highly permissive relationship between student and instructor, in which the student is expected to define and develop his own course plans, to those at the other end of the continuum, involving what might be a highly structured and guided relationship.²⁵

The faculty is encouraged to take an adventuresome

²⁵ Ibid., p. 54.

attitude toward the use of independent study, however, the aims of the model should be kept in mind and only those variations used which encourage (1) close student-faculty interaction, (2) small group interaction, (3) place responsibility on students for decision-making, (4) and, when used in the required courses, remain within the structural framework of the courses. When used in this manner independent study will help achieve the aims of the model.

This model is adaptable to any calendar but fits especially well the 4 - 1 - 4 plan. Independent study is increasingly being used as an instructional method during the mid-winter term.

Since the use of independent study for freshmen students is quite new, little appears in the literature concerning its effectiveness. Florida Presbyterian College seems to be using the method with some success. Capable students at all levels can take any course in the curriculum by independent study.²⁶

St. Andrews College, North Carolina, requires each student to carry an independent study project related to his liberal studies during the first two years as

²⁶ Ibid., p. 14.

well as one related to his major field during the last two years.²⁷

Oakland University, Rochester, Michigan -- one of the so called "new colleges" -- graduated its first class less than ten years ago. Oakland stresses independent study and research.²⁸

Monteith College of Wayne State University, Detroit, is another college stressing independent study in its general courses. During his senior year the student is expected to take about half of his work by independent study after taking the terminal segment of one of the basic general education courses without attending the discussion groups of the courses.²⁹

Monteith has done extensive research on its new program including follow-up studies of its students and comparisons with graduates at Wayne State. Comparisons were made on such measures as the Graduate Record Exam, the Omnibus Personality Inventory, the College Characteristic Index, and the Test of Critical Thinking. Of special interest are the scores on the

²⁷Ibid., p. 14.

²⁸Ibid., p. 10.

²⁹Ibid., p. 7

GRE. Monteith graduates were markedly above the national norms.³⁰

Antioch has carefully appraised its use of independent study and, as reported by Churchill, students in seven first level general education courses who spent one half of the time in independent study or small group meetings did as well and were as satisfied with instructors and courses as were those who attended classes regularly.³¹

A comparison of several colleges using independent study procedures in a beginning class in general psychology revealed that students taught in the conventional manner did slightly better on regular classroom tests but McKeachie noted that the experimental students developed a greater interest and sense of involvement in the subject matter.³²

In as much as colleges using independent study graduate students with high level cognitive skills, it

³⁰Ibid., p. 8.

³¹Ruth Eckert and Daniel C. Neale, "Teachers and Teaching," Learning and the Professors, Ohmer Milton and E. J. Shoben, Jr., editors, Kingsport, Tennessee: Kingsport Press, 1968, p. 78.

³²W. J. McKeachie, "Individualized Teaching in Elementary Psychology," Journal of Educational Psychology, Vol. 51, October, 1960, pp. 285-291.

seems wise to encourage this method of instruction for freshmen and sophomores. It makes possible those associations and contacts with teachers and small groups which contribute to the aims of the model as enlarged upon by Chickering. In the words of Nevitt Sanford:

Anything that increases the likelihood that the sense of self will be based on personal experience rather than on outside judgment favors the stabilization of ego identity... Being placed in social roles that one is to take -- any situation that brings awareness of one's real preferences and inner continuities helps to establish sound ego identity.³³

Independent study, which places the student in the position of taking responsibility for and facing the results of his choices, will foster the development of personal identity.

3. Freshman Seminars:

Along with the use of independent study, Model "Q" makes use of a seminar type of program during the freshman and sophomore years. This program seeks to make available to the student at the beginning of his college career an experience in depth which would normally not come about in the broader nature of the core courses.

³³ Sanford, p. 281.

The seminars are also designed to meet the problems often faced by freshmen -- problems of anonymity, generalization vs specialization -- and to provide more flexibility during his freshman year. In some situations the seminar approach can be adapted for use in small groups and be used in connection with the prescribed courses. The purpose here is to capitalize on the excitement that attends the student's first years in college. It is worthy of note that experiments of this nature are rarely centered in courses in mathematics or the natural sciences.

For those faculty who agree with Herbert Packer of Stanford when he said, "General education can't mean twenty centuries one-eighth inch deep," the seminars offer assurance of general education not going against the grain of specialization.³⁴ The model makes provision to give the faculty as much freedom as possible to teach what they want to teach and the student as much freedom as possible to take what he wants to take. These seminars will be taught by specialists but with recognition that the teacher is dealing with lower division students. These teachers must sincerely

³⁴Max Ways, "The Faculty is the Heart of the Trouble," Youth in Turmoil, New York: Time-Life Books, 1969, pp. 156-157.

demonstrate why they are interested and why it matters. The seminar topics meet the demands of relevance and the requirements of academic standards. In commenting on such a course he constructed on disarmament at U.C.L.A., Raymond L. Orbach, a brilliant young physics professor, says,

It contributed a lot to my own education. I had to study the Test Ban Treaty along with the scientific, political, military, psychological, legal, economic, and other factors that influenced it.³⁵

A number of colleges have experimented with the freshman seminar. Antioch inaugurated such a program in 1965. This program has been met with mixed reaction by the faculty.³⁶ In 1963 freshman seminars were established on a permanent basis at Harvard. Most of the faculty who have conducted them are enthusiastic about the program.³⁷ In 1967 Lindenwood College faculty developed the freshman common course to meet the students' cry for relevance. The only major problem to develop was an unexpected conservatism of the students

³⁵Ibid., p. 155.

³⁶Michael Brick and Earl J. McGrath, Innovation in Liberal Arts Colleges, Teachers College Press, Columbia University, 1969, p. 27.

³⁷Ibid., p. 29.

who were unaccustomed to a freewheeling schedule.³⁸

Adrian College in Michigan has a freshman seminar in English.³⁹ At Westmont College in California freshmen are allowed to take certain seminars in addition to courses normally required of freshmen.⁴⁰

Although freshman seminars are too new to have permitted much research on their usefulness, they seem to hold much promise. At Earlham College, Indiana, freshman seminars have been used for about four years. According to Joseph E. Elmore, Vice President for Academic Affairs, the students emphasize two advantages in their evaluation of the seminars. The smallness of the class and opportunity to know the faculty members better.⁴¹

Sister Maria deRicci, Dean of Studies at Rosary College, Illinois, states:

We have found that freshmen respond very well to small seminars -- the personal challenge, small group discussion methods, independent research, close association with a

³⁸Ibid., p. 30.

³⁹Ibid.

⁴⁰Ibid.

⁴¹Ibid., p. 31.

professor -- all are especially formative influences during a student's first year in college.⁴²

Chickering found that when classes and instructors have these characteristics mentioned by Sister Maria deRicci, there is development of autonomy, identity, and competence; and freeing of interpersonal relationships.⁴³

These evaluations of freshman seminars suggest that they do hold promise of meeting the objectives of the model. Although the seminars proposed by Model "Q" provide considerable flexibility, when used apart from the prescribed courses, three major types are recommended:

- (1) One to provide the freshman student with the experience of adult and advanced work in a specialized field of interest.
- (2) To treat in depth a sharply focused but representative and relative topic.
- (3) And seminars which consider broad questions from the start. This is the type of seminar used by David Riesman at Harvard which often

⁴²Ibid., p. 31.

⁴³Chickering, p. 219.

ranged through literature, philosophy, anthropology and psychology.⁴⁴

The seminar should not engage more than eight or ten students.

4. Students as Teachers:

"I learned more during my first year of teaching than at any other time in my life," is a statement that has been made by many teachers. The purpose of teaching is not to educate the instructor but it seems likely that students could serve as teachers of fellow students and at the same time have significant learning experiences.⁴⁵

It has long been known that students have a built-in advantage in communicating with their peers. It is also likely that they will be able to help students face problems they have recently encountered. For these reasons there might be double value in using students as instructors as envisioned in Model "Q". It is much more than merely providing assistance to the instructor. The aim here is to use this instructional

⁴⁴Brick and McGrath, p. 29.

⁴⁵B. Lamar Johnson, Islands of Innovation Expanding: Changes in the Community College, Beverly Hills, California: Glencoe Press, 1969, p. 207.

process as a learning technique. Although a number of junior colleges are experimenting with the use of students as teachers, the aims and methods vary widely. In most programs it is expected that tutors will be high achieving students.

Okaloosa-Walton Junior College in Florida has a volunteer tutorial plan where selected students volunteer to teach students requesting such services. The tutor spends two hours per week with the tutee or one hour per week with two tutees. This program is reported as having value for both parties. In addition to the benefits which come to the low achiever, the tutor "learns by doing"⁴⁶ and gains experience in what Chickerling would call interpersonal relationship.⁴⁶

One of the best known programs using students as teachers is carried on at Pasadena City College in Pasadena, California. Here the tutor receives no credit and the chief compensation is the value he receives from serving. The satisfaction that comes from helping another student achieve and the recognition given the tutor by articles in the college newspaper, president's bulletin board, etc., results in a great deal of

⁴⁶Ibid., pp. 208-209.

personal satisfaction and feelings of accomplishment on the part of the tutor. This program has proven highly satisfactory and tutors often do more than is expected of them. The director of the tutor center reports that students who serve as tutors have an advantage over the faculty in establishing rapport with tutees. Although no systematic evaluation has been made of the achievement of students, there have been many reports of improvement. When a nineteen year old sophomore tutored a fifty-six year old freshman it proved to be a great experience for both of them. The Pasadena program not only results in a deeper understanding of the field the student tutors in, but sensitizes him to the value of what he doing for others.⁴⁷

With a number of variations, similar programs are in use at Los Angeles City College; Los Angeles Valley College; Suffolk County Community College, New York; Contra Costa College, California; Borough of Manhattan Community College; The Wright Campus of Chicago City College; Rock Valley College, Illinois; and Wytheville Community College, Virginia. A number of these programs are too new for any extensive research to have

⁴⁷Ibid., pp. 209-210.

been compiled on the effect of the programs, but they appear to be very beneficial to both tutor and tutee.⁴⁸

In keeping with the systems approach to general education as used in Model "Q" the use of students as instructors is viewed primarily as a means of contributing to their development rather than as a means of helping the lower achievers. It is this modification of the application of the technique which causes it to differ from programs now in use.

As pointed out elsewhere in the thesis, not all of the recommended instructional techniques will be adaptable to all classes or courses. It should fit well in science and mathematics and most of the elective courses which are more traditionally oriented.

Since the chief aim of the general education program as outlined in Model "Q" is the establishment of student identity, this technique should be made, in as far as is possible, available to all students. Students who are interested in serving as tutors should be approved by the general education faculty or a subcommittee of this faculty. In some cases it might be well to appoint a coordinator of the tutorial program

⁴⁸Ibid., pp. 210-211.

who could advise and oversee the work of tutors. Students should not necessarily be eliminated from the program because of low grades in as much as students who have experienced difficulty with a subject might be able to help another student. It is not recommended that student tutors be paid for their services but rather be given one hour credit in tutorial honors. Students should spend a minimum of two hours per week in assisting their peers.

In addition to insight gained in the subject area, this method of instruction will result in the personal development of the student teachers. There should be significant gains in developing competence, establishing identity and especially the freeing of interpersonal relationships.

5. Cooperative Community Programs as Learning Experiences:

We may safely assume that for many years all colleges have interacted to some extent with the communities in which they are located. However, the keen interest shown in making these community experiences a part of the curriculum is comparatively recent. That these programs alter the roles of students in ways that make the learning experience more meaningful

is hardly open to question since in these experiences the students assume new responsibilities requiring them to respond as adults.

Pitkin and Beecher make a distinction between cooperative programs that are designed for vocational ends and those which are designed for purposes of general education. Although those designed for general education may have vocational consequences, the emphasis is on the acquisition of a mature outlook and emotional and intellectual development rather than on skills and vocational exploration.⁴⁹

Model "Q" recognizes the value of both work study programs and community service projects since both add to the student's learning experience an element that is lacking in the traditional programs.

A number of colleges have made use of these programs. Community service projects have been a major source for student learning at Antioch in Ohio, Berea in Kentucky, and Earlham in Indiana. Since 1948 Brooklyn College in New York City has required all education majors to give two semesters of voluntary service in

⁴⁹Royce S. Pitkin and George Beecher, "Extending the Educational Environment: The Community as a Resource for Learning," Higher Education, Some Newer Developments, Edited by Samuel Baskin, New York: McGraw-Hill, 1969, pp. 179-180.

community agencies. Beginning in 1965 Webster College in Missouri established what is known as "Chocolate House." It is situated in a deprived urban area and has established a pre-school project along with other educational and humanitarian programs.⁵⁰

Lamar Johnson believes work study programs to be particularly appropriate for two year community colleges.⁵¹

These programs are committed to preparing the student for employment and at the same time providing him with the means to make possible the financing of his education.

Model "Q" recognizes these values but is primarily concerned with the effect these experiences have on the student. The following junior colleges are representative of these programs: Flint Community Junior College, Michigan, has a program for law enforcement in cooperation with the Department of Public Safety of the city of Flint. These cadets are employed by the department for up to twenty hours per week.⁵²

⁵⁰Brick and McGrath, pp. 45-46.

⁵¹Johnson, p. 55.

⁵²Ibid., p. 59.

Austin State Junior College, Minnesota has work study programs in two fields -- retail sales and office training for secretaries. Here students are employed fifteen to twenty hours per week. In this plan the work station functions as a college laboratory and the employer is in reality an instructor. This college is serving important community needs.⁵³

In a similar program at Borough of Manhattan Community College, New York, students may earn up to six hours credit in a cooperative business program. That a significant number of students at this college elect to continue beyond the junior college toward a baccalaureate degree in the fields in which they participated in the cooperative education program is supporting evidence that cooperative community projects do contribute to a "development of purpose" as mentioned in the objectives of this thesis.⁵⁴

At Fullerton Junior College, California, a work study program was established in technical education after the faculty observed a high motivation among students who were or had been employed in the

⁵³Ibid.

⁵⁴Ibid., pp. 62-63.

electronic industry. These students had insight beyond those who had not had this work experience. This program has been so successful that similar programs have been established in drafting, data processing and machine shop.⁵⁵

Roch Valley College, Illinois, has a program in which more than thirty companies participate and which the president believes provides his college with a billion dollar laboratory in the community.⁵⁶

Pitkin and Beecher in evaluating community related programs assert that the consequences of such programs are difficult to assess statistically but when a student learns with greater self motivation and sees a connection between his study and his personal experience, it is an improvement over the traditional academic routine.⁵⁷

In "The Study of Work Study College Programs" by James W. Wilson and Edward H. Lyons, the following values were cited: The tying of theory to practice, (this results in congruence, one of the objectives of

⁵⁵Ibid., p. 64.

⁵⁶Ibid., p. 66.

⁵⁷Baskin, pp. 179-180.

Model "Q"); increased motivation and interest in academic work; greater experience with the skills of human relations, (the development of interpersonal relations, another objective); and self-testing in the world of work.⁵⁸

Ralph Tyler, following a nationwide survey, reported among other things the following values of cooperative work study education:

- (1) By coordinating work experience with the campus educational program, theory and practice are more closely related and students find greater meaning in their studies.

.....

- (3) For many students work experience contributes to a greater...dependence upon their own judgments and corresponding development of maturity.
- (4) Because the work experiences involve the students in relations with co-workers who come from a variety of backgrounds... Most students in cooperative education develop greater understanding of other people and greater skills in human relations...
- (5) ...Cooperative education furnishes students with opportunities for exploring their own abilities in connection with real jobs... They have

⁵⁸James W. Wilson and Edward H. Lyon, "Work Study Programs", Higher Education, Some Newer Developments, edited by Samuel Baskin, New York, McGraw-Hill, 1969, p. 180.

a chance to test their own aptitudes more fully than is normally possible on the campus.⁵⁹

The results reported by Tyler leave little doubt but that cooperative community programs do, in fact, contribute to the vectors of development mentioned earlier in the thesis.

Model "Q" actively seeks and encourages a variety of community cooperative programs. Although not included in the core requirements, students are encouraged to participate in one of the cooperative programs. On occasion, some variation of these programs can be integrated with the problem centered approach to teaching with students spending one hour per week in class and two or more hours in some community project. At other times, the nature of the project may be such that it can be taught with a seminar approach and students given the option of taking the course in lieu of an elective course in one of the three areas mentioned earlier.

Model "Q" has structured much flexibility into these programs and their employment is limited only by

⁵⁹Ralph W. Tyler, "Introduction to the Study," quoted by James W. Wilson and Edward H. Lyon in "Work Study College Programs" and included in Islands of Innovation Expanding, by B. Lamar Johnson, pp. 52-53.

the ingenuity of the faculty and the resources of the community.

Evaluation

The most extensive study on evaluation in recent decades and the most illuminating was reported by P. L. Dressel and L. B. Mayhew. It was designed to discover the components of more effective education through evaluation and covered an eleven year period of investigation. Their findings showed that the programs studied did increase the ability of students to think critically; but, most important, that the course organization and teacher involved were important considerations.⁶⁰

Chickering found that with regard to evaluation:

...development of autonomy and identity and the freeing of interpersonal relationships are fostered (1) as pressure for high academic achievement is reduced, (2) as progress and rewards depend less upon relative standing and more upon successful achievement of specified tasks, and (3) as evaluative feedback is less often symbolic and more often substantively descriptive of strengths and weaknesses.⁶¹

Since in this model the aims of general education are stated in terms of student identity or student development,

⁶⁰Paul Dressel and Lewis Mayhew, General Education: Explorations in Evaluation, Washington, D. C.: American Council on Education, 1954.

⁶¹Chickering, p. 219.

success cannot be measured entirely in terms of grades. Webster, Freedman and Heist (1962) have listed the inadequacies of grades as measures of achievement.⁶²

In a study at Vassar College, Donald Brown (1962) found that when faculty members were asked to nominate students as the "ideal products of the college," they could agree as to who they were but there was little correlation between being nominated and receiving top grades.⁶³

Evaluation in Model "Q" is closely linked to the curriculum arrangements and the suggested teaching practices used in the model. Together they form an integrated whole which is consistent with the systems approach and the congruence of the personality of the student. Although evaluation will vary with the class and the teacher, the following suggestions are recommended with the view of helping each student to become all he is capable of becoming. These recommendations are offered primarily for use with the core program. It is assumed that the traditional courses which are elected as part of the general education requirements will be evaluated in the normal procedure already used by the faculty.

⁶²Sanford, Where Colleges Fail, p. 54.

⁶³Ibid. . . .

I. The following proposal is a simple one yet appears to minimize the weaknesses of other breaks with tradition. In the core courses, the faculty simply refuses to grade the work that falls below the quality expected of an average student. No written work of any kind will be accepted that is unsatisfactory. This means that the grades of D and F will be removed from the system and all marks in the core program will be A, B, or C. All work will be checked but no grades assigned that are less than average. This procedure will produce the following results:

- a. Since the student is encouraged to perceive himself as a better student he will be a better student.
- b. There will be no D's or F's stamped on his transcript or personality. Under no circumstances will a teacher in the core program be able to say, "He failed my course."
- c. The student who fails to demonstrate average proficiency receives no credit. (Likely sufficient penalty.)
- d. This freedom from failure will sooner or later result in the student's realizing that he alone is responsible for his lack of progress.

- e. When a student does decide to buckle down he will not find past failures against him.
- f. In the event the student chooses to learn through co-curricular activities or meaningful part-time employment it will not result in the college failing the student, but rather in giving him the privilege of developing in the way he chooses.
- g. It should result in a student's wanting to learn rather than being afraid not to learn. Responsibility begets responsibility and recognition of maturity breeds maturity.

Finally, the student who does not demonstrate a desire to successfully complete the core courses with a responsible commitment may be asked to withdraw from the institution. However, no student will leave the institution a failure.

For those who might be afraid that this proposal will make academic life easier on the student, a study at Jamestown Community College revealed that, had it been in effect, there would have been a smaller percentage of graduates.⁶⁴ In short, no student can

⁶⁴L. Douglas Fols, "Let Each One Become All He Is Capable of Becoming," unpublished paper.

flunk out of the core program envisioned by Model "Q".

The writer is indebted to L. Douglas Fols, Dean of Students at Jamestown Community College, for ideas expressed in this section which were gathered from material prepared for private distribution only.

Approaches of this nature are being tried at a number of community colleges. At Laney in California, the faculty believes that present grading practices are punitive. They are planning a grading system of A, B, C and W only. They feel that the investment of time in a course without satisfactory completion is punishment enough. Similar new approaches are being tried under careful research at colleges in Bakersfield, Compton, Contra Costa and Los Angeles in California. Also, Forest Park Community College in St. Louis is trying this approach.⁶⁵

II. Brownfain says that every statement of evaluation that a person makes about himself may be considered as a sample of his self-concept.⁶⁶ In the search for

⁶⁵E. J. Gleazer, Jr., This is the Community College, Boston: Houghton Mifflin Co., 1968, p. 59.

⁶⁶John J. Brownfain, "Stability of the Self-Concept as a Dimension of Personality," Journal of Abnormal and Social Psychology, Vol. 47, 1953, pp. 597-606. Quoted in: Introduction to College, by Bert D. Anderson, New York, Chicago, San Francisco: Holt, Rinehart and Winston, Inc., 1969, p. 210.

identity the student must develop a realistic and satisfactory self-concept. If opportunity is given for self evaluation in the first two years of college, the student can learn more about himself. As students learn about themselves and their environment their self-concept changes.

The more realistic a student's evaluation of himself, the less he is threatened by criticism of others. He is better able to accept suggestions since, as Anderson says, "...he is not threatened by them because his evaluation of himself and his circumstances is relatively accurate."⁶⁷

With this in mind, the teachers of the core program are encouraged to have the student write, at stated times, an evaluation as to how he believes the course to be effecting change in himself as an individual. As the student appraises himself, he will learn to do a better job of it by comparing his own estimate with those of his professor. He will also learn to criticize his own work more intelligently and honestly. These evaluations comprise part of the record and

⁶⁷Bert D. Anderson, Introduction to College, New York, Chicago, San Francisco: Holt, Rinehart and Winston, Inc., 1969, p. 210.

faculty responses are communicated to the student orally and on occasion in writing. The comments should address themselves to the strengths and weaknesses in performance and offer suggestions to aid student development. Evaluation in this sense is linked to the process as well as the product and is in keeping with Chickering's findings that effective evaluation is more substantive than symbolic.⁶⁸

III. Exams.

One assumption of Model "Q" is that there are no absolutes in the realm of grading and that examinations in the core courses are not meant to determine entirely the amount and kind of work that students do. As pointed out by Dressel:

The monthly pay check is the most obvious award of the teacher, but personal satisfaction and other even less tangible elements combine to motivate him to an effort above and beyond the call of the dollar. The student must have some of the same motivations, and it is one of the teacher's responsibilities to arouse it.⁶⁹

Both students and teachers should see in the examinations that which permits the student to exhibit

⁶⁸Chickering, p. 219.

⁶⁹Paul Dressel, Evaluation in Higher Education, Boston: Houghton Mifflin, Company, 1961, p. 233.

and the teacher to observe the student's achievement in relation to the broad objectives of the core program and not necessarily be limited to the objectives of a specific course. In other words, as far as exams are used as part of the evaluation process in Model "Q", they are an integral part of the systems approach and related somewhat to the complete core program.

Elizabeth Paschal has predicted that by 1980 one casualty of change will be the final course examination made out and graded by the professor who taught the course.⁷⁰

In examining for the objectives of the core courses it should be kept in mind that these objectives dovetail together to form the main objectives of the core program which are encompassed in student identity. IV. In keeping with the comprehensive approach taken in Model "Q", which seeks to treat the student as a total person, evaluation is at times employed on a group or social basis. James Coleman (1959) found in the high schools he studied that talented youngsters devoted their greatest efforts to athletics -- the

⁷⁰Elizabeth Paschal, "Organizing for Better Instruction," Campus 1980, ed. Elvin C. Eurich, New York: Dell Publishing Co., 1968, p. 229.

only activity which served group goals.⁷¹

Evaluation in this model seeks to capitalize on the social needs of young people. Coleman has argued with force that group effort will produce work of high quality. This would appear especially true today when college students seem naturally group-oriented and given to cooperative enterprises. On those occasions where students have worked together in groups, they are evaluated as a group and may be permitted to work together on examinations. This will create situations whereby they can achieve with a group of peers whose opinions they value.

Conclusion

Although the suggested changes or supplementations in the proposal for this thesis included only course content, teaching and evaluation, the writer agrees strongly with Logan Wilson when he states:

The first order of business in a college is learning. Yet, we know that this cannot be truly fruitful if it takes place only -- and grudgingly -- in the classroom and laboratory. A student spends most of his time outside the periods of formal instruction. Therefore, what happens during this time may well be crucial in the outcome of whether the goals of the college are obstructed or reinforced. The desire to learn,

⁷¹Sanford, Where Colleges Fail, p. 24.

the cultivation of the mind and of individuality, the acquisition of literary judgments, aesthetic taste, and spiritual identity are goals for students that should pervade the atmosphere of the entire campus, not just the classroom.⁷²

The educational experience derived from the employment of Model "Q" will be much greater when the student becomes the focus of the entire educational process both on and off the campus and when he can relate meaningfully with the faculty and administrative personnel and understands the administrative structure and function.

It is also important that dorms and living arrangements be organized so as to provide for student interaction apart from the classroom and student involvement in the total college program.

This chapter has presented in considerable detail a proposed model of general education consisting of core courses, instructional techniques and methods of evaluation. Each of these components has been substantiated by appropriate research. This was deemed necessary due to the traditional nature of the programs of the two year colleges under consideration.

⁷²Logan Wilson, "Is the College Student Becoming a 'Forgotten Man'?", Leaders, Teachers and Learners in Academe, edited by Stanley Lehrer, New York: Appleton-Century-Croft, 440 Park Ave., South, 1970, pp. 515-516.

CHAPTER IV
CONSTRUCTION OF EVALUATION INSTRUMENT
AND DATA COLLECTION

This chapter describes the study design. The study sought some validation of the model by securing the opinions of a selected group of educators composed of deans of two year colleges, teachers of general education courses and curriculum experts.

The administrator of a curriculum research project has available to him a limited number of methods or techniques of evaluation. Each method has certain advantages and disadvantages depending upon the desired objectives. The mailed questionnaire makes possible the collection of data from a diverse group of respondents scattered over a wide area but also requires the time and effort of a group of strangers who might have little interest in the subject. Using the model as a template and placing it over the programs of selected institutions was considered but seemed too limited in producing useful results. The writer finally decided upon the use of the questionnaire as the method for evaluating the model.

Development of the Questionnaire

It seemed wise to construct an instrument making use of both the open and closed type of question. Although any number of sample questionnaires were available none were located which had been designed specifically for the evaluation of curriculum models. One inquiry form prepared by Marshall Lakin for the evaluation of material for aviation education in California was useful in the preparation of the format for the pilot questionnaire.¹

The original instrument contained two sections. Part I consisted of a series of nine questions dealing with goals, objectives and the results which might be expected from the implementation of the model. The questions were designed to be answered on a five point rating scale. Part II consisted of five questions, four of which were open ended enabling the evaluator to express himself more fully on different aspects of the model. One question required only a simple yes or no answer.

The most difficult task in the preparation of the instrument was to reduce the model to diagram form, and do so in a way that would allow the evaluator to receive enough

¹Marshall Lakin, "A Study of Teacher Evaluation of Materials for Aviation Education in California Elementary Schools." (Unpublished Doctoral Dissertation, Oklahoma State University, 1961.)

information to carefully evaluate the proposed program, and still require only a reasonable amount of time for the evaluation. The completed instrument, approximately four pages in length, was then sent to a jury of nine educators for their reactions and suggestions. These educators were known personally by the writer and represented a number of different kinds of institutions.

A sixty-six percent response was obtained from these jury members. Generally, the response was favorable, however, a number of helpful suggestions were offered; for example, one dean from Pennsylvania felt that the concept of student participation needed additional clarification.

As a result of the pilot study some slight changes were made in Part I of the instrument and the diagram of the model. Effort was made to clarify the concept of student participation and Part I of the instrument was divided into sections A and B. Section A of Part I was a simple question asking if the evaluator agreed with the overall goals of the model. Some changes were made in the wording of the question. In Section B of Part I the respondents were asked to reply to a series of eight questions.

All questions in Section B, Part I, as well as the one in Section A, Part I, were to be answered on the five point rating scale. No changes were made in Part II of the

instrument. The revised questionnaire, like the original, still consisted of four pages.

Selection of Respondents

Since the model was designed so as to be adaptable to two-year colleges in the mid-west, sixty-eight deans or chief academic officers of the two year institutions in Kansas, Oklahoma, and Missouri were asked in writing if they would be willing to participate in the evaluation. They were also asked to submit the names of two teachers in their institutions to serve as evaluators of the model. Fifty-four deans responded stating their willingness to participate in the study and fifty-two supplied the names of two teachers of general education courses. In addition to deans and teachers of general education courses it was deemed wise to solicit the opinions of individuals recognized as curriculum experts in the field of higher education. The names of twenty-seven such persons were selected from the roster of attendants of a recent meeting of the Association of Higher Education in Chicago.

Distribution and Return of the Questionnaire

Questionnaires were sent to fifty-four deans, one hundred four teachers of general education and twenty-seven

curriculum experts or leaders in the field of higher education. Thirty deans responded for a return of fifty-six percent, and sixty-one teachers of general education for a return of fifty-eight percent. Eleven curriculum experts returned questionnaires for a return of forty-two percent. It should be pointed out that other experts sent letters offering suggestions and evaluations, which, if included, would raise the percentage returned.

Method of Analyzing Data

The purpose for sending out the questionnaire was to ascertain the feelings of the academicians mentioned above about the model. The main study hypothesis is as follows: There is no significant difference between the opinions of deans, teachers of general education courses and curriculum experts on the problems and prospects of the proposed model. The null hypothesis will be tested using the data pertaining to each of the selected statements to identify significant differences. The chi square statistic will attempt to rule out chance.

The nine items in Part I of the instrument were evaluated on the following five point rating scale asking for levels of agreement: to a great extent, to a lesser extent, neither agree nor disagree, slightly disagree and strongly disagree. In as much as there were many cells in the last

two categories with few or no entries, the last three cells were collapsed into one (which the evaluators actually did with the instrument) resulting in a (3 x 3) $df = 4$ block.

Chi square values will be shown for each item. These items, as well as the open ended questions in Part II of the instrument, will be analyzed and reported individually. A number of sample opinions about the model for each group of respondents will also be listed in the following chapter.

This chapter has reported the study design along with the method used and difficulties encountered in the development of the evaluation instrument. It also reports the process whereby the participants in the study were selected, the distribution and return of the questionnaire, and the method used in analyzing the data presented in the next chapter.

CHAPTER V

PRESENTATION OF ANALYSIS OF DATA

The purpose of this chapter is to present an analysis of the data collected from the returned questionnaires of thirty deans, sixty-one teachers of general education and eleven curriculum experts who participated in the study. There is also a listing of special problems encountered by the investigator in the development and evaluation of the model, as well as some recommendations for further research.

Interpretation of Results

An examination of the raw data revealed that most respondents expressed at least some level of agreement with all areas of the model. A rather small number of those returning the instrument expressed some disagreement with a slightly larger number neither expressing agreement nor disagreement. The chi square technique was used in an attempt to rule out chance differences. These findings, along with the raw data, are reported in Table II, Appendix C.

Summary of Closed Questions

Part I, Section A of the instrument consisted of a single question asking if the evaluator agreed with the over all goals of the program. This question as well as the eight stated in Section B of the instrument were designed to be answer on a five point rating scale.

In answer to the above question, eighty-one percent of the experts agreed with the goals of the program while nineteen percent strongly disagreed. All of the deans agreed with the goals with sixty-six percent expressing agreement to a great extent. Eighty-six percent of the teachers agreed with the goals with fourteen percent remaining neutral or expressing disagreement. The null hypothesis was supported.

In the questions discussed below respondents were asked to state their judgment of the model by the governing criteria which follows:

Do you agree that working within the framework of this program:

1. Will help the student discover and develop his potential as an individual?
2. Will help the student to understand, appreciate and adjust to the world around him?
3. Will help the student to better meet the responsibilities of participation in democratic group life?

4. Will help the student to understand himself and thereby aid in removing cultural barriers to world understanding?
5. Will result in an increase in the development of intellectual skills?
6. Will be equally valuable for both male and female students?
7. Will result in a teacher with greater identity?
8. Will contribute to the achievement of the stated goals?

The individual findings of these questions are summarized below. Since the investigator found significant differences existing in how items three and six were viewed by the three groups of respondents, percentages are given for each one.

Question One:

Question one asked if working within the framework of this program would help the student discover and develop his potential as an individual. Eighty-seven percent of the respondents expressed some level of agreement with the question. The null hypothesis was supported. The compilation of data and chi square values for this and all subsequent hypotheses are given in Appendix C, Table II.

Question Two:

Question two asked if working within the framework of

the program would help the student understand, appreciate and adjust to the world around him. Seventy-nine percent of the respondents expressed some degree of agreement with the question. The null hypothesis was supported.

Question Three:

Question three asked if working within the framework of the program would help the student better meet the responsibilities of participation in democratic group life. Forty-five percent of the experts, eighty-three percent of the deans and eighty-four percent of the teachers expressed some degree of agreement with the question. The null hypothesis was rejected. There is a significant difference as to how the evaluators viewed this question.

Question Four:

Question four asked if working within the framework of the program would help the student remove cultural barriers to world understanding. Sixty-seven percent of the respondents expressed some degree of agreement with the question. The null hypothesis was supported.

Question Five:

Question five asked if working within the framework of the program would result in an increase in intellectual

skills. Sixty-three percent of the respondents expressed some degree of agreement with the question. The null hypothesis was supported.

Question Six:

Question six asked if working within the framework of the program would be equally valuable for both male and female students. Forty-five percent of the experts, ninety percent of the deans and seventy-nine percent of the teachers expressed some degree of agreement with the question. The null hypothesis was rejected. There is a significant difference as to how the respondents view this question.

Question Seven:

Question seven asked if working within the program would result in a teacher with greater identity. Sixty-three percent of respondents expressed some degree of agreement with the question. The null hypothesis was supported.

Question Eight:

Question eight asked if the program would contribute to the achievement of the stated goals. Seventy-four percent of the respondents expressed some level of agreement with the question. The null hypothesis was supported.

In a comparison of question eight with question A, Part I, eighty-seven percent of the respondents expressed agreement with the goals of the program while seventy-four percent believed that the implementation of the model would help achieve these goals.

Summary of Open Ended Questions

Question One:

Question one asked what aspects of the program the evaluator believed the model overlooked. In answer to this question a number of respondents noted the absence of requirements in communications and physical education. Some few felt there was not enough emphasis placed on moral or spiritual values. Several times fear was expressed that students would have difficulty transferring to the four year college. One dean replied that "It looks wonderful for the already well-rounded, alert, mature, above average student." One teacher wrote, "I have the uncomfortable feeling it assumes too much in terms of outcome." Another dean said, "I have grave doubts that all goals can be reached even with the desirable instructional techniques."; and still another replied, "It appears to be based on the assumption that existing faculty could effectively handle the model."

Question Two:

Question two asked for changes the respondent would make in the model if given the opportunity. The following suggestions were offered: add communications, loosen the restraints in core requirements, place more responsibility on faculty and administration. A curriculum expert suggested that "...direct action and field experiences be built into the courses." A teacher asked, "Could this program be worked on a pass-fail basis rather than have grades?" Several questioned the grading of only quality work or would clarify what is meant by quality. Another expert replied, "Since this program is so 'flexible' I would like to see some indication of the need for adequate orientation, counseling and guidance." Other suggestions by teachers were: more structuring of the elective courses, emphasis on group dynamics, sensitivity training and the inclusion of fine arts in the electives.

Although a number of additions and changes were suggested in answer to this question many respondents simply expressed opinions or observations about the model. One teacher put it this way, "I agree with your objectives and the means of achieving them seems logical but it is difficult to project the outcome of such an experiment. In any case it seems to be worth attempting."

Question Three:

Question three asked the evaluators to express their judgment, as to whether teacher training institutions in their states provided teachers qualified to facilitate the program envisioned in the model, with a simple yes or no answer. Twenty-seven percent of the experts answered yes, thirty-six percent no, with the rest expressing no opinion. Twenty-three percent of the deans answered yes, sixty percent no, the remainder expressing no opinion. Nine percent of the teachers answered yes, fifty-nine percent answered no, with the rest expressing no opinion.

Only twenty-one percent of the respondents to this question believes that their teacher training institutions were producing the kind of teachers needed to implement the model.

Question Four:

Question four asked the evaluators how the program differed from the ones they were presently using. Many respondents replied that their programs were more traditional. As one expressed it, "Presently we are all more traditional than we care to admit." Several comments were made concerning the instructional techniques which apparently are used very little in the colleges of the evaluators. Other

interesting comments were, "Our methods of evaluating are less progressive."; "All schools have their life or death courses and we are no exception."; "Our general education program is fragmented with no two courses having any common objectives."; "This program demands the time and dedication outside of class that would be impractical in our situation, but the general philosophy seems to be given lip service by faculty who are reluctant to practice it."

In conclusion, the evaluators were given the opportunity to write any additional comments about the model they wished. A number of these replies are listed below without comment.

Teachers:

I think this model has a great deal of merit, but would require specially trained instructors.

How many two year college students are capable of independent study, freshman seminars, and being able to teach classes?

I like some of the ideas, like community involvement...

I fear only that the open scheduling and innovative course offerings would be rejected by our senior institutions. (They are unquestionably 20 years out of date.)

For many of our students with NO direction it could be very good.

I would like to work in a program such as this.

I particularly like the form of EVALUATION...

Perhaps a compromise of this and our present approach would be good.

I like your model very much and would like to see it made possible to change the required general education program in this direction.

Fine ideas. I would like to work in such a program, or help in the development of it.

I believe what you are doing is in the right direction; but, experience has shown the need for careful structuring in all phases.

It isn't possible to fairly judge a program that hasn't been tried. It might be great, or it might fail.

Some day I plan to head up a community college which focuses on the student as Model "Q" does.

It seems to be most excellent and I feel it could reflect the goals of good J. C. if faculty worked with this system to achieve the desired goals.

I don't feel a college freshman knows enough to tell me how or what to teach.

Deans:

I would rather have teachers genuinely interested in kids than pages of objectives and goals.

A real systematic approach is badly needed for general education.

The total program has possibilities but there are a lot of "ifs".

...I see the possibility. However the program will depend upon the orientation and skill of the teacher.

I believe the graphic representation is well structured and would be an excellent vehicle for explaining the interwoven aspects of education to employment and living.

Experts:

Because some students arrive in college with well developed identities I would hope that other program options would be available.

An excellent approach well worth trying.

The model strikes me as too mechanical.

Doubtless a good plan is valuable and the process of developing one is extremely valuable, but the crux lies in the people, especially the teachers, who use the plan.

As a model it is good in potential.

The summaries of the results obtained from the closed and open ended questions of the evaluation instrument indicate a keen interest in general education and a favorable acceptance of the model on the part of the respondents. This is also substantiated by the sampling of remarks reported unchanged above.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study

The central purpose of this study was to deal with the problem of the loss of identity on the part of today's college students through the development of a new program of general education. The purposes of the design are stated in chapter one following a review of pertinent literature. This review served to substantiate the assumption that the college students of the sixties had indeed suffered a loss of personal identity.

Early in the thesis the vectors of development, as set forth in Education and Identity, were summarized. It should be pointed out that this summarization reflects the investigator's view of the vectors as he understood them. The construction of the model was considered to be the main thrust of the whole project and is reported in its entirety in the preceding pages. As finally completed, it consists of a series of core courses, methods of instruction and

evaluation put together in a manner so as to form a congruent whole. Student participation and over all flexibility are emphasized throughout the total program.

The model employs a systems approach to curriculum construction seeking the establishment of student identity. When completed it was presented in diagram form along with a specially designed questionnaire to three selected groups of educators for evaluation. The results of this survey reveal that the model was quite favorably received.

Special Problems Encountered

1. In reviewing the literature on general education the investigator at times felt hopelessly torn between opposing points of view as highly respected men in the field differed strongly with each other. This awareness was persistent during the construction of the complete model. These conflicting opinions also showed up in the evaluation of the model, especially by the curriculum experts.

2. One of the most complicated problems faced was the necessity of reducing the program to a form suitable for evaluation. It was very difficult to present enough information for clear understanding and still remain concise enough so as to require only a reasonable length of time for completing the instrument.

3. At times the building of the model seemed somewhat artificial since by its very nature its construction called for the participation of students, faculty and administration.

4. One phenomenon of which the designer was always aware was the changing and on-going nature of general education.

Conclusions

Based upon the statistical analysis used for testing the null hypothesis stated earlier in the study, it was concluded that there is no significant difference in how three groups of educators viewed the prospects of the model except in items 3 and 6 in Part B of the instrument. These two items were concerned with helping students meet the responsibilities of participation in democratic group life and having equal value for male and female students respectively.

The results of this investigation reveal that the model was generally well received and that the general education programs of the two year colleges in the three states under investigation are fertile fields for increased flexibility and student participation in curriculum building.

In reflecting on the conclusions, the experimenter was left with several questions:

1. Are the teachers and deans of two year colleges in the states of Oklahoma, Kansas and Missouri really more anxious for increased flexibility in their programs than is commonly believed?

2. Is there a point at which some educators become disillusioned by today's generation of students and become fixed in their opposition to all forms of student participation in building the college program?

3. Would the curriculum experts have received the model more favorably had it been possible to have given them more detail about the program?

Recommendations for Future Research

The following recommendations for future research have grown out of the writer's involvement with the design, construction, evaluation and hypothesis testing connected with this research project.

1. Are teachers interested in academic innovation more often attracted to teaching in junior colleges than in other types of institutions?

2. Is there a point at which some educators once concerned with academic change reach a pinnacle of sophistication and a hardened professional point of view until innovation becomes impossible?

3. Are junior colleges aware of the fact that they have a lot of room for experimentation and that acceptance of general education credits is becoming more flexible at the four year colleges and universities? Are channels of communication really open between junior colleges and other institutions?

4. How well will students trained in junior colleges using models such as the one recommended in this thesis do at advanced institutions of learning compared with students trained in the more traditional junior colleges?

BIBLIOGRAPHY

- Anderson, Bert D., Introduction to College, New York, Chicago, San Francisco: Holt, Rinehart and Winston, Inc., 1969.
- Baker, Donald G., and Charles H. Sheldon, Editors, Postwar America: The Search for Identity, Beverly Hills: Glencoe Press, 1969.
- Baskin, Samuel, Editor., Higher Education, Some Newer Developments, New York: McGraw-Hill, 1969.
- _____, "Independent Study: Method, Programs and For Whom," Paper presented at the meeting of the Association for Higher Education, March, 1962.
- Bell, Daniel, and Irving Kristol, Editors, Confrontation, New York and London: Basic Book, Inc., Publishers, 1968-69.
- _____, Reforming General Education, New York: Columbia University Press, 1966.
- Bonthius, Robert, F. James Davis and J. Garber Drushal, The Independent Study Program in the United States, New York: Columbia University Press, 1957.
- Brick, Michael and Earl J. McGrath, Innovation in Liberal Arts Colleges, New York: Teachers College Press, Columbia University, 1969.
- Brownfain, John J., "Stability of the Self-Concept as a Dimension of Personality," Journal of Abnormal and Social Psychology, Vol. 47, 1953. Quoted in: Introduction to College by Bert D. Anderson.
- Brubacher, John, Bases for Policy in Higher Education, New York: McGraw-Hill, 1965.

Bunche, Ralph J., "The Golden Key Award -- An Address,"
The Individual and Education, Some Contemporary Issues;
 Frederick M. Raubinger and Harold G. Rowe, Editors,
 New York: MacMillan Co., 1968.

Carlin, Edward A., and Edward Blackman, Editors, Curriculum Building in General Education, Dubuque, Iowa: Wm. C. Brown Company, Inc., 1960.

Chapman, Dr. Ivan, "The Dyad: Social and Para-Social,"
 Professor of Sociology, Oklahoma State University,
 Stillwater, Oklahoma, 1970.

Chickering, Arthur, Education and Identity, San Francisco:
 Jossey-Bass, Inc., Publishers, 1969.

Dressel, Paul, Evaluation in Higher Education, Boston:
 Houghton Mifflin Company, 1961.

_____, and Frances H. DeLisle, Undergraduate Curriculum Trends, Washington, D. C. : American Council on Education, 1954.

_____, and L. B. Mayhew, General Education: Explorations in Evaluation, Washington, D. C.: American Council on Education, 1954.

Eckert, Ruth and Daniel C. Neale, "Teachers and Teaching,"
Learning and the Professors, Ohmer Milton and E. J. Shoben, Jr., Editors, Kingsport, Tennessee: Kingsport Press, 1968.

Editors of Fortune, "The Freedom to be Idealistic," Youth in Turmoil, New York: Time-Life Books, 1969.

Erikson, Erik, "The Problem of Ego Identity," Reprinted from the Journal of the American Psychoanalytic Association, IV, No. 1, 1956, Identity and Anxiety, Edited by Maurice Stein, Arthur Vidich and David M. White, New York: The Free Press, 1960.

Eurich, Alvin, Reforming American Education, New York: Harper and Row, 1969.

Felder, B. D., "Characteristics of Independent Study Practices in Colleges and Universities," Doctoral Dissertation, University of Texas, 1963, (Abstract).

- Feldman, K. and T. M. Newcomb, The Impact of Colleges on Students, San Francisco: Jossey-Bass, Inc., Publishers, 1969.
- Fisher, James A., Editor, The Humanities in General Education, Dubuque, Iowa: Wm. C. Brown Co., Publishers, 1960.
- Fols, L. Douglas, "Let Each One Become All He Is Capable of Becoming," unpublished paper.
- Freedman, M. B., The College Experience, San Francisco: Jossey-Bass, Inc., Publishers, 1967.
- Gagne, R. M., "Learning Research and Its Implication for Independent Learning," The Theory and Nature of Independent Learning, G. F. Gleason, Editor, Scranton, Pa.: International Textbook Co., 1967.
- Gideonse, Harry D., "The Purpose of Higher Education: A Re-examination," The College and the Student; Editors, Lawrence E. Dennis and Joseph F. Kauffman, Washington, D. C.: American Council on Education, 1966.
- Gleazer, E. J., Jr., This is the Community College, Boston: Houghton Mifflin, Co., 1968.
- Jacob, P. E., Changing Values in College: An Exploratory Study of the Impact of College Teaching, New York: Harper and Row, 1958.
- Johnson, B. Lamar, Islands of Innovation Expanding: Changes in the Community College, Beverly Hills, California: Glencoe Press, 1969.
- Katz, J., and Associates, No Time for Youth, San Francisco: Jossey-Bass, Inc., Publishers, 1968.
- Lakin, Marshall, "A Study of Teacher Evaluation of Materials for Aviation Education in California Elementary Schools," (Unpublished Doctoral Dissertation, Oklahoma State University, 1961).
- Mayhew, Lewis, Colleges Today and Tomorrow, San Francisco: Jossey-Bass, Inc., Publishers, 1969.
- McKeachie, W. J., "Individualized Teaching in Elementary Psychology," Journal of Educational Psychology, Vol.51, October, 1960.

- McKeefery, Wm. James, Parameters of Learning, Carbondale and Edwardsville, Illinois: Southern Illinois University Press, 1970.
- Melby, Ernest O., "What it Means to Learn," The Individual and Education, Frederick M. Raubinger and Harold G. Rowe, Editors, New York: MacMillan Co., 1968.
- Paschal, Elizabeth, "Organizing for Better Instruction," Campus 1980, Edited by Alvin C. Eurich, New York: Dell Publishing Co., 1968.
- Phenix, Philip, Realms of Meaning, New York, San Francisco: McGraw-Hill Book Company, 1964.
- Pitkin, Royce S., and George Beecher, "Extending the Educational Environment: The Community as a Resource for Learning," Higher Education, Some Newer Developments, edited by Samuel Baskin, New York: McGraw-Hill, 1969.
- Reynolds, James W., The Comprehensive Junior College Curriculum, Berkeley, California: McCutcheon Publishing Co., 1969.
- Rhineland, Philip H., "Education and Society," The American Scholar Today, edited by C. David Mead; New York: Dodd, Mead and Co., 1970.
- Sanford, Nevitt, Editor, The American College, New York: Wiley & Sons, 1962.
- _____, Where Colleges Fail, San Francisco: Jossey-Bass, 1967.
- Trent, J. W., and L.L. Medsker, Beyond High School: A Psychological Study of Ten Thousand High School Graduates, San Francisco: Jossey-Bass, Inc., Publishers, 1968.
- Tyler, Ralph W., "Introduction to the Study," quoted by James W. Wilson and Edward H. Lyon in "Work Study Programs" and included in Islands of Innovation Expanding by B. Lamar Johnson, Beverly Hills, California: Glencoe Press, 1969.
- Vaccro, Louis C., "The New Student Subculture and the Search for Meaning," Student Freedom in American Higher Education, Louis C. Vaccro and James T. Covert, editors; New York: Teachers College Press, Columbia, 1969.

Van DeBogart, Doris, Introduction to the Humanities, Painting, Sculpture, Architecture, Music and Literature, New York: Barnes and Noble, Inc., 1968.

Ways, Max, "The Faculty is the Heart of the Trouble," Youth in Turmoil, New York: Time-Life Books, 1969.

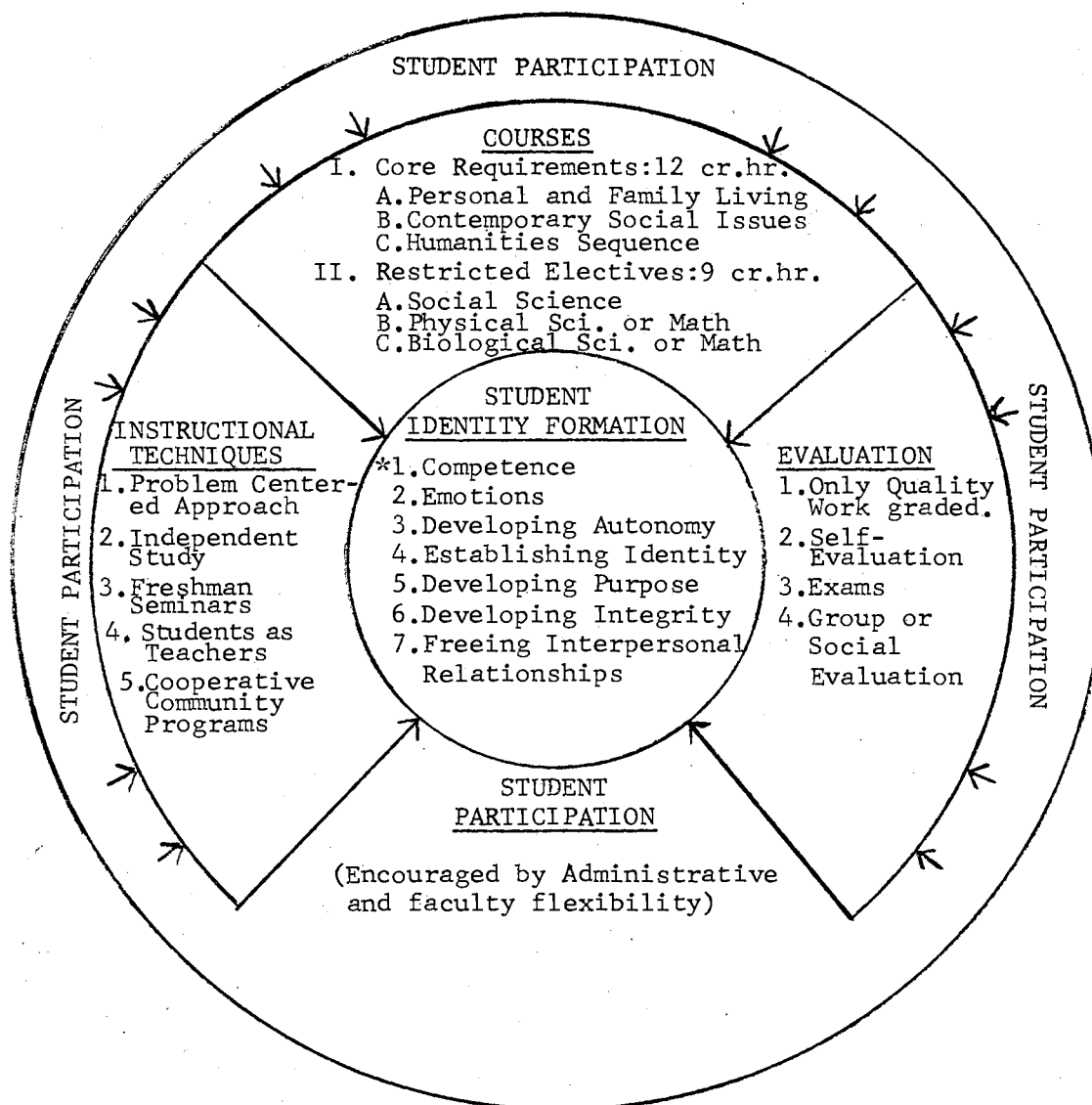
Weinberg, Carl, Education and Social Problems, New York: The Free Press, 1971.

Wilson, James W., and Edward H. Lyon, "Work Study Programs," Higher Education, Some Newer Developments, edited by Samuel Baskin, New York, McGraw-Hill, 1969.

Wilson, Logan, "Is the College Student Becoming a 'Forgotten Man'?", Leaders, Teachers and Learners in Academe, edited by Stanley Lehrer, New York: Appleton-Century-Croft, 440 Park Ave., South, 1970.

APPENDIX A
EVALUATION INSTRUMENT

A NEW MODEL OF GENERAL EDUCATION
FOR THE TWO YEAR COLLEGE
MODEL "Q"



(A Modified Systems Approach)

*Chickering's Seven Vectors of Development

The preceding diagram is a graphic representation of a proposed model of general education suggesting a modified systems approach to the problem of student identity. In this approach attention is focused, not upon one component at a time, but upon the totality of the model and its interrelationships, which together are directed toward the goal of student identity formation. The model consists of (1) a core program of three basic courses and restricted electives, (2) recommended instructional techniques and (3) methods of evaluation. Flexibility and student involvement are key concepts throughout the range of the model. Administrative and faculty flexibility make possible the encouragement of student participation in course selection and structure, and evaluation. This program seeks to capitalize on the vectors of development as explained by Arthur Chickering in his award winning book, Education and Identity.

This instrument contains two parts. Part I consists of nine questions which can be answered by placing a check () in the appropriate box. Part II provides opportunity for comments about the model.

Part I.

	To a great extent	To a lesser extent	Neither agree nor disagree	Slightly disagree	Strongly disagree
A. Do you agree with the overall goals (Student Identity Formation) for the suggested program?					
B. Do you agree that working within the framework of this program:					
1. Will help the student discover and develop his potential as an individual?					
2. Will help the student to understand, appreciate and adjust to the world around him?					
3. Will help the student to better meet the responsibilities of participation in democratic group life?					
4. Will help the student to understand himself and thereby aid in removing cultural barriers to world understanding?					
5. Will result in an increase in the development of intellectual skills?					
6. Will be equally valuable for both male and female students?					
7. Will result in a teacher with greater identity?					
8. Will contribute to the achievement of the stated goals?					

APPENDIX B
LETTERS SENT TO EVALUATORS

Dear _____ :

At the present time I am a candidate for the Doctor of Education degree at Oklahoma State University. Dr. Robert T. Alciatore, Director of the Center for Higher Education, is serving as my advisor.

During the past year I have been working on a program of general education which I believe to be a different approach to that subject. The model makes use of a systems approach to curriculum building in general education. I have prepared a diagram or graphic representation of this model and would like to ask you and two members of your staff to assist in the evaluation of it. Copies of the model will be sent to the chief academic officers of the two-year colleges in Kansas, Oklahoma, and Missouri who express an interest in participating in the study. It will also be sent to a number of teachers of general education and curriculum specialists.

This evaluation will take about 15 or 20 minutes of your time. I believe you will find it interesting and perhaps different from what you are now doing.

The model would be sent to you some time in January. Findings as to how academic deans, teachers of general education courses, and curriculum experts view this program of general education will be sent to you if you desire them.

I hope that you will aid in this evaluation and will indicate your willingness to do so by returning the enclosed postcard to me.

Sincerely yours,

Lyle V. Tullis

LVT:jec

Dear _____ :

As you will recall, during the month of December I wrote you concerning a program of general education that I have been working on. Enclosed is a diagram or model representation of that program.

Although it is impossible to show all that needs to be shown, I believe the diagram does portray the representative ideas of a program of general education that I have been working during the past year.

Your help in this evaluation is greatly appreciated. Late in the spring I will be sending you the results of this evaluation. Thanks again for your help and also for sending me the names of two members of your staff. Copies of this instrument have also been sent to them.

Sincerely yours,

Lyle V. Tullis

LVT:jec

Dear _____ :

At the present time I am a candidate for the Doctor of Education degree at Oklahoma State University. Dr. Robert T. Alciatore, Director of the Center for Higher Education, is serving as my advisor.

As a part of the requirements for this degree I have designed a program of general education based on the theme expressed by Dr. Arthur Chickering in his award winning book, Education and Identity. As you know, Chickering believes that a curriculum focused on student needs will help with the establishment of personal identity.

As a leader in the field of higher education I would appreciate very much your help in evaluating this model.

Copies of the enclosed instrument are being sent to approximately 30 leaders in the field of higher education across the nation, and deans and teachers of general education in the junior colleges of Oklahoma, Kansas, and Missouri. Some personnel in the colleges which participated in Chickering's project on student development will also be asked to evaluate the model.

You may keep the diagram if you wish and return the short questionnaire in the enclosed self-addressed, stamped envelope.

If you desire a copy of the results of this study please enclose your name and address with the instrument.

Once again your assistance is very much appreciated.

Sincerely yours,

Lyle V. Tullis

LVT:jec

Dear _____ :

Dean _____ has given me your name as one of two persons on your campus who might be willing to ~~evaluate~~ the enclosed diagram or model of a proposed program of **general** education.

Although it is impossible to show all that ~~needs~~ to be shown, I believe the diagram does portray the ~~representative~~ ideas of a program of general education that I ~~have~~ been working on during the past year.

An evaluation of the model will take only a few minutes of your time and will be greatly appreciated. Do not hesitate to express how you really feel about the model. Will you please complete pages 3 and 4 and return them to me in the enclosed, self-addressed, stamped envelope. The results of this evaluation will be sent to Dean _____.

Sincerely yours,

Lyle V. Tullis

LVT:jec

APPENDIX C
COMPILATION OF DATA AND
CHI SQUARE VALUES

TABLE II

COMPILATION OF DATA AND CHI SQUARE VALUES FOR THREE
GROUPS USING FIVE POINT EVALUATION SCALE

Five point scale	1			2			3			4			5		
	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III
Part I															
A ⁺⁺	37	20	7	15	10	2	4			3			1		2
B ⁺⁺⁺															
1	25	16	4	25	10	4	6	3	3	2	1				
2	21	13	3	28	9	3	8	6	5		2			1	
3	24	14	2	25	11	3	8	5	6	1					
4	20	9	2	20	13	3	11	5	6	4	3				3
5	19	7	2	17	14	3	16	8	5	3	1	1			2
6	37	23	3	10	4	2	12	3	6						
7	23	13	1	14	9	3	17	5	6	2	3				2
8	25	12	3	16	13	3	13	5	5	1					1

⁺Group I -- Teachers Group II -- Deans Group III -- Experts

⁺⁺A -- 3 x 3 (df = 4) $X^2 = 5.354$

⁺⁺⁺B (1) $X^2 = 2.204$
(2) $X^2 = 6.887$
(3) $X^2 = 9.559$

I - III $X^2 = 8.365^*$ df = 2
I - II $X^2 = .344$ df = 2
II - III $X^2 = 6.182^*$ df = 2

(4) $X^2 = 3.560$
(5) $X^2 = 4.280$
(6) $X^2 = 10.949^*$

I - III $X^2 = 6.299^*$ df = 2
I - II $X^2 = 1.994$ df = 2
II - III $X^2 = 10.521^{**}$ df = 2

(7) $X^2 = 4.990$
(8) $X^2 = 5.354$

* Significant at .05 level

** Significant at .01 level

VITA

Lyle V. Tullis

Candidate for the Degree of

Doctor of Education

Thesis: AN INTEGRATIVE THEORY AND CURRICULUM MODEL FOR
GENERAL EDUCATION IN THE TWO-YEAR COLLEGE

Major Field: Higher Education

Biographical:

Personal Data: Born in Decatur City, Iowa, March 10,
1921, the son of Mr. and Mrs. Loren V. Tullis.

Education: Graduated from Decatur City High School,
Decatur City, Iowa, in May, 1938; received Bachelor
of Arts degree in Social Science from Central
Michigan University in 1949; received Master of
Arts degree in Social Science from Michigan State
University in 1950; enrolled in doctoral program
University of Southern California 1961-63; completed
requirements for the Doctor of Education
degree at Oklahoma State University in May, 1972.

Professional Experience: Instructor at Bartlesville
Wesleyan College, Bartlesville, Oklahoma, 1955-
1960, 1963-64; Registrar, Bartlesville Wesleyan
College, 1964-1971; Dean of Instruction, Bartles-
ville Wesleyan College, 1967-1970; Chairman of
Department of Sociology at Bethany Nazarene
College, Bethany, Oklahoma, 1971-1972.

Professional Organizations: Southwestern Sociological
Association, Oklahoma Education Association, Am-
erican Association of Christian Behavioral
Scientists.