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ABSTRACT

The Thirteen College Curriculum Program (TCCP) is a new curriculum for black colleges, consisting of 5 freshmen and 2 sophomore courses, developed by the participating colleges and the Institute for Services to Education, in a project of intervention--new variables introduced and their effects measured, rather than pure research. The resulting curriculum does the following: makes learning more active; includes new topics demanded both by advances in knowledge and changing social conditions; establishes an administrative structure on the campuses outside familiar departmental lines. Validation consisted in reduced attrition; comparable or better performance by program students compared to regular students; improved attitudes; endorsement by students and teachers; expansion of program to more students and teachers on the initial campuses and to new insitutions, now totalling 38--all as measured quantitatively by tests and questionnaires, and qualitatively by conferences and visits. Begun the summer of 1967, development involved yearly, 6-week summer workshops of several hundred teachers, to create new materials and learn about previously developed materials, coupled with yearly tryouts in the classroom. TCCP is still going strong, the original 13 colleges are now developing new upper-level courses and additional colleges are planning to join the program in the summer of 1974. (Author)

Final Report

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Institute For Services To Education, Inc.
2001 S Street, N. W.
Washington, D. C. 20009

A CURRICULUM REVISION PROJECT

IN SUPPORT OF

THIRTEEN PREDOMINANTLY NEGRO COLLEGES

September, 1973

U. S. Department of Health, Education, And Welfare

National Institute Of Education

(Regional Research Program)

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The First Four Years

of the

Thirteen-College Curriculum Program

1967 to 1971

Elias Blake, Jr.
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2001 S Street, N. W.
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September, 1973

The research reported herein was performed pursuant to a contract with the National Institute of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official National Institute of Education position or policy.

U. S. DEPARTMENT OF

HEALTH, EDUCATION, AND WELFARE

NATIONAL INSTITUTE OF EDUCATION

PREFACE

ISE STAFF AND TCCP COLLEGES

The Institute for Services to Education was incorporated as a non-profit organization in 1965 and received a basic grant from the Carnegie Corporation of New York. The organization is founded on the principle that education today requires a fresh examination of what is worth teaching and how to teach it. ISE undertakes a variety of educational tasks, working cooperatively with other educational institutions, under grants from government agencies and private foundations. ISE is a catalyst for change. It does not just produce educational materials or techniques that are innovative; it develops, in cooperation with teachers and administrators, procedures for effective installation of successful materials and techniques in the colleges.

ISE is headed by Dr. Elias Blake, Jr., a former teacher and is staffed by college teachers with experience in working with disadvantaged youth and Black youth in educational settings both in predominantly Black and predominantly white colleges and schools.

ISE's Board of Directors consists of persons in the higher education system with histories of involvement in curriculum change. The Board members are:

Vernon R. Alden	Chairman of the Board, The Boston Company, Boston, Massachusetts
Herman R. Branson	President, Lincoln University
Kingman Brewster, Jr.	President, Yale University
Donald R. Brown	The Center for Research on Learning and Teaching, University of Michigan
Arthur P. Davis	Graduate Professor in English, Howard University
Carl J. Dolce	Dean, School of Education, North Carolina State University
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Richard D. Morrison	President, Alabama A&M College
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John A. Peoples, Jr.	President, Jackson State College

Arthur L. Singer, Jr.	Vice-President, Sloan Foundation, New York, N.Y.
Otis A. Singletary	President, University of Kentucky
C. Vann Woodward	Professor of History, Yale University
Stephen J. Wright	Vice-President of the Board, CEEB
Jerrold R. Zacharias	Professor of Physics, Massachusetts Institute of Technology

From 1967 to the present, ISE has been working cooperatively with the Thirteen College Consortium in developing the Thirteen College Curriculum Program. The Thirteen College Curriculum Program is an educational experiment that included developing new curricular materials for the entire freshman year of college in the areas of English, mathematics, social science, physical science, and biology and two sophomore year courses, humanities and philosophy. The program is designed to reduce the attrition rate of entering freshmen through well thought-out, new curricular meterials, new teaching styles, and new faculty arrangements for instruction. In addition, the program seeks to alter the educational pattern of the institutions involved by changing blocks of courses rather than by developing single courses. In this sense, the Thirteen College Curriculum Program is viewed not only as a curriculum program with a consistent set of academic goals for the separate courses, but also as a vehicle to produce new and pertinent educational changes within the consortium institutions. At ISE, the program is directed by Dr. Frederick S. Humphries, Vice-President, and Dr. Gerald L. Durley, is the Associate Director. The curricular developments for the specific courses and evaluation of the program are provided by the following persons:

COURSE	ISE STAFF
English	Mr. Sloan Williams, Senior Program Associate Mr. Stanford Cameron, Program Associate Mr. Charles Hodges, Research Assistant
Social Science	Mrs. Mary Brown, Senior Program Associate Dr. George King, Consultant Dr. Leslie McLemore, Consultant Mrs. Gwendolyn Pharr, Consultant Mrs. Gloria Duval, Research Assistant
Mathematics	Mr. Bernis Barnes, Senior Program Associate Dr. Japheth Hall, Program Associate Dr. Phillip McNeil, Consultant Dr. Walter Talbot, Consultant
Physical Science	Dr. Ralph Turner, Program Associate Dr. Charles Phillips, Program Associate Dr. James Perkins, Program Associate Miss Judith Richardson, Research Assistant

Biology	Dr. Charles Goolsby, Senior Program Associate Dr. Daniel Obasun, Program Associate Dr. Paul Brown, Consultant
Humanities	Mr. Clifford Johnson, Senior Program Associate Mr. Roger Dickerson, Consultant Miss Marguerite Willett, Research Assistant
Philosophy	Dr. Henry Olela, Senior Program Associate Dr. Joyce Cook, Consultant Dr. William Jones, Consultant Mrs. Shirley Williams, Research Assistant
Counseling	Dr. Gerald Durley, Senior Program Associate Mr. James Sibert, Consultant
Evaluation	Dr. Elizabeth Abramowitz, Senior Research Associate Dr. Joseph Turner, Senior Research Associate Mr. John Faxio, Research Assistant
Interdisciplinary Studies	Mr. Conrad Snowden, Coordinator Miss Angela Tolentino, Administrative Assistant
Media	Mr. Darryl Cowherd, Coordinator

In addition, Mrs. Patricia Blackwell serves as Executive Assistant to the Vice President, and the secretaries are Mrs. Francine Faison, Mrs. Debrah Johnson, Mrs. Judith Rogers, and Mrs. Sarian Wilkinson.

The curriculum staff is assisted in the generation of new educational ideas and teaching strategies by teachers in the participating colleges and outside consultants. Each of the curriculum areas has its own advisory committee, with members drawn from distinguished scholars in the field but outside the program.

The number of colleges participating in the program has grown from the original thirteen of 1967 to thirty-five in 1973. The original thirteen colleges are:

Alabama A&M University	Huntsville, Alabama
Bennett College	Greensboro, North Carolina
Bishop College	Dallas, Texas
Clark College	Atlanta, Georgia
Florida A&M University	Tallahassee, Florida
Jackson State College	Jackson, Mississippi
Lincoln University	Lincoln University, Pennsylvania
Norfolk State College	Norfolk, Virginia
North Carolina A&T State University	Greensboro, North Carolina
Southern University	Baton Rouge, Louisiana
Talladega College	Talladega, Alabama
Tennessee A&I State University	Nashville, Tennessee
Voorhees College	Denmark, South Carolina

A fourteenth college joined this consortium in 1968, although it is still called the Thirteen-College Consortium. The fourteenth member is:

Mary Holmes Junior College	West Point, Mississippi

In 1970, five more colleges joined the effort although linking up as a separate consortium. The members of the Five-College Consortium are:

Elizabeth City State University	Elizabeth City, North Carolina
Fayetteville State University	Fayetteville, North Carolina
Langston University	Langston, Oklahoma
Saint Augustine's College	Raleigh, North Carolina
Southern University	Shreveport, Louisiana
Texas Southern University	Houston, Texas

In 1971, eight more colleges joined the curriculum development effort as another consortium. The member schools of the Eight-College Consortium are:

Alcorn A&M College	Lorman, Mississippi
Bethune-Cookman College	Daytona Beach, Florida
Grambling College	Grambling, Louisiana
Jarvis Christian College	Hawkins, Texas
LeMoyne-Owen College	Memphis, Tennessee
Southern University	New Orleans, Louisiana
University of Maryland, Eastern Shore	Princess Anne, Maryland
Virginia Union University	Richmond, Virginia

Seven additional colleges created still another consortium in 1972, entitled the Consortium for Curricular Change. These colleges are:

Coppin State College	Baltimore, Maryland
Huston-Tillotson College	Austin, Texas
Lincoln University	Jefferson City, Missouri
Mississippi Valley State College	Itta Bena, Mississippi
Shaw College	Detroit, Michigan
Bowie State College	Bowie, Maryland
Livingstone College	Salisbury, North Carolina

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1. ORIGINS

The Thirteen-College Curriculum Program (TCCP), initiated in the summer of 1967 and still in operation, is a massive, joint effort by a group of black colleges and the Institute for Services to Education (ISE) to develop active, relevant, and workable educational programs for students enrolled in predominantly black colleges.

The TCCP was inaugurated by the Thirteen-College Consortium (TCC) and has subsequently been adopted, still called the TCCP, by additional groups of colleges. Five consortia (including the original TCC, which added a fourteenth college the second year) are using the TCCP and developing it further. The five consortia comprise 38 institutions--36 undergraduate programs and two graduate programs.

The TCCP started from the conviction that black colleges are still necessary in America. More black students are seeking higher education than ever before, and more will be going to predominantly white institutions than ever before. But many still are not admitted to white institutions, and many still find problems once they are admitted.

All colleges face new tasks today. Familiar notions as to what constitutes effective preparation for work, for graduate school and professional school, and for citizenship are all in question. The black colleges also face new tasks. They no longer look to others for what to do; but are defining their own purposes. They are themselves asking what is worth knowing and teaching.

The TCCP is of unprecedented scope and ambition. It is not speculation about what might go on in college, not a fantasy or utopia, but deals with real people in real institutions. And where earlier efforts at reform have been limited to isolated components--a particular course, new equipment, further education of teachers--the TCCP tackles the entire problem, the whole system.

1. Starting ISE, TCCP, and Title III*

The story began in 1963 when the Panel on Educational Research and Development, established by President John F. Kennedy's Science Advisory Committee, became concerned about what could be done to improve Negro colleges. The major efforts in curriculum reform, such as high school physics, biology, and chemistry courses, were directed mainly to white, middle-class students. The Panel on Education Research and Development under the chairmanship of Jerrold Zacharias, was concerned with segments of the educational enterprise as yet untouched by curriculum reform.

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*The chapter from this point to the end is adopted from Appendix I, Journey Into Discovery, pp. 42-45.

Samuel Nabrit, the President of Texas Southern and a member of the Panel, and Herman Branson, then Chairman of the Physics Department at Howard and a participant in several seminars run by the Panel, were deeply involved in those discussions and all subsequent ones along with Negro and white college presidents and officers of major foundations such as Carnegie, Ford, and Rockefeller. In this group and the ones that followed were such men as Jerome Weisner, who was at the time President Kennedy's science adviser; John Gardner, then President of the Carnegie Corporation, and Presidents: Stephen Wright of Fisk, Kingman Brewster of Yale, Logan Wilson of the American Council on Education, Luther Foster of Tuskegee, J. C. Warner of Carnegie Institute of Technology, Martin Jenkins of Morgan State, and Samuel Proctor, then of North Carolina A&T College. The driving force in that period was Jerrold Zacharias of the Panel and a member of the President's Science Advisory Committee.

In the summer of 1963, a report entitled "Program for Negro Colleges" was written by Samuel Nabrit and Stephen White. This was widely circulated and was followed in the fall by a conference convened by the American Council on Education, out of which was formed an Ad Hoc Committee on the Negro colleges, under the chairmanship of Mina Rees, Dean of The Graduate School, City College of New York. This group planned several concrete programs and approached funding sources with them. Thus, in the summer of 1964, 237 teachers from Negro colleges were enrolled in five, eight-week institutes at the University of North Carolina in biology, in English at the University of Indiana, in history at Carnegie Tech., in mathematics at the University of Wisconsin, and in physics at Princeton. This was supported by the Carnegie and Rockefeller Foundations. The goal was to give teachers the opportunity to do advanced work in their fields and to gain familiarity with the new movements in curriculum reform, in the hope of producing ferment on the campuses.

Also in the summer of 1964, the first summer curriculum writing conference met at Pine Manor Junior College to design an innovative pre-college curriculum in English and mathematics for six centers at Fisk, Howard, and Texas Southern Universities and Dillard, Morehouse, and Webster Colleges. The centers started in March of 1965. Both the curriculum conference and the start of the centers were supported by the Carnegie Foundation. These programs were administered by Educational Services, Inc., with the Curriculum Resources Group having primary executive responsibilities. The idea, however, was to form a separate non-profit corporation which would devote its full-time efforts to programs for Negro colleges with their full involvement.

In April of 1965, this new corporation was formed and called the Institute for Services to Education. The programs in progress shifted to its control. There were the six pre-college centers which in the summer of 1965 enrolled the same 900 high school seniors who had entered there the previous March in an intensive eight-week pre-college experience, using the curriculum materials created at Pine Manor. These centers were supported that summer by the Office of Economic Opportunity and became the most influential model in the design of the Upward Bound Program.

The ESSO Foundation, in the same period, created ESSO Faculty Fellowships for work on the doctorate for Negro college faculty. In the summer of 1965, the teacher institutes increased from five to nine to include the fields of economics, psychology, business administration, and chemistry. Summer curriculum writing institutes were held in the summers of 1965 and 1966 to improve and expand the pre-college materials started in 1964.

In October of 1965, ISE agreed to perform educational planning, support, and consultation services in the initial expansion of the Upward Bound Program from eighteen pilot programs to 215 programs in the summer of 1966. The year of involvement as consultant to a large national program proved to be diversionary in terms of ISE's primary mission. Thus, in the summer of 1966, ISE decided not to continue with Upward Bound and to turn ISE's efforts back to being a catalyst to programs for Negro colleges.

With a grant from the Carnegie Corporation, an ISE Washington office was set up in June 1966 with Samuel Proctor as President and the Curriculum Resources Group was continued as a part of ISE in Newton. Plans were immediately started for a cooperative effort in curriculum innovation at the college level based on the prior experience of ISE and the expressed need of the colleges.

The basic idea was to form a consortium of colleges interested in an experimental freshman year and to submit an application to the Developing Colleges Program of the Office of Education for the colleges. ISE sought and secured funds elsewhere, from the Office of Education and the National Science Foundation, for an expanded Curriculum Resources Group. Parenthetically, the idea embodied in the developing colleges legislation was developed by President Lyndon B. Johnson's Education Task Force chaired by John Gardner. It was subsequently developed into a legislative proposal and became Title III of the Higher Education Act of 1965, from which each college received its grant for this program.

The plans of the 1966-67 year led to the 1967 Summer Conference at Pine Manor and the 1967-68 experimental freshman year with thirteen institutions, the colleges having determined this was the kind of program in which they wanted to involve their resources and staffs.

2. Leading Ideas

To sum up this historical abstract, there were four ideas which ran through these developments.

First: This effort dated from the national concern in the society for reform in education which began in the early 1950's and was accelerated by Sputnik and accelerated in still a different direction by Watts and its successors.

Sec : There was an awareness that the major reforms of the new physics and biology, for example, had not addressed themselves to large segments of the population called variously, deprived, disadvantaged, and depressed. The post-Watts era accelerated the awareness of this problem. The Sputnik era had a foreign policy theme, America versus the Russians, whereas the Watts era has a domestic theme, America against herself.

Third: The concern for improvements in education should be coupled with clear imperatives to seek new educational directions. As seen in the first year's experience, the fruits of some of the past efforts at reform needed special adaptations when used in this new population. Conventional ideas, such as an increase in doctorates on a faculty, were only partial answers, since an increase in the number of Ph.D.'s has not been noted, in and of itself, to improve the quality of undergraduate instruction. Thus, in the current efforts, as in the teacher institutes and in the pre-college program, mechanisms for the stimulus of the new educational thinking was a must.

Fourth: These institutions had to, with help, furnish a large part of the creative energy; or the issue of their viability would forever remain in doubt. Educational pioneering was not the exclusive prerogative of the prestigious and rich institutions, nor did the direction of change need always flow from the prestigious to the less prestigious. Since it was their destiny in the balance, these institutions had to marshal internal strength equal to the challenge. Under proper conditions, answers were more likely to be forthcoming out of their experience being built into theory rather than someone else's theories being applied where they did not fit.

3. First Accomplishments

In the first weeks of the 1967 Summer Conference there was an uneasiness bred by disparate institutional and human personalities, all in an unfamiliar environment and not quite knowing what to expect of each other or of ISE. As it became clearer that ISE could not be expected to furnish pat answers but only to stimulate questions and a collective quest for answers, the group coalesced into a working force with high esprit de corps which did produce the basics of a freshman curriculum by the end of the summer.

The problems of working out complex agreements which allowed thirteen independent institutions to move forward from a collective fourteenth college at Pine Manor into thirteen versions of the original were solved. They held through the following months of buffeting by unexpected events and the pressures of reapplying for funding before the program was settled well on each campus.

The instructional program also held its essential qualities through a much larger number of institutional and individual teacher variations than anyone had imagined. It was clear to any reasonably perceptive observer that these young people were changed to more alert, more questioning, and less passive participants in their education, in some instances even to the point of a kind of cockiness and bravado.

As in the case of a young student who, after he had answered a number of questions from a visitor from ISE, turned the tables and said, "May I ask you a question, Mr....uh ...what did you say your name was? What do you do that requires you to ask me all these questions? Are you the ISE-FBI or something?"

It was clear that before this program ran its course it would be asked about the disproportionate numbers of students who asked themselves and their teachers hard questions and would not accept simple answers.

The holding power of the program was impressive. At the end of the year dropouts ranged from 5 percent to 12 percent; and even with summer casualties, a minimum of 80 percent was expected that fall.

Now, of course, during the year the obvious things, such as reduced class size, smaller total student load, the number of preparations and preparation time, the summer planning, and the reduced teaching load had been called to ISE's attention many times as the main source of any seeming results.

The testimonials of the students indicated, however, that something else was afoot beyond these things. They talked of a chance to express themselves, not being afraid to speak up, having the opportunity to follow any line or argument or any topic, to bring in real things from the real world. These comments were both rewarding to ISE and a commentary on their new images of their previous education. This means they had changed their conceptions of the relationship between students and teachers. They now expected a much less authoritarian posture in the role of teacher.

Some less obvious things about this first year were the eleven to eleven and a half months of work over sometimes largely unfamiliar combinations of materials;the new intellectual and emotional evaluation of one's role as a teacher; and the need to find solutions to problems in instruction that many in the past shunted off as the responsibility of someone else.

In surviving what at first glance appeared to be an insufferably complex series of relationships between college, project, and outside agency, the project demonstrated the validity of one of the crucial elements of the project, i.e., its inter-institutional aspect. There was worked out in an incredibly short period a way whereby the project faculties on thirteen campuses could benefit from each teacher's experience, whereby each campus could obtain support and guidance from ISE, and whereby the college administrators could air and share their questions and doubts not only about the project but, more importantly about curriculum matters in general. The existence of the project on each campus could not be ignored. Its mere existence had stimulated discussions of curriculum problems at the college or university levels. At no other point in the history of these institutions (or other groups of institutions, for that matter) had there been so useful a vehicle for the exchange of ideas and the sharing of problems for mutual benefit of all the colleges.

The first phase of the project was completed when each project gained acceptance on its respective campus. This was not always an easy accomplishment. At most campuses the program was viewed as a small college operating within the body of a larger one, with almost parallel functions. ISE and the Directors were aware that it was possible for a program which was separately financed and to some extent externally directed to remain an experimental enclave surrounded by tradition. The experience of most colleges was best summed up in the words of one of the Directors. "At first, department and division chairmen were on the whole skeptical of, if not downright hostile toward, our program. This was the first time a program for curriculum change, with purpose, organization, materials, equipment, and money invaded the campus. For a while, it remained literally isolated from the rest of the academic community."

This reaction to the project was overcome initially not so much by the quantified successes of the program as by apparent changes in the attitudes of students and teachers in the program. It was quite early noted that the project students seemed more enthusiastic and genuinely interested in their work. Librarians commented that project students were noticeably using the libraries more than regular students, both for services and for study. Project students' relationships with their non-project peers resulted in inquiries into the possibility for joining the project. Regular students borrowed the books of program students (often forgetting to return them), suggested their use in their own classes, and sought permission to attend classes in the program. The students in the program developed the attitude, expressed in academically relevant actions, that they were engaged in more worthwhile and engrossing work than were non-program students. Several directors reported that second year students in non-program classes were more intellectually inquisitive and aggressive than their instructors would like.

Teacher attitudes also played an important role in bringing the work of the project to the attention of the campuses. Quite apart from any quantified successes was the realization that they were involved in a major effort creating new excitement about general education. The summer conference had, in large part, been responsible for the generation of this new excitement.

Teachers appeared to be more aware of the ambiguities inherent in the language of educational innovation and more discriminating and self conscious in their use of familiar jargon. Terms like "inductive," "student-centered," "discovery method," and "relevance" took on a visceral significance when they were a product of joint action. Teachers came to understand better than they did before the acts of creating flexible teaching situations, of using relevant materials, of operating in an unstructured classroom, of participating in the creation of a student-centered curriculum and of adopting inductive/discovery methods. Such actions required new attitudes. As teachers acted under the critical evaluation of themselves and of their colleagues, they discovered a continuing adjustment of some of their earlier traditional attitudes about teaching and students.

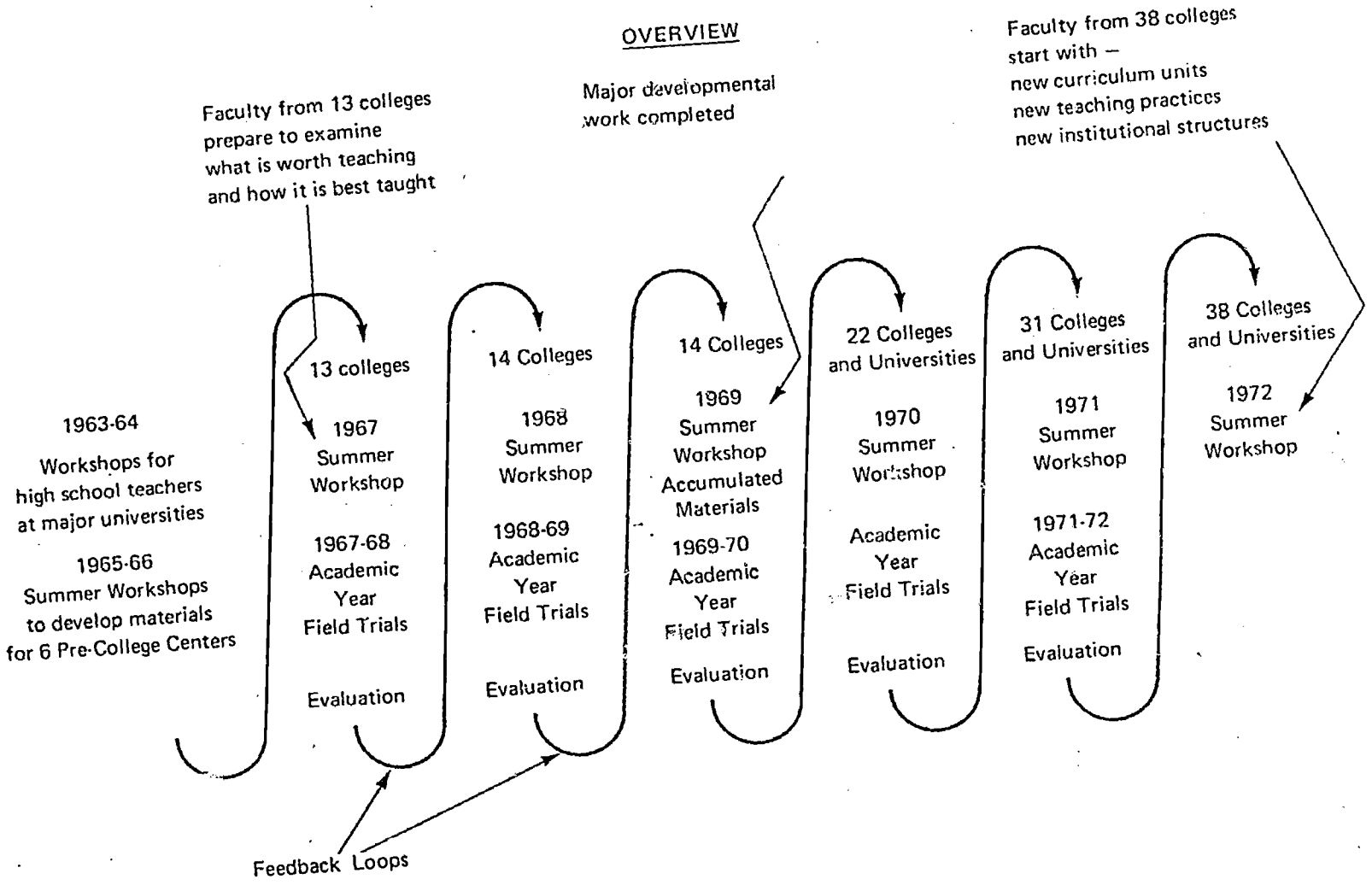
2. CHRONOLOGICAL OVERVIEW*

Teachers, counselors and directors needed to try out ideas, get feedback, make revisions and try again. In the Cycle of Development, there was invention during the summer, tryout during the academic year, revision with new ideas introduced the following summer, and further tryout the following academic year. After several years the cycles lead to the publication of materials, new patterns of teaching, and institutional change.

As noted in the previous chapter, the Thirteen-College Curriculum Program (TCCP) did not start from scratch, but built, in turn, upon the earlier experience of ISE. In 1963-64, ISE, or rather a new organization that became ISE, began activities by organizing workshops for high school teachers at major universities. In 1965 ISE was incorporated. In 1965-66, ISE organized Summer Workshops to develop curriculum units in English and mathematics for use in six Pre-College Centers which it also helped organize. This latter effort became a major model for Upward Bound.

The Present chapter offers first an overview of the Cycles of Development from 1967-72 and then covers the individual cycles in greater detail. Such a review constitutes a history of the project. It explains how the results described in the main body of the report were achieved and measured.

*Reprinted from Appendix I, TCCP-Progress Report, pp. 57-64.


OVERVIEW
Major developmental work completed
Faculty from 13 colleges prepare to examine what is worth teaching and how it is best taught
Faculty from 38 colleges start with —
new curriculum units
new teaching practices
new institutional structures
1963-64
Workshops for high school teachers at major universities
1965-66
Summer Workshops to develop materials for 6 Pre-College Centers
13 colleges
1967 Summer Workshop
1967-68 Academic Year Field Trials
Evaluation
14 Colleges
1968 Summer Workshop
1968-69 Academic Year Field Trials
Evaluation
14 Colleges
1969 Summer Workshop Accumulated Materials
1969-70 Academic Year Field Trials
Evaluation
22 Colleges and Universities
1970 Summer Workshop
Academic Year Field Trials
Evaluation
31 Colleges and Universities
1971 Summer Workshop
1971-72 Academic Year Field Trials
Evaluation
38 Colleges and Universities
1972 Summer Workshop
Feedback Loops

1. First Year: Summer 1967 - Spring 1968

Summer Workshop

Began with 126 faculty (teachers, counselors, and directors) from Thirteen-College Consortium (TCC).

Began with English and mathematics units from Upward Bound program of Pre-College Centers; units demonstrated to teachers by ISE staff.

Made major start on development of new units in English, mathematics, social institutions, and an interdisciplinary science course, by teachers and ISE staff.

Units consisted of new readings, tapes and other materials, and new learning strategies.

Academic Year

Established college-within-a-college format on campus; 100 students take entire freshmen year in program, which consists of the four courses developed during the summer, with own faculty.

First field trials of new units, finding out what worked and what didn't work.

ISE staff worked in own office to develop new units and new steps in program, and visited programs to assist teachers and give demonstrations.

Held two evaluation conferences for all teachers, one late fall to compare notes on results and the other in the spring to compare notes again and to plan for 1968 Summer Workshop.

Evaluation

Started gathering statistics for first generation of students, both in Thirteen-College Curriculum Program and in regular program. Statistics included begining and end-of-year scores on standardized achievement and attitude tests; drop-out rates, grades.

Started gathering documentary account of effects of the program on students, teachers, and institutions. Done through year-end reports by teachers and through conferences of ISE staff with teachers, students, and college administrators.

In work independent of ISE, Office of Economic Opportunity employed consultants to visit campuses and report observations.

Too early for statistical results, but first documentary results show teachers using units with enthusiasm, students involved, program gaining

acceptance in the institutions. Difficulty with mathematics and science departments, in gaining credit for work in program for majors in these fields.

2. Second Year: Summer 1968 - Spring 1969

Summer Workshop

Added fourteenth college to Thirteen-College Consortium (name unchanged), total number of faculty now 180.

Reviewed units developed during first summer in view of academic-year's experience; further development of those judged successful, initiation of additional units as needed.

Dropped interdisciplinary science course (too difficult a task with present resources); started development of semester course in biology and semester course in physical science, the latter based on PSNS course (Physical Science for Non-Scientists).

Introduced in social institutions unifying theme of "Modernization."

Added two sophomore courses to program, for first generation of students now sophomores -- humanities and philosophy, the latter focussing on common elements of knowledge.

Academic Year

Expanded college-within-a-college format to include not only 100 freshmen taking all courses in program but 100 sophomores taking two courses in program.

Second field trial of freshman units; first field trial of sophomore units.

Continuation by ISE staff this year (and in following years) of work on new units as well as visits to campuses.

Held evaluation conference of all teachers in spring, plus separate conferences in each area to plan for 1969 Summer Workshop. Also held spring conference of students, three or four from each campus, elected by classmates.

Evaluation

Sophomore (first generation of students) given achievement and attitude tests again at the end of the sophomore year. Freshman (second generation of students) given same tests, etc., as previous year's freshmen.

Documentation continued, with essentially same results. Credit for science and math majors continued to be a problem, but with some improvement.

Office of Economic Opportunity employed same consultants independently to visit campuses. Report basically favorable, but critical of ISE staff as playing too dominant a role at Summer Worksop.

3. Third Year: Summer 1969 - Spring 1970

Summer Workshop

Expanded to 190 faculty from 14 colleges. A small number of beginning freshmen participated as students and coinvestigators. (This program was judged very valuable, but it has proved impossible to obtain the necessary funds to repeat it.)

Distinctive format for Summer Workshop has now emerged.

1) For new teachers: introduction to previcusly developed units, first, through demonstrations of materials by ISE staff and veteran teachers; second, through practice teaching of teachers by teachers themselves.
2) For veteran teachers, and to some extent new teachers: review of previously developed units, editing of some units with a view to wider use as program expands, initiation of new units.

Academic Year

Third field trial of what is now a large number of units for freshman courses, approximating a year's work in each of three subjects, and half a year's work in two -- combining new content with new teaching strategies. Second field trial of humanities and philosophy courses.

Evaluation conference for all faculty held in spring, plus separate conferences in curriculum areas held to plan 1970 Summer Workshop.

Evaluation

Continuation of statistical and documentary studies for each generation of students.

Results of statistical studies for first generation of students starting to come in. Taking the colleges as a whole, TCCP students have the edge on regular students in terms of yearly gains in scores on standardized achievement tests, gains on standardized test on self-concept in relation to learning, grades, percentage holding student offices on campus, lower dropout rates.

U. S. Office of Education and National Science Foundation arranged for independent visits to campuses by own staff and consultants.

4. Fourth Year: Summer 1979 - Spring 1971

Summer Workshop

Added two new consortiums -- the Five-College Consortium (FCC) and the Three-Universities Program. The Three-Universities Program is a two-year M.A. in either English or history. Designed for graduate students who are training to become college teachers, it offers experience in curriculum development at the Summer Workshop and an internship in TCCP colleges.

Participants comprised 250 teachers, counselors, and directors and 27 graduate students from 22 colleges and universities. New teachers were added to the participants from the Thirteen-College Consortium both by replacing veterans of more than two years and by implementation (see Academic Year).

Expanded ISE staff for summer by adding several program veterans from the participating colleges as staff. This represented the development of indigenous expertise out of working teachers as compared to theoretical expertise.

Redirection of physical science, to use materials developed by teachers and ISE staff, to replace PSNS. Redirection of humanities to include more nonwestern art and music and more "creative art for non-artists."

Continued revision and editing of old units and initiation of new units. Began development of matching Student Manual and Teacher Manuals for many units, preparatory to more wide-spread use of materials.

Academic Year

Started implementation of TCCP that is, expansion from college-within-a-college format to adoption as regular freshman program. Some campuses began expansion across the board, others began expansion just in areas deemed ready.

First test of units, and initial college-within-a-college format, with a new group of colleges: the Five-College Consortium.

First test of units, and a program of experimental teaching, as part of regular M.A. program: the Three-Universities Program.

Held separate spring evaluation conferences for Thirteen-College Consortium and Five-College Consortium, and series of planning sessions by curriculum areas for 1971 Summer Workshop.

Evaluation

Statistical studies and documentation continued in Thirteen-College Consortium, and only partially expanded (to the extent funds available) into Five-College Consortium. Similar though less comprehensive

results occur in other consortia. Retention data for the program is impressive but no funds are available for detailed analysis of grades and test data.

ISE arranged for independent visits by men who had served as consultants to OEO for visits during first two years of program. Reports generally favorable; criticisms reported directly to ISE staff at special meeting and used in planning 1971 Summer Workshop and developing strategies for institutional change.

Exit questionnaires given to first generation of students, and to two control groups, all now seniors. Looking backward, TCCP students, regarded freshman and sophomore TCCP courses more favorably than regular students regarded freshman and sophomore courses in regular program, with regard to providing more active and relevant learning.

First report of attrition studies for four years of college show that over 60 percent of the TCCP students entered their senior year as compared to approximately 45 percent of a control group of regular students.

5. Fifth Year: Summer 1971 - Spring 1972

Summer Workshop

Added new consortium -- the Eight-College Consortium (ECC) -- and added new college to Five-College Consortium (name unchanged). Expanded implementation program. Added second generation of graduate students in Three-Universities Program.

Teachers, counselors, and directors numbered 390, coming from 31 colleges and universities. Well over half the participants were new to the program. There were 37 graduate students in the Three-Universities Program. The ISE staff totaled 50 people, 37 professionals and 13 administrative and secretarial. Half of the staff came from ISE's Washington office and half were recruited specially for the summer program.

Added graduate credit for interested participants who did certain special work; credit awarded at North Carolina A&T State University.

Redirection of Social Institutions to include students and teachers investigating local institutions.

Focussed on introducing new teachers from established consortiums, and new consortiums, to now extensive collection of units; while still engaging new teachers in necessary task of developing units themselves.

With the increase in the number of teachers in the program on each campus, focussed on making the groups on each campus more cohesive and mutually supportive.

Focussed, especially for directors, on developing strategies for further

implementation of program (that is, gaining adoption of program as part, or whole, of regular program) and on strategies for institutional change (that is, greater rewards for teachers of freshmen, good teachers, innovative teachers, etc.)

Academic Year

During the academic year the number of faculty in the program in all the participating colleges increased to 456. The number of freshmen (not including sophomores) in the program added to 8,900 out of an estimated total freshman enrollment of 18,250.

Added sophomore year to Five-College Consortium and started implementation.

Started second graduate year of Three-Universities Program for first generation of students and a revised first year for second generation of students.

Started freshman year in college-within-a-college format for Eight-College Consortium.

ISE staff and teachers continued preparation of Student Manuals and Teacher's Guides; also developed lists and costs of necessary supporting materials and equipment (per 100 students) in program.

Held spring evaluation conferences with established consortia and planning sessions for 1972 Summer Workshop with established and new consortia.

Evaluation

Continuation of statistical studies and documentation. In Thirteen-College Consortium emphasis in documentation is on implementation and institutional effects.

Second exit questionnaire, for second generation of students, now seniors.

Continued attrition studies. Discovered that to be complete studies must run 5 or 6 years. For example, 34% of the 1971 graduates attended college 5 and 6 years before their graduation. If this is the pattern, then 4 year data will yield incorrect inferences.

6. The Present Moment

Although this chronology ends with preparation for the Summer Workshop of 1972, the Program is still underway and ISE has held not only the Summer Workshop for 1972, but also for 1973, and anticipates holding one in 1974. The general thrust of the program is changing,

however. In effect, the program has moved through two stages and is now entering a third.

First stage. Development of the TCCP Program. Creation of the curriculum materials and teaching style and definition of the program.

Second Stage. Implementation of the program. Increasing the number of students and faculty in the program within a given college and increasing the number of colleges.

Third stage. Creating independent training units at each of the colleges. Redefining program in terms of outcomes of earlier results.

3. CONCEPTUAL OVERVIEW

This overview offers in broad compass yet limited space an account of all aspects of the program -- the needs, the objectives, the strategies, the impact, the difficulties. Most of the claims made are supported by findings from several sources -- ISE staff visits, questionnaires, teachers' reports, test scores. The present chapter is just an outline, but evidence for the assertions made are to be found in the appendices to this report and in summary form in the subsequent chapters in the report itself.

References use the following abbreviations.

Document	Abbreviation
"Analysis of Student Questionnaire 1971," (1972), J. Thomas Parmeter, in Appendix II.	"Student Questionnaire"
Thirteen-College Curriculum Program Progress Report: 1967-72, by Frederick S. Humphries, J. Thomas Parmeter, and Joseph Turner, in Appendix I.	TCCP: Progress Report
"Future Leadership Roles for Predominately Black Colleges and Universities in American Higher Education," by Elias Blake, Jr., Daedalus, Summer 1971, Appendix I.	"Future Leadership Roles"
Toward More Active Learning, by Joseph Turner (1972), in Appendix II.	Active Learning

It will be helpful at the outset to list the precise elements covered in this chapter. Note, subheadings under "Goals" roughly parallel the subsequent subheadings under "Impact."

1. Needs

2. Goals

   Institutional Goals
   Teacher Goals
   Student Goals
   Curriculum Material and Teaching Practice Goals

3. Strategies

   Installing TCCP Model
   Implementing TCCP Model
   Contribution of ISE

4. Impact

   Institutional Impact
   Institutional and Student Impact: Retention and Scores
   Teacher Impact
   Student Impact
   Curriculum Materials and Teaching Practices Impact.

5. Continuing Tasks

6. Note on Funding Agencies

1. Needs

TCCP was addressed both to injustice in society and to problems faced by the black colleges. The items below are listed separately but they all interact and together form a consistent picture -- oppression and neglect. Starting its studies in 1967, ISE found for the first generation of students in the program and for the colleges themselves:

* Students in these colleges came from families whose median income was $3,900, less than half that of the families of the average student. TCCP students proved even poorer than the regular students in the black colleges. (Appendix I, "Future Leadership Roles," p. 747.)

* Students tended to be the first generation in their family to attend college. Indeed, the majority of parents had not completed high school. (Appendix II, "Student Questionnaire," p. 2. The introduction to this work, titled "Overview and selected findings," which includes the cited passage, is reprinted as part of Chapter 5 of the present report, where the cited passage falls on p. 41 . For additional information about students, see also Appendix I, TCCP: Progress Report, p. 8.)

* Students tended to come from schools that were underfinanced, poorly equipped, and had stressed rote learning. (Appendix II, "Student Questionnaire,"p. 8.)

* Students' entrance examination scores fell about one standard deviation below the national norm, although their non-verbal scores were at the middle of adult national norms. (Appendix II, "Student Questionnaire," p. 14.)

* Students had doubts about their ability to succeed in college, but perceived themselves as average or above average in academic ability compared to their fellows. (Appendix II, "Student Questionnaire," p. 14.)

* Instruction in black colleges (and in colleges generally) tended to be mechanical, authoritarian, and remote. Curriculum was often fragmented and controlled by departments equally fragmented. (This is a general criticism of higher education.)

*Percentage of black freshmen majoring in mathematics or one of the sciences in 1967 was lower than their white counterparts. In 1970 all the black colleges together awarded only 263 bachelor degrees in physical science out of a total of 21,551. (Earned Degrees Conferred - 1969-70 - Summary Data, National Center for Educational Statistics.)

* In 1968 graduates from black colleges represented about 35 to 40% of those who entered as freshmen as compared to 50 to 55% graduating of those freshmen who entered nationally (Appendix I, Future Leadership Roles," p. 747.)

2. Goals

Previous efforts at reform have tended to be piecemeal, but it is the system that is the problem as well as the components. TCCP attacked a variety of objectives simultaneously and in concert. The "Institutional Goals," "Teacher Goals," and "Student Goals" listed below were listed as the objectives of the program from the first year on. The fourth set of goals listed below, "Curriculum materials and Teaching Practice goals," was implicit in the other goals, but as the program proceeded it proved worthwhile to list it separately.

Institutional Goals

* To generate interest in curriculum reform on the campuses and to influence changes in total curriculum of the colleges.

* To demonstrate the possibilities of a reduction in attrition rate, particularly in the first two years of college.

* To have a group of students enter their junior year with a level of academic preparation and positive attitudes toward learning that will improve the quality of work they do in their academic majors.

Teacher Goals

* To increase their skill in the development of new curriculum materials.

* To broaden, and in some cases change or modify, instructional techniques or approaches to the presentation of material in the classroom.

* To foster an attitude about the inadequate performance of students which leads to experimentation with materials and teaching improvement rather than complaints about student weaknesses.

* To develop some leadership for curriculum reform on each campus from among the teachers in this program.

Student Goals

* To develop facility in the analysis and interpretation of qualitative and quantitative data from a variety of disciplines.

* To develop a critical, skeptical, and questioning attitude toward all sources of information, i.e., from authorities, from teachers, from the printed page.

* To move students toward initiating their own learning activities over material which goes beyond or differs from that assigned in classes.

Student Goals Cont'd

* To have a high volume of verbal participation of students in classroom sessions based, however, on an adequate knowledge of the topics under study.

* To have students read a variety of books and magazine articles in the four fields which may be in greater volume than in the regular curriculum.

* To have the students capable of demonstrating, at the end of the freshman year, knowledge and skills in the four fields that will be acknowledged by the peers of the teachers as equal to or superior to those of the regular freshmen.

Curriculum Material and Teaching Practice Goals

* To develop a curriculum based on a fresh appraisal of what is worth knowing, of how it is best taught, and of the background and aspirations of the students.

* To embed this curriculum in a new body of student manuals and teacher manuals and a new set of teaching practices.

3. Strategies

To achieve these objectives was a formidable undertaking. ISE and the colleges with which it worked devised strategies to divide the undertaking into manageable units and to foster cooperation among teachers and among the participating colleges. The strategy offered both an educational model and a plan for installing and then implementing or expanding the model on the campus.

Installing TCCP Model

* Established on each campus a new structure of identifiable faculty, students, and curriculum. The faculty consisted of a director, a counselor, and eight teachers the first year, adding four more the second year.

* Fixed program size at 100 freshmen first year and 100 freshmen and sophomores the second year. Fixed class size at one teacher to 25 students, and teaching load first year at 8 hours per teacher. Implementation to larger numbers of students and faculty occurred later.

* Established a set of courses for the first two years based on a fresh assessment of what is worth knowing. For the freshman: four courses, four credits each (English, math, social science, and physical science and biology). For the sophomore year: two courses, three credits each (humanities and philosophy). Extension of curriculum development to upper level courses was undertaken later.

* Established a central methodology in all courses emphasizing student participation, and discussion rather than finding single "right" answers and rote memorization. In this methodology a student's curiousity was stimulated along with the development of critical thinking by fostering associations between everyday experiences and academic experiences.

* Involved teachers themselves, through Summer Workshops, in developing courses and methodology and embedding results in new student manuals and teacher manuals and in the manner of use of paperbacks, tape recorders, and other reading and learning materials.

* Established counselor as part of the new education team, not as specialists located in remote counseling centers. The counselor recruited students, arranged campus housing, arranged financial aid packets. He helped students with personal, social, and academic matters.

Implementing TCCP Model

* In the course of four years, the program built up to full implementation. For small colleges of 200 or 300 freshmen, this meant adoption by at least half of the entering freshmen.

Implementing TCCP Model Cont'd

* As program built up,class size remained the same, one teacher to 25 students, but the teaching load was increased to 12 hours, at least 8 of which were in the program. Assigned one counselor to 200 students at most.

* Organized all faculty in the program in a structure outside the usual departments. The new structure was either a basic studies unit or a freshman studies program. On large campuses, it was connected to some division, such as that of the College of Arts and Sciences.

* Grouped students and teachers and counselor in cells of approximately 150 students all using the same team of teachers. One director was responsible for all cells.

* After four years, the program needed support for its continuation from regular sources of income and faced reduced funding from outside sources. This meant colleges began to prepare to show what the program achieved and what it cost for that achievement.

* Started curriculum revision of junior and senior years, which included developing new approaches to college majors and to interdisciplinary courses.

Contribution of ISE

* Established consortium of colleges to obtain the mutual support necessary to go against established practice and to try things out in different circumstances.

*. Managed Summer Workshops which lasted six weeks and which were held on college campuses in a residential setting. The Workshops served to bring teachers and counselors and ISE staff together to provide teachers with first-hand experience with previously developed curriculum materials and teaching practices and to develop new materials and practices. ISE staff did not just talk about new ways to teach but demonstrated them.

* Established central methodology of curriculum development. The procedure was to start development of materials with self-contained units of from a few days to a few weeks duration and then combine the units to form courses. The procedure included recycling the whole program each year on the basis of yearly evaluation by teachers and staff drawing on classroom experience with materials.

* During academic year furnished support for program on the campuses through contacts with the college presidents to help solve political as well as pedagogical problems as they arose. ISE's independence created possibilities for persuasion which could not exist if ISE's top administration was dependent upon the approval of the colleges for its continued existence.

Contribution of ISE Cont'd

* Furnished research and evaluation services, comparing program students and students in the regular college curriculum. This was accomplished through the use of student questionnaires, teacher reports, academic and attitudinal testing based on standardized tests, grade and attrition reports by the colleges, and site visits.

4. Impact

To evaluate the program, ISE made use of a variety of measures -- standardized tests, student conferences, teachers' reports, reports by outside visitors, and questionnaires. The results of these assessments are brought together in the present section. As noted at the beginning of this chapter, the subheadings under "Impact" parallel the subheadings under "Goals." There is one change, however. An additional grouping is added under "Impact" with the title "Institutional and Student Impact: Retention and Scores." This new group combines some items that overlap in the two named categories.

One more introductory remark is needed. The set of individual items under a subheading, say, "Institutional Impact," do not line up one-to-one with the set of items under the parallel subheading, say, "Institutional Goals." Rather, the set of items as a whole under "Institutional Impact" indicates the extent to which the set of items as a whole under "Institutional Goals" have been achieved. Reading the section itself will make this point clearer.

Institutional Impact

* The number of students and faculty have increased manyfold on the campuses. Here are statistics for total program faculty and freshman enrollment in the program for all the colleges in the Thirteen-College Consortium, comparing 1967-68 to 1972-73. (Appendix I, TCCP Progress Report, p. 27.)

Table I

College	Total Program Faculty		Program Freshman Enrollment	
	1967-68	1972-73	1967-68	1972-73
Jackson State 1/	10	25	100	1,000
Florida A & M 1/	10	35	100	600
Tennessee State 1/	10	20	100	600
North Carolina A & T 1/	10	37	100	900
Alabama A & M 1/	10	25	100	700
Bennett 1/	6	15	50	150
Bishop 1/	10	20	100	300
Mary Holmes 1/	0	10	100	250
Lincoln 1/	10	12	100	100
Talladega 1/	10	12	100	200
Norfolk 1/	10	47	100	1,000
Voorhees 1/	6	20	50	350
Southern at Baton Rouge 1/	10	56	100	1,600
Clark 1/	10	23	100	296
TOTAL	122	357	1200	8,046

1/ 13-College Consortium

* The number of colleges included in the program has also increased, with consequent increase in numbers of faculty and numbers of students. Here are statistics for the additional colleges and universities that have instituted the Thirteen-College Curriculum Program, as of 1972-73. (Appendix I, TCCP: Progress Report, p. 27.)

Table II

College	Total Program Faculty 1972-73	Program Freshman Enrollment 1972-73
St. Augustine's 2/	12	198
Elizabeth City 2/	10	200
Southern at Shreveport 2/	13	202
Langston 2/	13	275
Texas Southern 2/	13	251
Fayetteville 2/	25	538
Jarvis Christian 3/	11	109
Southern - New Orleans 3/	20	400
LeMoyne-Owen 3/	8	125
Virginia Union 3/	16	197
Grambling 3/	24	386
Alcorn A & M 3/	11	300
Bethune-Cookman 3/	16	172
University of Md-Eastern Shore 3/	10	119
Bowie State 4/	8	100
Shaw at Detroit 4/	10	150
Coppin State 4/	8	150
Lincoln-Jefferson City 4/	8	125
Mississippi Valley State 4/	13	200
Houston-Tillotson 4/	8	109
Livingstone 4/	13	215
TOTAL	270	4,521

2/ 5-College Consortium 3/ 8-College Consortium

4/ Consortium for Curricular Change

* Almost without exception, the original directors of the TCCP have moved into positions of influence within their institutions or within other educational institutions and organizations. A number of these former directors have been elevated to positions of Associate Dean

of their institution -- responsible for freshman studies programs, or basic studies, or general curriculum reform in the institution. One is now the President of his college, while another has been elevated to the Vice-President of his. A third has become the Chairman of the Department of English in his college, and a fourth and fifth are now Associate Dean of the college and the Dean of Academic Affairs, respectively. Such vertical movement has been repeated again and again in the replacements for these former directors. (Appendix I, TCCP Progress Report, p. 5.)

Institutional and Student Impact: Retention and Scores

Here are the results for the first generation of students who had TCCP in their freshman and sophomore years (1967-68; 1968-69) to become seniors (1970-71).

* TCCP students entered senior year in higher percentage (62.5%) than regular students (46.9%). (Appendix I, TCCP Progress Report, p. 13, summarized on p. 11, #1. This material also reprinted as part of Chapter 4 of present report, pp. 36, and 34 . See also Chapter 7 of present report, p.61 .)

* TCCP students achieved higher grade-point averages than regular students. (Appendix I, TCCP Progress Report, p. 11, #2, reprinted in present report, p. 34 . See also Appendix II, "Student Questionnaire," p. 3; reprinted in present report as Chapter 5, p. 42.

* TCCP students scored higher on standardized verbal ability tests after completing freshman and sophomore years than regular students. (Appendix I, TCCP Progress Report, p. 11, #3; reprinted in present report, p.34 .)

* TCCP students scored higher on standardized math and science ability tests after completing freshman and sophomore years than regular students. (Appendix I, TCCP Progress Report, p. 11, #5; reprinted in present report, p. 34 .)

* TCCP students achieved more positive personality and self-concept development as measured on standardized tests than regular students. (Appendix I, TCCP Progress Report, p. 11, ##4, 6, 7; reprinted in present report, pp. 34-35.)

* TCCP students have won more academic honors than regular students. (Chapter 7 of present report, p. 60 , #5.)

* TCCP students have participated more in extra-curricular activities as student government and community service, and held more class offices and other leadership positions, than regular students. (Appendix II, "Student Questionnaire," p. 3; reprinted in present report, p.42 ; see also Chapter 7 of present report, p.61, #6.)

* TCCP students as compared to regular students, included fewer education majors, but more students looking to careers in medicine, law,

the arts, and humanities. (Appendix II, "Student Questionnaire," p. 3; reprinted in present report, p. 42 .)

Teacher Impact

* TCCP students rated their teachers higher on experimenting than regular students rated their teachers. (Appendix II, Active Learning, p. 4.)

* TCCP students rated their teachers higher on emphasizing discussion and having students do things, not just listen to lectures, than regular studetns rated their teachers. (Appendix II, Active Learning, pp. 7, 9.)

* TCCP teachers related course materials and discussion more to areas of student interest than did regular teachers. (Appendix II, Active Learning, p. 15.)

* TCCP teachers took into consideration differences in student backgrounds more than did regular students. (Appendix II, Active Learning, p. 14.)

* TCCP teachers say they enjoyed teaching more than they did previously. (Chapter 6 of present report, p. 45 , #5.)

* TCCP teachers report they developed more open teaching styles than they used previously. (Chapter 6 of present report, p. 45 , #6.)

* TCCP teachers say they became more informal in their relationships with students than they were previously. (Chapter 6 of present report, p. 45 , #7; See also Chapter 7, p. 57 , #1.)

Student Impact

* TCCP students rated higher the encouragement they had received to develop their own viewpoints and analysis based on their own ideas and reading than regular students rated the encouragement they had received. (Appendix II, Active Learning, p. 8.)

* TCCP teachers reported that the students exercised more initiative than students in their previous experience. (Chapter 6 of present report, p. 45 , #4.)

* TCCP students rated higher their participation in TCCP activities than regular students rated their participation in regular activities. (Appendix II, Active Learning, p. 13.)

* TCCP teachers reported that students read more, talked more, thought more deeply about things than students in their previous experience. (Chapter 6 of present report, p. 45 , ##1, 2, 3.)

* TCCP students rated higher the encouragement they received to criticize course material and teaching practice than regular students

rated the encouragement they received. (Appendix II, Active Learning, p. 16.)

* TCCP students rated more frequent the times they spent talking with teachers after class than regular students rated their frequency of such discussions. (Appendix II, Active Learning, p. 16.)

* TCCP "alumni" in regular junior and senior classes questioned teachers more and participated in classroom discussion more than did regular students. (Chapter 7 of present report, p. 59 , #4.)

Curriculum Materials and Teaching Practices Impact

* As of fall 1972, a total of 34 student and teacher manuals have been published for general distribution. These range in size from 25 to 500 pages. (See Appendices starting with Appendix V for actual publications.)

* TCCP students found their freshman and sophomore years more intellectually stimulating, more helpful academically, and more relevent to the black experience than regular students found their freshman and sophomore years. (Appendix II, Active Learning, passim.)

* TCCP students viewed their junior and senior years less favorably than regular students, although both groups took the same regular courses the last two years. The TCCP students in their freshman and sophomore years had gained a new standard in terms of which to judge instruction. (Appendix II, Active Learning, pp. 5-6.)

* In English and related courses, TCCP teachers introduced more dramatics, improvisational theater, poetry reading than did regular teachers. (Appendix II, Active Learning, p. 17.)

* In social science and related courses, TCCP teachers involved more students in their own research projects on campus and in the community than did regular teachers. (Appendix II, Active Learning, p. 18.)

* In mathematics, TCCP teachers introduced more physical equipment (geo-board, games, colored cubes and chips, computers, calculators) than did regular teachers. (Appendix II, Active Learning, p. 18.)

* In physical science and biology, TCCP teachers used more laboratory equipment and had available more space than did regular teachers. (Appendix II, Active Learning, p. 19.)

* TCCP teachers used more paperbacks, magazines, and specially prepared materials than did regular teachers. (Appendix II, Active Learning, p. 10.)

* TCCP teachers offered more art or music by and about black people in English and humanities courses than did regular teachers. (Appendix II, Active Learning, p. 11.)

* By and large, faculty modified TCCP material to meet particular needs on particular campuses, without weakening TCCP purposes and expectations, although there were difficulties. (Chapter 7 of present report, p. 59 , #3.)

* By and large, the TCCP materials and practices improved over those initially developed in 1967-68, although the situation varied from unit to unit. (Chapter 7 of present report, p. 62 , #8.)

5. Continuing Tasks

The development of the program did not proceed without opposition and accommodation. (That it made mistakes goes without saying, but it was an experiment and, through feedback, new starts were made to correct earlier starts.) Some accommodations in the program reflected the special tasks of particular institutions and some reflected no more than the educational politics of particular institutions. Here are some tasks that the ISE staff and the TCCP program faculty on the campuses needed continually to undertake so that the program did not erode. (This section represents a direct report on the kinds of issues that came up at periodical meetings of the program directors.) Here is what the ISE staff and leaders on the program faculty sought to do and in good part did.

* Overcame tendency of the program to receive a remedial image and thereby to obtain undue share of students classified as needing remedial education. (Conversely, on some campuses the program was thought to be an honors program.)

* Allayed fears of the departments that postponement to sophomore year of a major sequence would result in loss of students to particular departments or that students would begin majors less well prepared. (As matters actually turned out, in some cases departments actually acquired more students than previously.)

* Maintained the four-credit course which was basic to the freshman year of the program despite the fact that some colleges customarily offered three-credit courses.

* Mediated conflicts with reading specialists in special remedial programs concerning both spheres of influence and views of what the reading problem was.

* Developed place of the director in the new administrative structure as it evolved within the traditional structure. The director needed to sit on the academic council and, as the program expanded, should become director of basic studies or freshman studies with the rank of Dean or Associate Dean.

* Maintained financial aid to students. Starting with the Equal Opportunity Grants, aid had been late and in reduced amounts.

* Maintained tension in working with teachers between need for teachers to build on previous experience as embodied in curriculum materials and need for teachers to develop their own materials.

* Insured that college president, the program director, or whoever was responsible on campus, recruited faculty for the program who were suited to its purposes.

* Increased interaction on campus among program staff in forwarding program objectives, otherwise each teacher would work only on his own special aspect.

* Encouraged TCCP faculty to explain program to faculty in traditional programs and in other experimental programs to reduce misunderstandings concerning TCCP and to explore the relationship of the new to the traditional.

* Maintained inclusion of the counselor as member of the program group rather than as member of a counseling center. The task of the counselor specifically was to advise TCCP students concerning the academic aspects of TCCP as well as to work with TCCP teachers to mediate differences with students.

* Insured that the TCCP materials arrived at the beginning of semesters. Difficulties arose both from delays in the local business offices in ordering materials and in the ISE office in not having materials ready on time.

6. Note on Funding Agencies

The Thirteen-College Curriculum Program in its initial and expanded phases, including a move into graduate education, has received support from the following agencies, some of which subsequently were absorbed by NIE.

U. S. Office of Education, Division of College Support

U. S. Office of Education, Bureau of Research

U. S. Office of Education, Educational Opportunity Grants

U. S. Office of Education, Higher Education Personnel Training Programs

National Science Foundation, Division of the Undergraduate Education in S. ence

National Endowment for the Humanities

Office of Economic Opportunity, Community Action Programs

Carnegie Corporation of New York

Ford Foundation

Esso Foundation

Polaroid Corporation

U. S. Steel Foundation

Thus, TCCP illustrates not only the viability of a global holistic approach to educational reform, but also the meaningful use of private non-profit corporations in complex funding situations. The lack of a well coordinated response by the public and private sector to large-sized demonstration efforts resulted in the complex system of grants and contracts needed to support the Program. Without a third party, such as ISE, to coordinate the funds and requirements of these agencies and foundations, a program of this magnitude would have been next to impossible to operate. No single public agency existed then, and none exists today, which could support or coordinate the totality of what was needed to produce the results just set forth.

4. GRADE, ATTRITION, SELF CONCEPT, AND ACHIEVEMENT DATA *

The Thirteen-College Curriculum Program has resulted in early, marked, and positive differences between Program students and comparative groups of their peers in the same colleges and universities. Obviously, from a Program standpoint the results should be considered preliminary and tentative, but they are definitive for the first groups of students who began the program in the Fall, 1967 and who were in their fourth year when data was gathered.

Quantifiable areas where the Program students (Generation 1, entering Fall, 1967) have shown superior outcomes as compared to their peers include the following:

1. Retention in College -- more than 60% of the Program students who entered college in 1967 are approaching graduation or have graduated as compared to approximately 45% of the regular college students:

2. Performance in College -- Program Student Grade Performance has generally been significantly better than regular college students (significance varies from $p < .01$ to $p < .05$);

3. General Verbal Abilities and Skills -- Program students have shown consistently higher gains on a general test of verbal ability after both the Freshman and Sophomore years (significance varies from $p < .01$ to $p < .10$);

4. Increased Valuing of Independence -- Program students have shown marked, significant gains in this personality trait as compared to regular college students as measured at the end of both the Freshman and Sophomore years ($p < .05$ consistently);

5. General Ability Test Performance in Math - Science Areas -- Program students have shown significantly higher results on both Math and Science Sub-tests of the ACT after completing the Freshman and the Sophomore year;

6. Increased General Self-Concept Strength -- Based on factor analytic results, and statistical tests of the resulting factors, Program students have increased in general self-concept strength as compared to regular college students, and their self-concepts have more clearly differentiated than those of regular college students;

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*This account also appears in Thirteen-College Curriculum Program -- Progress Report: 1967-1972, pp. 10-18

7. Higher Specific Course-Related Self-Concept Attitudes in Science Areas -- Program students show higher mean self-ratings on knowledge and performance in Science areas;

8. Importance of Educational Contribution of Freshman Year -- Program students more typically perceived their Freshman year as academically helpful, more intellectually stimulating, and as a major factor in their sucessfully completing college than did regular college students.

From a Program standpoint, there is a clear interrelationship between these results; one which makes sense in terms of the general thrusts of the program. However, since cause and effect are almost impossible to demonstrate in post hoc evaluative studies, the following discussion will begin with "real world" outcomes, including retention in college and performance in college, then move to general and specific ability test results, and finally attempt to deal with personality and growth results which add explanatory value to the previous elements.

1. Retention in College and Grade Performance

Perhaps the most important question directed toward any program proporting to improve the chances of students from disadvantaged backgounds is, "Does the approach result in greater numbers of students successfully completing their academic careers, or more specifically, graduating from college?" Based on this criterion alone, the Program initially appears to have served its purpose. As shown on the following Fact Sheet on Generation 1 Program students as compared with a random sample of their peers at the same institutions, greater than 60 percent of the Program students are in their senior year while only slightly more than 44 percent of the regular college students have reached the same point (See Fact Sheet). These results are conservative estimates and would probably be even more positive if it had been possible to maintain clear data on students transfering to other institutions to complete their college careers. The previous figures represent only those students who remained at the institution where they began college for four year period. Additional data on Program students indicates that at least an additional 10 percent transfered after the sophomore year to other institutions. Based upon general information about disadvantaged students in these colleges, it does not seem likely that as high a proportion of regular college students transferred to other institutions, but due to the way students drop out (just disappear) and the weakness of college records, there is no way to prove this hypothesis. Another hypothesis which will be tested upon completing our data files this summer is that proportionately more Program students graduated from college ahead of the normal four-year schedule than did non-program students. We know that at least five percent of the Program students have graduated already, but we cannot make final judgements until we receive final transcripts from the college this summer.

Program students are doing generally better than their peers on college grade performance. These grade achievement results are actually

TABLE I

College Attrition: Program Students and a Random Sample of Regular Students, Entering TCCP, Fall, 1967

		Freshman Year		Sophomore Year		Junior Year		Senior Year
		Entering	Withdraw	Entering	Withdraw	Entering	Withdraw	Entering
Program	Number	1179	168	1011	201	810	73	737
	Withdrawal (%)*		14.2%		19.9%		9%	
	Continuing (%)	100%		85.8%		68.7%		62.5%
Regular	Number	839**	248	591	155	436	42	394
	Withdrawal (%)*		29.6%		26.2%		9.6%	
	Continuing (%)	100%		70.4%		51.9%		46.9%***

* Based upon the number continuing for each year independently

** ISE collected entering data on more than 2000 regular college students; a 33 percent stratified (by college) random sample was then collected for continuing assessment purposes.

TABLE II

Comparative Grade-Point Averages: Program Students and Regular Students Entering the Senior Year

Continuing Grade-Point-Averages#

		Freshman Year 1st Term**	Freshman Year 2nd Term**	Freshman Year Total**	Soph. Year Program Courses	Soph. Year New-Program Courses*	Cumulative For Program Courses	Cumulative Through Soph. Year**	Junior Year Total	Cumulative Through Junior Year**
Program N=716	Mean	2.55	2.56	2.55	2.58	2.38	2.55	2.50	2.41	2.49
	S.D.	.61	.64	.61	.69	.68	.58	.54	.69	.53
Regular N=379	Mean	2.14	2.19	2.16	----	2.33	----	2.29	2.41	2.36
	S.D.	.68	.70	.61	----	.56	----	.49	.64	.48

A Four-Point Scale (A=4.00)
* Significant difference at less than .05
** Significant difference at less than .01
*** A poll of administrators suggests this is an overestimate. We have discovered serious problems in the verification of the 839 students as being identical through four years due to record keeping in some colleges. Some people different from the original 839 flowing into the sample may have inflated the percentage. A study of transcripts will clear up this problem.

more significant than the averages suggest. First, the grade point averages for the experimental group include at least 15 percent more students than the control group; many of whom would not still be in college. Thus, a larger more heterogeneous or "less select" group is competing on equal terms with a smaller more homogeneous or "more select" group. Second, Program students made a major transition in moving out of the program after the sophomore year into the traditional college major sequences without losing their ability to compete with their peers whose traditional courses were geared to preparing them specifically for the major sequences. Third, the academic rigor of the program courses and demand for greater student involvement and participation seem to have been the force necessary to allow students to continue in greater numbers and compete equally with their traditionally -- prepared peers.

2. Program Outcomes Represented by Academic Test Performance and Changes in Personality

The impact of the Program on students can be also seen in various test results. Simply stated, the Program has demonstrated through these test results that it has an impact in developing student verbal abilities and skills, in increasing student valuing of independence, in a lowering of general anxiety, and increasing achievement performance in the areas of math and science.

Program student performance, as compared to a sample of regular college students, has been significantly superior, sustained over two years, and increasingly stabilized (that is, over time extraneous differences attributable to college attended or to sex, which initially confound the results, disappear). The simplest way to demonstrate these statements is to discuss the testing results at the end of the freshman year and then at the end of the sophomore year. These results are based upon replications of a multivariate analysis of covariance in which a variety of measured outcomes of students in the regular college program.

Although there were no random assignments involved and there were obvious differences in the entering characteristics of students across the different colleges, these differences were accommodated by using each student's pre-test scores (obtained before the start of the freshman year) to control entering differences on the same outcome performance variables and by also including measures of the students' socio-economic status as additional co-variates of outcome scores. To control for differences attributable to either college or sex, the outcomes were blocked for purposes of analysis of program difference into a complex design which first partialled out remaining variance (after removing the effects of covariates) attributable to college attended, to sex of respondent, and then testing variance according to program or regular college experience.

The results at the end of the first year were significantly higher for program students than for non-program students on verbal skills, math and science sub-tests of the ACT, and important personality characteristics ($p < .01$). However, these results were confounded by an interaction between program and college ($p < .001$). This implied that

the significant program effect was differentially attributable to different colleges. This is to be expected. At that time the program was new which would contribute to the interaction, and it is recognized that even covariance cannot fully adjust comparisons when the population differences are as marked as those of selective entrance to different colleges.

The results at the end of the second year were based upon a reduced sample size attributable both to attrition from college and failure to return for post-testing. However, the overall "N" is large enough to make reasonable comparisons of performance and an analysis of pre-test scores between the measured second year post-test by the complex multivariate analysis of co-variance model (previously described) were even more positive regarding the Program students. First, there were no significant interactions at any level indicating that the results had stabilized and that spurious differences attributable to college or sex were no longer important. Second, there was a main effect favoring the Program students for the entire matrix of dependent outcome variables ($p < .08$). Third, the outcomes carrying the greatest amount of weight in these overall results were on the Test of Verbal Abilities, the valuing of independence, and the Science Sub-test of the ACT. The Math sub-test of the ACT, from univariate statistics also approach significance.

We are, of course, replicating this analysis approach across the continuing generations of students. The results of the second generation of students at the end of the first year are similar to the results of the first generation of students except that the interaction effects have decreased in magnitude. The results for the third generation of students (entering Fall, 1969) show no significant interactions and have a significant Program effect. This confirms our expectation that the Program itself would stabilize as time passes and teachers gain greater experience using the materials and instructional approaches.

3. Attitude, Personality, and Development Results

A great deal of effort has been placed on the accumulation of evidence concerning the effect of the program experience on student growth and development. Preliminary findings indicate that the student read more books, move proportionately beyond their numbers into campus positions of leadership, and indicate slightly higher attitudes toward their control over their environment.

While attrition as cited previously is obviously related to the values, rewards, and programs of each college, it is also partially a function of the experimental background this particular population of youth bring with them to college. Descripitive statistics accumulated by ISE provide evidence about the students' self-concepts which at time of entrance to college appear to lack clear perception of himself in relation to others on some objective or subjective standard such as ability in a subject or some particular interpersonal trait. An example of poor differentiation is represented by the student who is unable to distinguish among his abilities in different academic subjects. An example of lack in integration would be a student who sees himself

as becoming a biologist, but who has never played around with a microscope. The development of a viable self-concept is largely a function of testing oneself behaviorally in different areas under supportive conditions.

At the time of entrance to college, student-ratings did not clearly differentiate between abilities in academic areas other than on the basis of more rewarded experiences in the verbal areas and less rewarded experiences in the math-science areas. This lack of differentiation in the combinations of self-ratings at the time of entrance to college is also supported by the high relationship between student ratings on anxious interpersonal traits (accepting of people at face value) indicating personal insecurity.

Data showed that the students generally rated themselves higher in such areas as "school ability," "intelligence," and "creativity" than in such specific academic areas as "knowledge of social institutions" or "ability in math." This lack of integration was also represented in the ratings of English and social science being rated more highly than math and natural science.

To a large degree, the self-concepts of the student on entering college are related to the passive, rigid educational environments of the schools students had previously attended. In these environments, it is difficult to gain the type of experience which allows an individual to clearly test himself in relation to others on educational abilities (as compared to the intensive testing which takes place in such areas as athletics). Thus, when the students enter college, it is all the more important that the college environment provide for more active testing of educational abilities in a positive atmosphere where they can be developed and understood by the individual.

ISE's data indicates that in interacting with the traditional college programs where the educational environment remains passive, centered around the instructor's lectures, the entering self-concepts showed little change in the course of the year. On the other hand, the program experience appears to have served a developmental purpose by creating an education environment where the student is more actively involved with both instruction and materials, and where the threat of failure has been reduced. Data at the end of the year showed that there was an increase in strength of general self-concept. The specific areas were also more clearly differentiated. An anxiety self-concept remained but it was clearly differentiated from concern for others. The program students also tended to exhibit a stronger, clearer extraversion (social self-projection such as leadership, wanting to speak in front of groups).

These results agree with the reports from teachers, students and outside visitors. The program has been relatively successful in changing the educational environment, so that students are active participants in their education, rather than passive recipients. Activity in education contributes to the development of a viable self-concept, which, in turn, contributes to the student's ability to learn.

5. STUDENT QUESTIONNAIRE 1971*

The following report presents a comprehensive description of seniors graduating from a broad cross-section of colleges, both public and private, with predominantly black student enrollment. The students in the study were representative of different groups of seniors present on each of the thirteen participating campuses: 1) seniors enrolled during their freshman and sophomore years in an innovative curriculum program (a part of the Thirteen-College Curriculum Program, herein referred to as the TCCP); and 2) seniors enrolled from the outset of their college years in the curriculum traditional at their particular college. This latter group was itself composed of two groups: 1) a group which was comparable in size to the group in the innovative curriculum, and which had served as a "control" group for the TCCP in a longitudinal study throughout the college years; and 2) a much larger group of seniors on whom no previous data had been gathered, but which provided an estimate of the representativeness of the smaller "control" group. Combined, the group of 2448 seniors represented about fifty percent of the total number of seniors approaching graduation in the Spring, 1971 on the thirteen college campuses.

Following a discussion of the issues and problems in colleges and universities with predominantly black enrollment, the report describes the questionnaire and procedures used in the study, and then presents in detail the composite picture of the graduating seniors derived from results, ending with the presentation of the data in tabular form. The composite description of the seniors has as its basis three major areas of student responses. Responses in the first of these areas provide a description of the students' backgrounds and performance, both prior to and during their college years. The second area provides a description of the seniors' attitudes toward and judgments of college life in general, and their experiences under specific academic conditions. The third area provides a description of the senior's views of themselves in relationto their milieu, and their perspectives of their role in contributing to change in higher education.

In the body of the report, the findings in each area are first presented as a composite picture, followed by a discussion of the comparative differences between the three previously identified groups of seniors. The following selected findings are major themes derived from these areas:

* The seniors tended to be first-generation college graduates, the majority of whose parents had not completed high school. 90 percent of the students were from southern black families whose median income was half that of the average college student's family. For TCCP

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* This account also appear in Appendix II, in the section "Overview and Selected Findings" in the report "Analysis of Student Questionnaire 1971."

students, these factors were heightened, with even lower income (1/3 under $3,000) and lower education levels.

* Limited financial backing was a constant factor in the probability of students reaching graduation. Many families evidenced determination to have their child continue, 50 percent of the families contributing half the student's financial support. However, nearly all students attended college in their home state, and at schools where the cost was less expensive. Scholarships and loan money were restricted by limited endowments and low state and federal funds for black universities. Two-thirds of the students worked throughout their senior year, the number limited by restricted job opportunities in the local communities.

* As a group, seniors who had had their initial college experience in the TCCP had higher grade-point averages than did seniors who did not have such initial experiences. While women had, as a group, higher grade-points than did men among the non-TCCP students, more males held the higher positions among TCCP students.

* Across all students, the greatest degree of non-academic participation was in two areas in student government and community service -- with 1/3 of the students having participated in each of these areas. TCCP students were distinguishable from non-TCCP's by the greater extent of their participation. (What participation there was in specialized areas such as writing and drama was mainly confined to former TCCP students, these experiences being reminiscent of such inclass activities during their freshman-sophomore years.

* While 80 percent of the seniors indicated they would pursue at least one degree beyond the bachelor's, only 20 percent were actively making application to graduate school, the majority of students having immediate plans of getting employment. A greater number of TCCP stucents were making application for graduate school.

* While majors such as education and religion have had traditionally heavy enrollments at these colleges, among these seniors increased number majored in business and science. By comparison with the non-TCCP students, there were fewer TCCP education majors, but more majors in medicine, law, the arts, and humanities.

* 50 percent of the seniors professed ambivalent feelings about the personal satisfaction gained from attending their particular college. The consensus was that it had helped them achieve personal goals, but they were unsure that they would attend the same school, were they to begin again.

* This same ambivalence was reflected in the non-TCCP's seniors' recollections of their freshman year. While they saw it as a positive contributor to their personal growth, such as confirming their ability to do college work and improving their study skills, 66 percent felt the year was rigid and impersonal; 75 percent would not have had the rest of their college experience be like that. The former TCCP students

had a more positive view of the freshman year, not only in its contribution to personal growth, but also as a model for other years.

* As seniors, the TCCP students exhibited significant differences in perceptions of classroom instruction during their freshman year, when compared with perceptions of non-TCCP seniors. The TCCP students felt the faculty actually had tried out different approaches and materials, had tried to relate instruction to the student's frames of reference, had used an interactive, student-oriented teaching style, and had encouraged students to contribute to the success of the class by exchanging views with their peers.

* TCCP students interpreted their later college experiences in the regular curriculum as less positive than did the non-TCCP students who had not initially experienced the innovative program.

* Counseling services are fairly recent additions to many black campuses and in many instances are not yet an integrative part of the average student's life. This was reflected among non-TCCP students, with less than 50 percent ever having seen a counselor about any concern. The TCCP program included the counseling service as an important function, and as a consequence more than 56 percent of the seniors had at some time seen a counselor about personal problems, 69 percent had seen one for financial problems, 52 percent had taken part in small group sessions.

* The seniors felt that they should have been given greater responsibility for the structure of their education and the conduct of their college lives. 84 percent felt they should be allowed to participate more in decision-making in such areas as course content and the evaluation of faculty, and that they should have control of their off-campus lives. 69 percent believed that what colleges mostly did was to improve one's income. TCCP students differed in degree rather than in kind with the seniors in general. While feeling more strongly about an issue such as control of their off-campus lives, the TCCP's were less extreme in their view that the college served mostly to improve one's income, rather stressing the intrinstic value of the experience.

* Part of the attitudes of the seniors are endemic to the times and circumstances -- a crossroads for young Blacks -- and part of their attitudes reflect common symptoms of college students -- the tendencies to debunk and to show ambivalence and incongruities in attitudes. For example, 75 percent felt their education was as good as that of whites, but fewer were sure it better fitted their needs than that received at a white institution. The majority felt that more of the college experience should focus on the black experience, but 80 percent felt black colleges should prepare students for jobs so they could work for change within the American system. The majority felt that colleges should be integrated, but also feld that Balcks should attend black colleges. TCCP students differed from these views only in the degree to which they were held, such as being more supportive of black college attendance.

* As they approached graduation, the seniors were confident that they would graduate, had confidence in their ability to learn, still believed hard work paid off and that despite disadvantages they would succeed, based on a confidence in their capability to deal with situations they would encouter. The TCCP students felt most positive about this relationship with their environment.

* As might be expected, the students generally desired a greater role in college goverance and decision-making than they felt they actually had. Only in the area of student discipline did the desired role show any significant actual match with real student involvement. As far as involvement in determination of academic content, in decisions about faculty promotion, admission, and graduation requirements, these seniors felt they had had only informal consultation or virtually no role. Three points must be made. First, many students agreed that their own college was making some initial steps to increase students participation in its decisions, although too late to affect them. Second, students desired the most in-depth participation in areas where they felt they had real concerns, such as undergraduate education, rather than in all university concerns. Third, rather than seeking control of such areas, the majority of seniors felt their actual role should be in the "voting rights" to "formal consultation" domain, with university and student agreement that this meant more than lip-service to such titles.

* Self conceptually, the seniors generally have positive feelings, but to some degree these feelings were strongly "other-directed," such as in a need for "understanding" and a desire not to violate social norms. Most of the students felt quite certain about who they were ("identity"), and more than two-thirds felt that their chances for success in the future were above average. Academically, the students tended to rate themselves highly on general items (school ability, etc.), but these self-ratings decreased as the items tended towards actual course performance (with the lowest self-ratings occurring in the course-related areas of math and science). The TCCP group comparatively showed a tendency to rate themselves higher on academic items and lower on items related to social-anxiety traits than did non-TCCP students. These results represented a desired program effect.

6. TEACHERS' REPORT AND A STUDENT EVALUATION CONFERENCE

At the end of each academic year for the first five years of the program, teachers have prepared reports on what is happening to the students and to themselves as compared to what has happened to students and teachers in the regular program.

The reports range in length from 2 to 15 pages. The number of teachers writing reports each year has ranged from 100 to 238 teachers. Over the five years of the program, the reports fill a shelf over six feet in length. For the first three years of the project, ISE prepared selections of excerpts from the reports of 150-200 pages. These were distributed to all teachers. For the fourth year of the project, teachers from each area put together collections of their reports.

It is impossible to sum up such writing in the same way one sums up extensive statistics. But ISE can list seven of the principal themes that emerge from a reading of the reports and offer some supporting illustrations.

Here are the themes.*

1. Students read more
2. Students participate more in the new activities
3. Students think for themselves more
4. Students exercise more initiative
5. Teachers enjoy teaching more
6. Teachers develop more open teaching styles
7. Teachers are more informal with students

Supporting illustrations for the first four years of the program are to be found in the following documents included in Appendix III.

"Guide for Teachers . . . 1967-68", 88pp.
"The Teachers' Perspective: 1968-69", 186 + ix pp.
"Teachers as Innovators: 1969-70", 148 + iii pp.
"The Black Experience in Action (Social Science): 1970-71", 30 pp.
"Review of Humanities Reports: 1970-71", 11 pp.

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* These themes also appear in Appendix I, Thirteen-College Curriculum Program -- Progress Report: 1967-1972, pp 20-23

In addition, ISE administered at the end of each Summer Workshop questionnaires to teachers to get their views on the various components of the workshop and on undergraduate education. The following sample is included Appendix III.

"Teachers Evaluation of 1970 Summer Workship", 29 pp.

The present chapter now offers a few samples drawn from the teacher reports--brief excerpts from the first year, 1967-68, and longer excerpts from the fourth year, 1970-71. The chapter closes with an account of a student evaluation conference.

1. Sample Reports, All Fields, 1967-68*

"In all my years of teaching, I have not seem students devour reading materials so voraciously. The observation includes students in the course I taught in the regular program last year. No amount of cajoling has produced the volume of reading that I witnessed among the students this year."

*

"Chamber Theater," one of the new activities of the project, was used quite effectively in helping students to enjoy a keener insight in works of fiction. First after reading James Joyce's "The Boarding House" and discussing the story and main characters, many of the students did not seem to fully understand the role played by Polly in her relationship with Mr. Doran. But after a group of students attempted to enter the world of these characters, by assuming their voices, using their language, and expressing their lines, the class readily did a reappraisal of Polly. Polly who had been seen as overprotected and somewhat helpless, became enticing, flippant, and unarming."

*

"Promoting student involvement via small groups, materials which required the students to do something, or games, and then directing the students to look for the mathematics, to discover the patterns, find the principles has had positive results both for me and for the students. Sometimes the students would come up with results of which I hadn't been previously aware."

*

"This incident happened so quickly that had I not been listening at the time I would have missed it. We were discussing the light and dark reactions of photosynthesis. I had talked about one being a photochemical and another an enzyme activated, temperature sensitive reaction. One of the students commented, almost to himself, "Hey, that"s like a camera'. Another student asked what he meant and the first student explained, 'In a Polaroid camera, the exposing of film is sensitive only to light and independent of temperature, but how fast the film is developed, is temperature sensitive, since it is a chemical reaction!"

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*These excerpts also quoted in Appendix I , Thirteen-College Curriculum Program--Progress Report: 1967-72, pp. 20-23.

"Because of the flexible and malleable nature of the program which encourages free and sometimes heated exchange of ideas, students are more likely to question, defend or attack accepted or traditional ideas in a relaxed manner, free of the approval or censure of the traditional authoritarian-teacher figure. Many students commented that the course was entirely different from any they had been exposed to. Several stated that they were more confident in their own ideas, more conscious of their writing and more willing to try something different. On the other side, a small few complained of the 'weird' assignments as two called them as they 'required too much thinking."

*

"The response of students, the level of interest and involvement they have exhibited exist in open contrast to the 'silent' classes in the regular program and the courses which I taught before I entered the Thirteen-College Program."

*

"In the Humanities, I think the most important teaching practice that I utilized was that of letting a topic spin itself out for as long as seemed valuable for the students. There was no attempt to cover the field, so it didn't seem to make much difference how much time we spent on a particular subject or piece, the only consideration being the students; how interested were they in what we were doing and how much did I feel they were learning?"

*

"Problems [in Mathematics] without answers are unheard of in the regular program. (Professors would be embarassed to tears, in many instances, to be unable to supply an answer to a problem which they had assigned to a student.) Time to discover things for yourself is unheard of in the regular program. Ditto--time to do anything but manipulate formulas, and come up with answers. Our teachers in the regular program are required to 'cover' certain units whether their students are able to comprehend or not."

*

"This project has helped me to be a more relaxed teacher. I am more patient and understanding. The pupil-teacher relationship is closer. I have developed invaluable friendships. I can be tolerant enough to listen to the Beatles, Jimmy Hendrix, etc. I understand 'hip' jargon enough to communicate during casual conversations with students. This I could not say a year ago."

*

"The lack of restrictions has allowed for a freedom in the classroom which I never thought possible. The project permits a response on the part of the student which tends to show that education (learning) can be interesting. The informal atmosphere of the classroom has disposed of the idea that the teacher is always right and that her interpretation of a work is the only one; now with the exchange of ideas as opposed to a staunch lecture the student has much more of a voice in his learning process."

*

"The more informal atmosphere I found extremely appealing, for I am more informal by nature. Students enjoy working independently and in smaller groups; sometimes they were scattered here and there while preparing for class presentation, some in the library, some in the outer lobby with the tape recorder, and some in the classroom."

*

"At first I thought that they did not like him [Golden] because they didn't understand the nature of humor and satire in spite of the fact that by the time that we reached Golden selections we had been involved in some spontaneous discussion of such topics as how humorists and satirists achieve their effect, what are their purposes, and tone in humor and satire. I was forced to change my opinions when a student or two brought in samples of humor and satire that they had written without being asked. Later almost all students got into the act of writing their own and their peers generally liked what they heard."

*

"Another student having caught the pattern-seeking fever wrote up an additional pattern she discovered when she arranged a deck of playing cards in order (the number of the cards equals the sum of the card and the values of the preceding cards. This was with four of each card. She generalized to a deck with N of each kind of card.) All this she did on her own. I asked her if she would like me to give her some kind of credit (i.e. for an outside challenge), but she said she wouldn't have done it if she had been thinking about grades and refused."

*

"I have become increasingly aware of the many shortcomings of the traditional English program. Having taught in the regular program for six years, I was naturally a bit apprehensive, concerned and skeptical at first about the de-emphasis on the teaching of formal grammar, but after two years in the program I am convinced that memorizing grammar rules and doing exercises and drills do not necessarily make students more proficient at writing."

*

"In two years the Program has succeeded in orienting me to a different style of teaching [Mathematics] so much that I find myself unwilling to return to the lecture. It has come about that even when I am teaching a class outside of the program or am addressing any group which is not overly large, the most natural approach for me is to use some means or devices to permit my audience to become involved, to help them discover the point I wish to make. The discovery method has become part of my thinking process."

2. Sample Report, Mathematics, 1970-71
(Observations on Implementation)

"Generalizations: Our implementation effort suggests the following generalizations:

1) People who are initially persuaded of the need for improved instruction and who are experimentally inclined actually attempt new approaches in the classroom. Those not so persuaded or inclined don't.

2). People tentatively disposed toward experimentation resort rapidly to familiar ways if they judge that they are not teaching as effectively as they did previously.

3) People tentatively disposed toward experimentation rapidly return to convenient materials and traditional ways if they lack supporting study and handout materials.

4) Faculty groups are slow to change. Individual faculty members do pretty much as they please in the classroom and any non-spontaneous influence toward change is vigorously resisted in principle.

"Procedures to Aid Implementation: The following procedures are recommended in the light of the observations above to facilitate change to implement a new curriculum.

1) Have the full support and backing of the department head.

2) Allow for varying degrees of readiness to experiment with new materials. Support the experimentally inclined with materials and favorable teaching situations and prod traditionalists to try something new. All the while remembering that success for each individual leads to further change whereas failure or embarrassment leads to retrenchment to the traditional.

3) Develop morale and enthusiasm in the faculty group. This can help to overcome the resistance of individuals to change by developing a sense of group responsibility and by providing support when individuals have a "bad day" with the materials. An effective teaching faculty needs dedication and a truly professional sense of responsibility to the student.

4) Reward individuals for their efforts toward change. Rewards may range from a word of appreciation expressed by the department head or faculty recognition to special conference trips, teaching assignments or monetary bonuses. The reward system should have structure to encourage professional and academic growth.

5) Provide opportunities to learn the new approach. A summer institute or other study situation away from the demands of special campus roles should help to promote discussions and academic growth. Such opportunities especially should help to build an emotional acceptance of the new materials along with the knowledge to institute their use. In-service meetings in the evenings or on weekends may be helpful, but are likely to have limited results.

"The TCCP Materials and Pedagogy: Some general observations as a result of my experience in the TCCP program include the following:

1) A knowledgable, sensitive, and enthusiastic teacher is, it seems, the most important single factor in providing good learning experiences for students.

2) The pedagogical tenets of the TCCP philosophy seem valid for students in American education today. These include especially:

   a) that instruction should be adapted to the learner so that classes or other models of instruction are "student-centered" rather than "teacher-centered"

   b) that classes should actively engage students in calculation, manipulation, thoughtfulness, and discussion

   c) that students should learn to learn through investigations, research, and self instruction experiences.

   d) that students need to experience success and to be rewarded for academic effort. These help develop a healthy self-concept and encourage fulfillment of one's intellectual potential.

3) Curriculum materials of a flexible nature designed to implement the TCCP tenets are very helpful to a teacher. They save time when the teacher prepares for class meetings; they stimulate both teacher and student by suggesting fresh topics and approaches; and they increase the proportion of successful experiences which make learning activities attractive and rewarding to both teacher and student."

3. Sample Report, Social Institutions, 1970-71* (Survey of Classroom Activities)

"We began the semester getting to know each other as people and in our respective roles in the academic setting. We discussed the proposed contents, methods and goals of the course and explored the nature of an interdisciplinary course in the Social Sciences. Some time was spent discussing the objectives and techniques of TCCP. In addition, we discussed and proceeded to discover strengths and weaknesses as first year students in Social Science.

"For instance, in which areas - reading, debating, writing, etc. did they feel confident as students? I stressed the need for them to evaluate their own abilities and concentrate their energies on developing confidence in areas in which they were deficient. Most of the students related that they had not had much opportunity to express their thoughts or to develop their creative abilities within the confines of the academic setting and they seemed a little skeptical about an approach to learning that allowed for open and free discussion. Some of their concerns were: 1. Would their grades be affected by their opinions if they disagreed with me? 2. Could they express their honest thoughts and trust their classmates not to abuse any feelings or information that was revealed?

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* Parts of this report quoted in Appendix III, "The Black Experience Action (Social Science)".

3. Would they learn more or as much this way? 4. Were the thoughts of their classmates worth their consideration on academic issues?

"The following two weeks we structured the discussion by two means. First we held listening sessions in class. Secondly, we had two guest speakers. Both approaches limited the topic for discussion and directed the discussions away from me as the central source of information.

"The first guest speaker demonstrated wrapping gelees and presented her reasons for wearing them. Even the male students wrapped and wore gelees this day. This activity raised questions about the identity of Black Americans and about the role and use of symbols such as fashions to express one's identity, and implicitly about one's identity. The students discussed their ideas, i.e. are Black Americans African? Are African fashions attractive? Should Black Americans wear African dress? Who are Africans, anyway? In addition, this discussion of the individual and the group identity of the students without confronting them with personal questions which they may or may not feel comfortable discussing with me or the class especially so early in our friendship.

"The second guest spoke about his experiences in Vietnam as a soldier (1967-68) and class discussion and questions followed. This time the discussion centered around our attitudes and value system (we are what we believe).

"The listening sessions began with Dick Gregory's "Light Side, Dark Side" album. We listened to sections (10 to 15 minutes at a time) and the class reacted. At first, only a few students heard enough to participate in the discussion, either because they were distracted or were too far from the speakers. Eventually, they moved closer together and closer to the speakers and concentrated long enough to understand what was said. Then one student brought "The Lost Poets" to class and we listened and discussed the poems of their choice - several lines at a time. In fact, the class began to draw comparisons between the Lost Poets and Dick Gregory. Then we listened to a speech too by Malcolm X. This time the discussion centered around comparisons and contrasts of the theories of the men as presented on the three recordings and the opinions of the class.

"For the next few weeks the students worked independently on research papers. We began this subject by holding several class meetings in the periodical section of the Library. I requested that they explore the periodical literature that was available on, about,and by Black Americans and suggested that they develop their research topics from this literature. The research papers were submitted (after bibliography, outline and brief description was reviewed by me) before the Thanksgiving break. The assignment specifically requires the students to resubmit their papers until they have presented 'excellent' papers. Most of the students submitted their papers for a second time in January. Approximately one third of the students have achieved that goal now. (4/71).

"The classroom sessions were taken over by student groups who prepared and directed the activities for the next few weeks. Generally, the activities centered around questions of identity and family. Some designed questionnaires (sex was a popular topic, and others relied on group discussions). At the end of this series of activities we

discussed the benefits and disadvantages of these sessions.

"During the last portion of the semester we discussed the readings that were assigned a month in advance and used some of the readings from Ideas and Their Expression for our discussions too, (i.e. Black Boy.) For Social Institutions the students had read The Man Who Cried I Am by John A. Williams and either Achebe, Things Fall Apart, or Malcolm X, Autobiography, or C. Brown, Manchild In the Promised Land. Now we began discussing the concepts of family, culture, peer groups, social institutions, or world's view, values and belief system more directly."

4. Sample Report, Biology, 1970-71 (Account of One Classroom Activity)

"Blood typing created more student interest than any we had done all year. A complete outline of the procedures was given each student three days before the exercise. A discussion on the topic of blood took place one day prior to the exercise. The following questions were asked during the discussion.

1. How will we know if we are anemic?
2. Can I tell if I have cancer or not?
3. How will we know what type of blood we have?
4. Can I detect any venereal diseases?
5. Can we find out who can give blood to whom?
6. How will we know if we have hypertension or not?
7. What is the advantage of knowing your blood type when getting married?
8. Can I tell if I am a carrier of sickle cell anemia?

There were many other questions along the same line. Most of the questions were answered during the discussion period. However, the Instructor said, 'Wait until after you have performed the experiment and see if you can answer your questions then.'

"The day of the experiment; all the students were on time and kidding each other on what they were afraid they might find in their blood. There were two young ladies who said that they had had blood tests before and had fainted each time, so they were excused from that part of the exercise. After the initial shock from piercing the finger, the students really become involved. This experiment included the following:

1. Typing their blood
2. Checking the hemoglobin contents of the blood
3. Checking the pulse rate
4. Checking the heart beat

"This was the first time many of the students had actually listened to their heart beat or taken their blood pressure. They were like a kid with a new toy while working with the stethoscope and blood pressure apparatus."

"Result of Experiment: There were forty-three (43) students involved in the experiment.

1. 12% of students had type O

2. Blood types:

   (a) 51% of students had type O
   (b) 38% of students had type A
   (c) 2% of students had type AB
   (d) 9% of students had type B
   (e) 6% of students had Hypertension
   (f) pulse rate normal
   (g) heart beat normal
   (h) Hypotension 2%"

5. Sample Report, Humanities, 1970-71* (Accounts of Another Classroom Activity)

"Another successful venture was a deeper look at the American Negro Folktales . Although I had used some of the tales last term, I used many more this year and with even greater results. This success I attribute to two methods of approach:

1. I approached the tales surface-wise - if they were written in joke fashion then we sat around and told them as jokes for half the class period. Examples can be found in the "Marster and John Tales" or "Preacher Tales." If they were the "Horror" or "Ghost" or "Witch Tales," we darkened the room and tried to produce an atmosphere under which these tales were told. The students injected some of their tales - either from experience or hearsay - into this portion of the class period.

2. The second portion of these class periods were dealt with approaching these "jokes" or "tales" as if they had a message either by or about the Black man. One example would be involving the "Preacher Tales" which on the surface they laughed at, but delving into the message the students noticed that they revealed what the Black man thought about his God, his minister, his church. Likewise in the ghost story analysis, they come up with suggestins about how the whites had been able to capitalize on a stronghold on the Black man. They were also able to see some of the African ideas of voodooism embodied in the tales.

"So both approaches worked very well with one leading easily into to the next one. Yes, this was quite a time consuming venture, but it did serve to fulfill several objectives that I had set up which were: (1) To show some of the myths and superstitions of the American Black; (2) To demonstrate how the use of wit and use of ignorance was capitalized upon by Blacks as a device to endure the white oppressors; (3) To get beyond the humor at the possibility that these tales are a partial Black history. One interesting observation about the students' reaction of the tales was that they seemingly resented - being of what they call "the new breed" - the fact that the Blacks were able to sit around and laugh at what the students said were deplorable conditions.

*This account taken from Appendix III, "Review of Humanities Reports, pp. 10-11.

They further stated that perhaps this is just another reason the Whites believe us stupid and ignorant. "Maybe so," was my reply, but I had to inject also the possibility that their laughing or even finding something at which to laugh was an art and even a devised technique to help them be able to cope with their many abuses, mistreatments, etc. All of the above mentioned approaches, techniques, comments made for the most interesting class periods of the first quarter."

6. Student Evaluation Conference, 1969

Informal means were also used with students to obtain information about the program. Here is a summary of student reactions to the program as developed at a meeting held by ISE with 30 freshmen and sophomores from 14 colleges, in May 1969, the close of the second year of the program.

Conditions vary enormously from class to class and campus to campus.* As reported by students, there are good teachers and poor teachers, and a few that are very, very good and few that are very, very poor. There are teachers who are well informed about what they are teaching and teachers who know very little about the subject at hand (which, as students go on to say, is not the same thing as being a poor teacher). There are teachers who prefer to lecture and teachers who seek to promote student discussion and student activities. Use of project materials also varies greatly from campus to campus -- films, tapes, records, laboratory equipment, and so on. Starting with the talk at the first meal, ISE and students together, students were surprised to learn that what students on other campuses were getting was not the same as what they were getting. At the formal sessions, some students were jotting down the names of books and films and experiments which sounded interesting but which they had not encountered, with the idea of asking about them when they got home (which, as students also went on to say, did not necessarily mean that their present course was poor).

Despite this great diversity over and above the diversity that is supposed to exist in the project itself-- in materials, practices, and management -- a few very simple points emerged concerning what the students value in the project, what they endorse and want more of in terms of their own education.

Students want room for initiative and activity. Students value the project to the extent it moves away from lectures and demonstrations to activity, often physical activity. There was not a single kind word offered by anyone on behalf of traditional lectures. Whatever the field, students like something to do, something real with which to wrestle: -- dramatization in "Ideas," community surveys in "Institutions," lab in science, the computer in mathematics. They like films, tapes, records, visiting speakers. This does not mean that the students don't read, but that they like to be free to react to things in other ways besides book reports -- ways that can include singing and dancing.

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*The remainder of this chapter is excerpts from Appendix III, "Minutes of Student Evaluation Conference, May 1969," pp. 9-10.

Students want their opinions respected and informal relationships with teachers. Students complained that their opinions were not respected. One student said that some teachers did not distinguish between an opinion offered -- say, on black power, pre-marital sex, use of profanity (the student's examples) -- and the line of argument offered in its behalf. A teacher will give a student poor marks simply because he disagrees with the student's views. . . More generally, the students value informality in their relationships to teachers, the accessibility of teachers. Students value the willingness of a teacher to move into unfamiliar (to him) areas more than the teacher being an authority on a subject.

In the case where they are suffering from poor teachers, counselors, directors, the students want them replaced by better teachers, etc. In general, students have little conception of the division of responsibilities between ISE and the colleges. They do not really appreciate that while ISE can influence the curriculum, the colleges have the responsibility for hiring and placement of faculty, and for the admission and graduation of students. In both the formal sessions and in informal conversations, students often mentioned that the best thing about the project is such and such teachers or the best way to improve the project is to replace such and such teachers.

7. SITE VISITS

Throughout the five years of TCCP, a steady stream of observers have visited the participating colleges and reported their findings. The reports have been favorable to the program in general although sometimes highly critical in detail. They have fulfilled their dual function of evaluating the program and providing useful feedback to the ISE staff.

This section reviews the mechanics of the site visits and then provides an analysis of the achievements of TCCP as developed in a selected group of reports.

Site visits usually lasted from two to three or four days. Visits included observations of classes; talks with teachers in TCCP and in the regular programs; talks with students in TCCP, students in the regular program, and TCCP "alumni;" and, depending upon the visitor, talks with departmental chairmen, deans, and college presidents. Information from the visits was fed back to the ISE staff through reports, discussions, and formal meetings. It was used in evaluating present efforts and planning for the future.

The key set of observations was provided by a team of independent visitors who visited the colleges in 1967-68, 1968-69, the first two years of the program, and again in the spring of 1971, the fourth year of the program. For the visits during the first two years of the program, these visitors served as consultants to the Office of Economic Opportunity (OEO). Summaries of their reports to OEO were prepared by OEO officials and forwarded to ISE.* The summaries and reports are grouped in the following documents in Appendix IV.

"Summaries of Reports by OEO Consultants, for years 1967-68, 1968-69."

"Reports by ISE Consultants (former OEO Consultants), for year 1970-71."

Through the five years of the program from 1967 to 1972. ISE also regularly sent out its own staff as observers to the colleges, not just to the original 13 and then 14 colleges as was the case for the independent observers, but to all the colleges as that number expanded. These reports are on file and in use at ISE but are too extensive to include in Appendix IV. The following materials are offered, however.

"Selected Reports by ISE Staff, for year 1967-68""

"Guidelines for Conducting and Reporting Visits by ISE Staff, for year 1971-72."

The Government agencies supporting ISE and TCCP have also conducted programs of site visits to the campuses. The results of one such assessment in fact, of the whole Title III effort in the Office of Education, has been made public. It includes an account of ISE and TCCP. This document is also offered in Appendix IV.

"Use and Effectiveness of Title III in Selected 'Developing Institutions,'" November 1970, by James L. Miller, Jr. et al, Bureau of Research, U. S. Office of Education. For the account of TCCP and ISE, see pp. 12-18.

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*For the visits during the fourth year, the visitors served as consultants to ISE.

Except for this last document, the reports included in Appendix IV were all specially edited to preserve the anonymity of the colleges, the faculty, and the visitors. The colleges, however, are numbered one through fourteen, so a reader can correlate the observations at different times of the same college. Note, in reading the reports, occasional reference is made to "CRG". This is to the Curriculum Resources Group, the curriculum arm of ISE, which used to have a special name.

The analysis of the achievements of TCCP offered here is based on the fourth-year reports of the team of independent visitors, initially sponsored by OEO and then by ISE. The reports examine both the present state of the program and how it has evolved over four years.

Again, there is the problem of summing up extensive anecdotal and clinical findings. And again a useful way to proceed is to list some of the principal themes that emerge from a careful reading of the reports. The first items in the list below include supporting quotes from the reports. The remaining items have brief explanations.

1) TCCP instruction more personal than impersonal.

"Students speak of the personal attention they received from the TCCP staff. They now see that they worked pretty hard, despite the then-seeming looseness of the curriculum (as contrasted with the hear-it-told, write-it-down approach they speak of in the regular curriculum). They speak of the interest of students not in the TCCP--the borrowing of TCCP books and materials."

*

"Students agree the staff is accessible. They relate to them and return to them later with their problems".

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"The TCCP "alumni" were quite certain that the most valuable part of the TCCP experience was its provision for their personal and academic support needs. The program provided them with a structure to which they 'belonged' and which smoothed out their problems of adjusting to a college which otherwise would have presented itself as somewhat de-humanized and cold."

*

"The opportunity to know their fellow-students (is very important). Many classes at the college, apparently, are so large that this is usually difficult."

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"Many students expressed the feeling that if had it not been for this project, they would not have been in college today. This was quite prevalent among the upper classmen who felt that they would have dropped out because they would not have anyone to help them through this adjustment period or even make them feel that they were worthwhile. Many of them feel that the ability to stick together has been very helpful to them."

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"The school has virtually doubled in size over the period, so that it is now easier for the individual student to get "lost" on the campus. At this point, identification with the 13-C program has appeared to the 13-C ex-students and, indeed, to the present lower-level students, to be a definite advantage . . . The ex-students spoke with warmth and admiration about the concern of the 13-C staff members in their relationship, with students. In fact, one student asked me how the program found "so many people" with a willingness to listen to students, when this has not been generally true in their regular college student-teacher relationships."

*

2) TCCP instruction builds on student participation rather than teacher presentation.

"By and large, according to what all students said and based on limited observation of regular courses, the typical class in the regular program involves straight presentation by the teachers, usually in the form of a lecture. This, of course, is not true of the 13-C courses, which appear actually to operate through an inductive, experiential pattern. . . Indeed, certain students insisted that the typical regular classroom situation is teacher-dominated and controlled to such an extent that students are discouraged from participating in the ongoing class work and in some cases fearful of ridicule and scorn even when they ask routine questions or venture unsolicited opinions on matters under classroom consideration. The average upperclass student tends to perceive the typical faculty member as emphasizing 'coverage' of a certain number of pages in the text or of certain topics in a fixed time schedule that does not allow extended discussions and/or clarifications of details, even if the students do not understand the subjects being covered."

*

"Through this varied within the program classes, there was the opportunity to express themselves, to argue, to participate in class discussion. Students mentioned more than once that TCCP teachers encourage participation in class on a wide basis whereas in regular classes, 1-2 students--the most well-regarded--tend to carry the class . . . Because of their involvement in the program, some find that they are reading more than their peers in the regular program and becoming more careful about finding the evidence to support their view points."

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"There was general agreement among all of the students that the 13-C approach to the freshman year is superior to that in the regular college studies. The 13-C ex-students tended to define the values of their participation in terms of their freedom to participate in class discussions."

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"The majority of students interviewed indicated that they appreciated the opportunity (for bright as well as less bright students) to express their own opinions and to learn to argue; they felt they had gained in self-confidence."

3) Modification of TCCP materials are being made to meet particular needs and settings, without weakening TCCP purposes and expectations.

"Classes in TCCP do adjust to students. I saw evidence of this; units read this way; students say so. And this is a commonly held purpose of the TCCP staff. There is a common rate of progress,, of course--thru the units in certain fashion. But there's time to stop, to seize on particular interests, to clarify. The units aren't written on stone; nor do they demand a timeclock approach."

*

"Common comments by students related to the flexibility of course content and learning (not teaching) approaches--projects, independent study, etc. The lack of these things in the regular program was regretted, or at least their relative absence . . . Universally, the juniors and seniors would enroll again in TCCP. They remember its informality, its emphasis on individual abilities."

*

"The courses are very different from the college courses in that they are broad and flexible where it appears that the college courses follow the same channel with the students becoming rather bored and feeling that the classes are not interesting or very exciting."

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4) TCCP "alumni" in regular junior and senior classes question more, participate more, than regular students.

"TCCP students are acknowledged to be more outspoken, hold more offices per capita, be more visible--and, probably, be more irritating in class by their tendency to ask questions and express their views. (Apparently such behavior has not been typical.) This behavior evidently continues thru all 4 years. And this TCCP-encouraged approach costs them, sometimes quite a bit, when they enter regular classes in some departments."

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"They also speak about their readiness to participate in class discussion and argument, a readiness not totally appreciated by non-TCCP staff. Non-TCCP students agree that TCCP matriculants are better prepared to 'hold their own' in discussion and debate."

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"TCCP students all recognize that change is something that comes about slowly, but the students are willing to sacrifice some of the chides that they get for being "so aggressive" because they feel that the teachers should make the subject matter more interesting rather than so dry that everyone goes to sleep or even don't show up for class. They have been instrumental in prodding some of the instructor's to become more open and change their old ways and methods of instructing."

5) TCCP "alumni" have done better academically, won more honors, taken more science than regular students.

"The students are doing very well academically. In fact, according to some of the professors on the campus, the Thirteen-College Program students monopolize about one third of the honor roll. Yet these were the students on the lower end of the track and high risks when they were taken into the program."

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"In terms of accomplishment, a good percentage of former TCCP students are on the Dean's list and are members of honorary societies. The Division Chairman of Natural Science is still in the process of discussing the program with students and faculty. No final decision as to how TCCP will be merged in the regular program has been made. The Chairman is considering these factors: a. the strongest students presently majoring in Biology are former program students, b. students currently majoring in Physics/Mathematics are former program students."

*

"In talking with others throughout the campus, particularly the heads of the departments, they say they feel that these Thirteen College Curriculum students have performed much better than the students who came through the regular college curriculum . . . and, of course, the students felt that being able to do better academically than their counterparts was something that was really putting them ahead. Many of them felt that they were ahead--coming from the upperclassmen."

*

"Many regular faculty members have indicated TCCP students have performed exceptionally well in their classes."

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"TCCP students also find that they are able to do well in upper-division work despite their earlier fears that they were studying one set of things while the non-TCCP freshmen and sophmores were attacking another set, another format. There were problems when the switch to regular programs was made, but the problems were surmountable."

*

"TCCP has caused questioning, in some departments, of the prerequisites to the major. It has been demonstrated that TCCP students can succeed despite their having taken different courses. Math, for example, has 4 majors (half of all their majors) who arrived via TCCP. Three years ago, math would have resisted mightily. Calculus apparently can be conquered via TCCP math preparation."

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"The relative percentage of TCCP students who are juniors and seniors and who have achieved a 2.6 (B-) cumulative g.p.a. (5 times as many as in the TCCP control group according to project-generated data)."

*

"They are doing very well academically. In fact, during Honors Day, the Thirteen College Curriculum students took practically all of the academic honors except four or five. They did such an outstanding job that one of the questions asked the director was, "Were these winners before they entered college?" and, if not, "Where were their counterparts?"

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6) TCCP students and "Alumni" hold more class offices and other leadership positions.

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"One notes that these students have held all the major positions in their classes since being in college such as president of the class, secretaries of the classes, queens of freshmen, sophomores, juniors and seniors, and also being involved in some of the physical action that is taking place on the campus. They are very much involved, and it appears that a lot of the students from the regular college student body look toward the Thirteen College students for leadership."

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"As additional evidence of the program's achievement, student leadership in campus affairs and membership in honorary societies is usually mentioned. It seems that all present campus leaders--including the student body president--are former program students."

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"There is the very high percentage of elective student offices held by TCCP students. Presently they monopolize student government and class positions--e.g., student body president, secretary, attorney general, etc."

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"The seeming student apathy for the ISE freshman Humanities course contradicts the fact that 8 out of this year's 14 "Who's Who" students are TCCP graduates, that the elected president of the student government was a TCCP alumnus, and that 2 of the 4 class presidents are TCCPers."

7) Higher retention for TCCP students and TCCP "alumni".

"Retention of TCCP students is better than average, at least for the last two TCCP freshman classes.

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"The Upward Bound students are hard to distinguish because they are doing, in some instances, better than the others and then vice versa. In talking to many persons on the campus, there were only one or two who had anything negative to say about the program. In talking to the upperclassmen--there were 102 in the beginning--it is amazing how they know where 78 of the students are today. They felt that if they had a little bit more time, they would know where they were also . . . the other students. Sixty-seven are finishing this June although about six or eight have completed all of their course work before the Spring quarter. Out of the first class, it seems as if only about three really dropped out, either through marriage or the necessity to work."

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"The holding power of the students was felt as success by staff."

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"As a general pattern, attrition appears to be higher in the regular program."

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"Student: 'I believe that if I'd been in the regular program, I'd have gone home'."

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"The lower attrition rate for program students. TCCP has retained 51% of the students at the college; another 9% are attending classes at other institutions. The retention rate for regular college students is 40%."

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"Several TCCP seniors graduated at mid-year, another indication that TCCP of itself does not hold back the highly-motivated or the "urgent" student."

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"The students continue to have positive attitudes about the project which was one of the outstanding features during previous visits. Not many student have left the program voluntarily. Some left because of finances, others because they were expelled due to the uprising and several did drop out but they still keep in touch."

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8) TCCP packages and methods are much more refined than in 1967-68, although situation varies from area to area.

Many instances of adoption of TCCP materials and methods by the rest of the campus are citied. Overall, TCCP materials and personnel are pretty well accepted by TCCP staff, much more so than in 1967.

9) Implementation of TCCP is underway

Deans and departmental chairmen are cooperative and in several cases entire freshman programs next year (1970-71) will use TCCP materials and procedures. The major problem is one of logistics: how can the materials and methods of TCCP work in the regular campus setting where classes are larger, loads greater, and problems many more?

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10) TCCP staff want to play a more vital role at ISE Summer Workshop.

Many would like to see more TCCP staff used as ISE consultants and demonstrators. More visits to campus by ISE are wanted as well as more demonstrations of how TCCP materials, methods and evaluative techniques are to be used--show and tell, just don't tell.

11) There has been quite a bit of turnover in TCCP staff.

Project directors, counselors and faculty have moved often: to better positions in the institution (a bonus for ISE!), to other institutions, to graduate school, etc.

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12) Staff are strongly for the program, work hard, and relate well to the students.

Staff are more capable than in 1967, more solidly entrenched in regular departments, more respected by deans and department chairmen, and more potent in committee work and curriculum reform. The role of the counselor still needs defining. What his duties are is unclear. How does he fit into the evaluation of the program? What duties are peculiar to TCCP and what are common to counseling per se?

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13) Students worry more about money and the problems of staying in college than ever

OEO's removal, tight money markets, dwindling support and scholarship funds--these cause much concern. Several colleges give TCCP students an even, perhaps preferential, chance at available loans and funds; but there isn't enough to go around. Things are worse than in 1967.

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14) Some TCCP students apprehensive whether TCCP program will help or hinder them enter the regular program.

This is true more for freshmen than sophomores. The presence on campus of successful TCCP juniors and seniors allays this fear, but more communication between lower-and upper-division TCCP students could go a long way toward minimizing anxiety.

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15) TCCP students are representative of the freshman classes as a whole.

In 1967 the students were more apt to have come from Upward Bound or to have been admitted probationally or provisionally (high risk students) than now. Tough competition for funds, the passing of OEO support, and institutional expectations have narrowed the range of student backgrounds and abilities. The range now reflects the college's admissions requirements.

8. CURRICULUM OVERVIEW *

1. English **

The goals of the English course are to help students gain a greater proficiency in reading, writing and oral expression, through the exploration of literary works, films, recordings, music and art. The course is designed around the college student's fundamental question: Who am I? We acknowledge, in developing the course, that each student's answer is unique. The course, therefore, approaches literature and writing from the perspective that what a student writes, he becomes; the literature he reads provides a background against which to judge and upon which to enlarge the expereince of his own life. The class is focused upon the student, rather than the teacher. The point then, of the student-centered class in the English course is for students to have the opportunity to experience by doing, rather than by being lectured to. The emphasis is upon the students' experience through discovery. Such a focus usually reduces the student's fear of involvement i new and different classroom activities. Students who have had limited experience in such activities will venture into new experiences because it is understood by both students and teachers that mistakes are part of the learning experience. The content of the course is centered on the the themes of alienation; love; choice; and responsibility.

The role of the teacher in this student-centered class is critical. The teacher must have the ability to blend into and out of the classroom activities as both leader and participant. It is essential that this ability be accompanied by a sense of timing when to exert leadership and when to let students do their thing so that they might learn more effectively.

Specific techniques developed to assist teachers in directing students toward an understanding of the concepts of genre, style, point of view and organization: panel discussing, dramatizations, debates, pantomines, oral interpretation, improvisations, completion of sentence patterns, chamber theatre, group and individual research, analysis of speaker or writer's voice; taped performances and interviews.

The freshman course, therefore, seeks, to assist each student in finding himself and upon that discovery, the course is designed to carry each student to the point that he is not only able to read a wide variety of literary materials, but finds pleasure in the process. Each student, therefore, is expected to be able to effectively express his ideas about what he thinks and reads in both an oral and written form.

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* This account also appears in Appendix I, This is TCCP, pp.8-28. A Catalog of Materials is also included in Appendix I.

** The actual curriculum materials for English are found in Appendix V.

2. Social Science *

In this course, themes have been developed that embrace several of the traditional disciplines but are not so grandoise in design as the usual survey course. The approach seeks to relate work in class to the students' own experience and to what they are familiar with. It also investigates other people's views on various topics, but in addition considers why different people hold different opinions about the same problem -- how their background, interests, sources of support and prestige, closeness or distance from a situation affect their views of it.

The course has three main themes: "The Basis of Community and Society" examines associations in the students' experience outside the classroom -- family, home town, college town, friends, classmates -- considers the relationship of these associations to large institutions. How are the smaller associations related to larger institutions? Are the smaller associations microcosms of the larger? "The Structure of Community Control" examines who has power over whom in schools, colleges, churches, and similar institutions, and how power is manifested and support mustered. This second theme explores similar questions for neighborhood government, local,state, and federal governments. "The Black Experience" examines African civilization at two key points: before colonization and today. It also examines how in America, in the 19th and 20th centuries, black protest and accommodation was played out in family, church, political parties, and pressure groups.

The many activities developed for use in studying these themes include -- community studies, that is, talking with members of the town or college community about common concerns and attending community meetings; community projects, such as voter registration, tutoring in local schools; surveys of fellow students and townspeople, using questionnaires and interviews on such contemporary issues as drugs, urban renewal, and strikes; investigative reporting on the same questions; simulation games, for example, simulation of a group of people founding a new community under special government charter; mock trials, conventions, and elections; debates in which students represent themselves, or viewpoints of historical figures; and dramatizations.

Reading for the course draws on history, social analysis, social criticism, journalism, fiction, and narratives or personal experiences. Authors include -- Lerone Bennett, Jr., E. Franklin Frazier, Elliot Liebow, Lee Rainwater, Daniel Patrick Moynihan, Franz Fanon, Eldridge Cleaver, Ann Moody, Claude Brown, Richard Wright, Gordon Parks, Chinua Achebe, C. Eric Lincoln, Frederick Douglass, W.E.B. DuBois, Booker T. Washington. Magazines read include: Black Scholar, Ebony, Journal of Negro Education. Students view such documentary films as "Dead Birds" and "What Harvest for the Reaper" and films showing in local movie houses such as "The Learning Tree". They listen to records by Bill Cosby, Dick Gregory, Bessie Smith, B.B. King, Nina Simone, and John Anderson.

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* For actual curriculum materials, see Appendix VI.

3. Mathematics*

The teaching of mathematics in college typically takes the subject as already invented and developed, as abstracted and generalized from its sources in imagination and the physical world. Starting with this assumption, one needs only to present (in lecture form) this highly finished product to students, and the teaching-learning process is complete. The Thirteen-College approach, on the other hand, seeks to engage the student and teacher in the initial process of abstraction and generalization, and in the invention of mathematical systems. This program starts with the assumptions that effective learning is the natural product of involvement in relevant, meaningful, interesting and challenging activities; that students attending Black colleges can be "turned on" and their latent qualities, often by-passed in the standard education process, brought forth by their involvement in this kind of activity; and that this kind of active participation is necessary to transform students from persons who respond passively to learning into persons who question, analyze, initiate,and create.

Throughout this program, the desire is to have students discover mathematical principles by beginning with already familiar mathematical principles or with apparent non-mathematical contexts. Oftentime the students' attention is focused on a concept by using provocative starting questions which stimulate them into initiating some action. At other times a classroom atmosphere is created which encourages the students to do their own asking, probing and solving.

The Thirteen-College approach makes considerably more use of physical equipment than the traditional freshman and introductory courses. In addition, to paper and pencil, blackboard and chalk, compass and slide rule, the course includes geo-boards, attribute blocks, colored cubes, spirographs, and an assortment of games and puzzles such as the Tower of Hanoi, and in some instances, the G. E. Time-Sharing Computer. Further, in contrast to traditional courses, the topics are not spaced out in fixed sequences for everyone to cover, but are explored by different students and different teachers in different ways. The course makes use of a variety of written materials which have been developed over the years by teachers in the program as well as ISE staff members. In addition, a number of paperbacks have been used for reference and background reading.

Part of the business of mathematics is working with some aspect of the physical world or with ideas about which one has grown curious. Many teachers appreciate this, but it is lost from their teaching. The hope of the Thirteen-College course is to give students a better feeling for the intuitive, creative element in mathematics. When this element was introduced into teaching, majors understood the subject better, non-majors gained some fondness for mathematics and science, and more students decided to major in these areas

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*For actual curriculum materials, see Appendix VII.

4. Biology*

The usual freshman course is based on a phylogenetic consideration of the structures of animals and plants, as well as their embryology and development, their ecological distribution, and their economic importance, all mainly as facts to be memorized.

The Thirteen-College approach has developed its own selection of topics and emphasizes helping the student experience some of the ways in which biological scientists work, gather data, and reason about organisms and their environments. The principal topics developed are eight in number and based on student and teacher interest - Nature of Science; The Cell; Evolution; Reproduction, Growth and Development; Genetics; Metabolism and Regulatory Mechanisms; the Variety of Living Things; and Ecology. After an orientation year, teachers select four or five units to be taught for about three weeks each, with the first two units listed above considered as the basic units of the course.

The units are designed to admit the special concerns of students. Students are interested in understanding how the human body works, birth and birth control, prenatal influences (including folk beliefs concerning the power to "mark" an unborn child), drugs, and blood (its properties and superstitions surrounding it). Also of interest are political and moral issues concerning the support and use of science and technology.

Laboratory investigations chosen by the ISE staff and the teachers are geared to the eight units. They are described in a special workbook for students and a guide for teachers. These materials are written to permit inductive approaches to laboratory work, use of the scientific method, and the concurrent study of plant and animal organisms.

Reading materials bearing on topics in the units include Carl Swanson's The Cell, Baker and Allen's Hypothesis, Prediction and Implication in Biology, Galston's Life of Green Plants, and Eugene Odum's Ecology. Students also read reprints from the Scientific American, copies of appropriate original scientific papers, and such works of general interest as Rachel Carson's Silent Spring, and Rosenberg's Second Genesis. Many of the standard charts and models are used as are 16 mm. films and, at the student's own convenience, 8 mm. film loops. Film topics range from human birth to how to prepare a microscopic slide.

5. Physical Science**

The core of the physical science course was developed from the basic philosophy of a student-centered classroom and is designed chiefly as a one semester introductory physical science course which

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*For actual curriculum materials, see Appendix VIII.
**For actual curriculum materials, see Appendix IX.

incorporates balanced emphasis on effective teaching methodology and basic concepts.

The course is further designed so that a substantial amount of learning takes place in the classroom. Careful attention is focused on creating learning situations during a single class period which allows students to collect first hand information, consider its basic implications and draw logical conclusions. In order to foster student resourcefulness and independence, students are encouraged to seek ideas and information from reference materials, the teacher, other students, and laboratory exercise.

The formal fundamental objectives of the physical science course are:

1. To make clear the nature of science as an enterprise and illustrate by numerous experiences how science really develops (e.g. the development of concrete ideas about the operational meanings of, and the associations among: observation, experiment, measurement, hypothesis, theory, the nature of evidence, test, modification, formulating questions, accuracy of language, the role and value of schematic language in general and mathematics as an appropriate language in particular, the role of the observer, prediction, and the residual mystery of unanswered questions).

2. To allow the development of an appreciation for the features of science that distinguishes it from the other major disciplines, namely:

   a. The ability to establish a clear and testable criterion for the value of concepts.

   b. The role of experimentation as the sole criterion for scientific truth. Facts and theories are never presented without a description, at least, of the experiments which support them.

3. To stress the use of numerical patterns to describe physical phenomena.

In order to adequately implement the objectives of the course, specially designed curriculum materials based upon five topics have been developed in seven separate units. The units include topics on: The Nature of Physical Science; Inorganic and Organic Chemistry; Momentum and Energy; Optics; and The Gas Laws and the Kinetic Theory.

These topics were chosen because they lend themselves to studies that contained all of the essential elements of the complete scientific process. In each, students are introduced to new concepts which they discover by gathering and analyzing data first hand in the classroom and laboratory. Each unit begins with a fundamental physical concept which is dealt with in a simple fashion and is subsequently developed in a spiral fashion through a hierarchy of increasingly difficult levels. Each level contains the development of at least one fundamental idea from

empirical data obtained in the laboratory. This involves the demonstration of the utility of the concept and natural termination point that permits a particular study to end at a variety of levels always with a sense of completion. By virtue of their self-containment, a given unit may be interchanged in a course sequence with almost any other. Consequently, a teacher has the freedom to construct his course around the sequence of units that best fits his own interests and the background of his students.

Although no teacher may be able to cover all of the available material in the curriculum units during a single semester, at least two units should be covered in depth so that students may have an opportunity to develop certain minimum analytical and quantitative skills in dealing with the principles of physical science. It is especially important for these two units that the students have their own copies of selected books for reading assignments that complement their classroom work.

6. Philosophy*

The philosophy course examines the function and role of philosophy in a society by the actual engagement in philosophical discourse. The students are confronted with a series of problems and are required to exhibit critical and analytical procedures leading to philosophical investigations of topics which may reflect non-philosophical bases. This manner of inquiry is indeed compatible with existential experiential activities of students in the contemporary society or generation. The philosophy course has the basic presupposition that as societies witness a sense of transformation and modification, an attempt must be made to adjust to the pedagogical aspects of education in order that they be more structured and lending to the emotional as well as the intellectual faculties of the students. It is, further, the commitment of the philosophy area to provide an intellectual leadership in the academic communities-- leadership both in areas of the humanistic and the natural sciences. The concern with the course is therefore not so much in matters of content; on the contrary, the primary need is the excellence in the process of the actual performance of philosophy.

In this attempt, the philosophy course is divided into four specific areas, namely Epistemology, African World-View, Philosophy of Religion, and Social-Political Philosophy. Epistemology examines and analyzes the problems of human knowledge, the problem of belief, the problem of establishing truth, and the problem of gathering evidence.

African World-View undertakes the consideration of African myths of creation, of God, of death; African religion; African philosophy; and African moral and jurisdictive principles.

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*For actual curriculum materials, see Appendix X.

The philosophy of religion concerns the nature of religious experiences through the analysis of the Bible, and the social criticism of religion (Christianity) by Black theology.

The social and political philosophy examines specifically the basic social presuppositions. In doing this, Marxian analysis is introduced to establish the theoretical frame of reference; the nature of Marxism and Black liberation; and the nature of Black liberation.

7. Humanities*

The humanities classroom becomes a place where critical examination of the quality of the student's own life takes precedence as an intellectual pursuit over the academic exercises from weighty textbooks. Students who have wrestled with the question of form and content in the making of a collage, photographic essay or a mask will understand more easily the application of this same question when it is asked with reference to ritual drama, modern architecture or abstract painting. Likewise, the student who has discovered how to make imaginative use of slides, stage design, costumes, videotape and film in the creation of an original dramatic production, can hardly fail to realize the prevailing influence of media upon every aspect of contemporary life. By the same token, students who have realized the richness of poetry and drama in their everyday cultural experience, say, for instance in a church service, can evaluate other (alien) cultural and aesthetic standards.

As students and teachers enter into real dialogues about the world they share in common, the actual physical boundaries of the classroom begin to dissolve. The artificial boundaries between disciplines are the first to go, and then those that separate the university. The dissolution of both of these artificial boundaries frees up many "teachers" and the effort and energy usually applied to fragmentation can be applied to creative re-integration. Students go out into the community and encounter local people (artisans, musicians, drama groups, ministers, storytellers, root doctors, etc.) on their own turf, or invite them onto the campus to perform and/or to answer questions.

There have been developed in the course five sequences of units, each dealing with a different aspect of creative human response. The materials in each unit serve to encourage the student to work from his own cultural milieu, and to acquire an enthusiasm for and a critical judgment of the creative process and of his relationship to it, forcing the student to improve his expressive faculties in writing and speaking, as well as in other areas of creative expression, perhaps yet unknown to him.

The sequences are as follows:

African and Afro-American Writing: Students deal with African and Afro-American literature in a manner that will show the similarities and

*For actual curriculum materials, see Appendix XI.

differences between the two; their explorations include readings of African and Afro-American novels, short stories, poetry, and drama. Numerous student projects are described.

Dance and Drama in the Classroom: A diverse, multifaceted sequence in which the classroom becomes a theater stage and a dance studio. Many ways into dance, through student activities, are furnished, and relationships to other sequences are also developed between, for instance, sacred dancing and Man's stance as Mythmaker. Original dance and dramatic invention is stressed as a means of understanding how the combination of mediums heightens the possibilities for communication.

Looking at the Visual Arts: A group of writings and related exercises, using slides, videotape, and films form the material side of the sequence, and an art workshop to sensitize students to the scope of the visual arts deals with the participatory angles of creative involvement. A guide for establishing an art workshop as an integral part of the course is detailed.

Looking at Music: Through the use of all forms of Black music, as well as "found" music (simple compositional techniques for non-music people) students arrive at an understanding of the scope of music and the expressive possibilities of the form. Copious use is made of commercial recordings and tapes prepared by the ISE staff.

The Stances of Man: A group of materials that aid students experiencing and recognizing the possible attitudes of man toward life, toward the world, and toward the universe. In assuming these attitudes man takes on one of three primary identities:

1. Mythmaker - through the identification (both conscious and unconcious) of heroes and heroic acts, and in the use of stories to develop their religious and philosophical ideals.

2. Protester - against the particular order in which he finds himself, whether social, psychological, moral, religious, or political.

3. Witness - to the essential order and coherence that he finds beneath the apparent chaos around himself.

8. Counseling*

The program counselor has, over the past four years, become the central unifying element between students, program faculty , and administration. In order to reinforce the concept of "total" student

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*For actual counseling materials, see Appendix XI.

development, counseling must go beyond the textbook in regard to educational and social development as well as psychological adjustment. Therefore, the counselor must be cognizant of external forces in society that influence individual growth and maturation and use this knowledge to stimulate self-improvement, self-direction, continuance of education, analytical and critical thinking, as well as develop concepts that will enable the student to have a successful social and family life in this ever changing world of today.

Because TCCP students bring with them a multitude of educational and social problems to college, the counselor has had to step outside of the traditional counseling role-- as related to student personnel administration-- and become more active. Thus, it could be said that the counselor's role has developed largely in response to the needs of students in "transition" working for positive change within the system. The counselor must recruit, keep records, provide unilateral information on available college services-- who to see, where to go, etc.-- and also provide assistance in developing positive student-oriented programs such as:

--Tutorial Programs that are in many instances student directed.

--Group Counseling sessions as a means of getting student reaction to individual, as well as group problems in a group setting.

--Student Seminars to enlarge the classroom focus on topics ranging from drugs, birth control to Black awareness, etc.

--Student Involvement Programs for those students who are concerned with utilizing their education to attack problems and meet the needs of the community or similar communities to those from which they originated.

--Student-Teacher Small Group Interaction relating to course content and in many instances special interest instruction.

--Student Services based on background knowledge of the student.

In addition, the counselor acts as the liaison person between the student and the institutional structure. Lastly, the traditional function of the counselor to the student is that of individual counseling or more simply stated, provider of support and an understanding ear.

9. Administration

The director must be a planner, an administrator, and a leader.

Planner. Most directors may wish to maintain close personnel contact with their faculty members during the initial stages of the program. To this end the director would want them to share a large office, equipped with files, duplicating and copying machines, office desks and storage facilities. Also, each desk location would provide space and privacy for individual conferences with students or teaching colleagues.

One advantage of this type of arrangement is that it provides a group atmosphere which is supportive for the individual teacher; on the other hand, there is the disadvantage of separating the teacher from his departmental colleagues. The director makes the decision on the basis of how he conceives the direction the program should take.

Communication within a program should operate in two directions: 1) from the director downward to counselor, faculty, and students; and 2) with equal force upward from students, faculty and counselors. What this means is that a director must do as much listening as he does talking and receive as many written communications as he sends out. It is essential that he does not use the stairstep method, i.e., downward from director to counselor or faculty to students and upward from students to faculty or counselor to director. The efficiency of many organizations is reduced significantly as a result of poor upward communication. This type of program demands a director who has learned how to listen. He must meet frequently with students so as to hear what they have to say about their teachers, their courses and other concerns. He must do the same with the faculty, individually, by disciplines, and as a total group.

Administrator. The director in most instances will have helped write the proposal for the program and submitted a budget with necessary explanations. He is, therefore, fiscally accountable for the achievement of the aims and goals of the program.

The director sets up the machinery for handling the expenses of the program. The larger parts of the budget such as salaries, indirect or overhead costs, and billings for summer or other conferences that are part of the program are planned with the business office of the school. Once established, however, matters can proceed routinely. Management of the day to day spending for teachers' supplies, office supplies, and other small items whose costs are only represented by totals in the budget is the area that must be watched to avoid waste, careless duplication, or careless failure to obtain something vitally needed in the classroom.

A director cannot make a fair appraisal of personnel with whom he has not maintained close communication. Fair appraisal also requires close observation. A director would, therefore, need to visit periodically each class and laboratory activity in the program.

Leader. Leadership implies the ability to inspire, induce, or persuade others to exert their efforts toward the achievement of a set of goals. The director should be the kind of person in whom his faculty, staff, students, and colleagues will feel free in placing their confidence and trust. He must believe in what he is doing with such intensity as to have a real feeling for it. Otherwise he can neither induce nor share the group tone necessary for driving the program forward.

A director must be prepared to provide some form of leadership to each discipline included in the program. It is unlikely that he will

have detailed knowledge of the content in each curriculum area to the same degree that the teachers should have. He should, however, know enough about each subject area and the psychology of teaching to hold responsible dialogue and present challenges to any of the teachers.

A director not only must provide leadership for the program but also provide significant leadership for the academic community. The amount of community respect he is able to command will determine in a great way the extent to which the college can profit from his program. To this end he will read the literature and keep up with new developments in educational change, the changing role of colleges and universities, as well as learning research and development.

9. LIST OF APPENDICES AND THEIR CONTENTS

Note. Contents of Appendices I through IV included in ERIC, with exceptions indicated. Contents of Appendices V through XI not included in ERIC.

APPENDIX I

GENERAL DESCRIPTIVE AND BACKGROUND MATERIAL

Thirteen-College Curriculum Program-- Progress Report: 1967-72

Catalog of Materials of the Thirteen-College Curriculum Program (1972). Out of print. Only Copy 1 has sample.

This is TCCP (1972)

College Curriculum Program: Teacher Selection Guidelines (1972)

Report of the 1971 Summer Workshop

Journey into Discovery (1968)

To Gladly Learn (1966)

Teaching Forum, May 1971

Teaching Forum, April 1970. Out of print. Only Copy 1 has sample.

Expanding Opportunities, July 1968. Out of print. Only Copy 1 has sample.

--In Appendix but not included in ERIC:

"Future Leadership Roles for Predominately Black Colleges and Universities in American Higher Education", by Elias Blake, Jr., Daedalus, Summer 1971.

--Not in Appendix or ERIC but available on request from ISE:

Questions Instead of Answers (A 16 mm, 75-minute film of the 1969 Summer Workshop, by Paul Freundlich.

APPENDIX II

GRADE, ATTRITION, SELF CONCEPT, AND ACHIEVEMENT DATA

Thirteen-College Curriculum Program: A Longitudinal Research Design and 1967 Entering Student Norms (1971), by J. Thomas Parmeter

"Analysis of Student Questionnaire 1971," (1972) by J. Thomas Parmeter

Graduating Seniors Look Back at their Freshman Year (1971), by Elias Blake, Jr.

Toward More Active Learning (1972), by Joseph Turner

APPENDIX III

TEACHERS' REPORTS AND STUDENT EVALUATION CONFERENCE

"Guide for Teachers . . . : 1967-68"

"The Teachers' Perspective: 1968-69"

"Teachers as Innovators: 1969-70"

"The Black Experience in Action (Social Science): 1970-71"

"Review of Humanities Reports: 1970-71"

"Teacher Evaluation of 1970 Summer Workshop"

"Minutes of Student Evaluation Conference: May 1969"

APPENDIX IV

SITE VISITS BY INDEPENDENT AND ISE OBSERVERS

"Selected Summaries of Reports by OEO Consultants, for years 1967-68, 1968-69."

"Reports by ISE Consultants (former OEO Consultants), for year 1970-71."

"Selected Reports by ISE Staff, for year 1967-68."

"Guidelines for Conducting and Reporting Visits by ISE Staff, for 1971-72."

"Use and Effectiveness of Title III in Selected 'Developing Institutions'," November 1970, by James L. Miller, Jr. et al, Bureau of Research, U.S. Office of Education. For the account of TCCP and ISE, see pp. 12-18.

APPENDIX V: ENGLISH

Responsibility: Student Manual

167+ vii pp. To be reprinted. Only Copy 1 has sample.

Responsibility: Teacher's Manual	195 + vii pp.
Love: Student Manual	206 + vii pp.
Love: Teacher's Manual	272 + vii pp.
Choice: Student Manual	161 + xvi pp.
Choice: Teacher's Manual	96 + xv pp.

APPENDIX VI: SOCIAL SCIENCE

The Basis of Community and Society: Student Manual	72 pp.
The Basis of Community and Society: Teacher Manual	162 pp. To be reprinted. Only Copies 1 and 2 have samples.
The Structure of Community Control: Student Manual	275 pp. To be reprinted. Only Copy 1 has sample.
The Structure of Community Control: Teacher Manual	130 pp.
The Black Experience: Student Manual	235 pp. To be reprinted. Only Copies 1-4 have samples.
The Black Experience: Teacher Manual	203 pp. To be reprinted. Only Copy 1 has sample.

APPENDIX VII: MATHEMATICS

It's A Computerized World: Basic Language for GE Time-Sharing System	48 + vi pp.
Base Numeration Systems and Introduction to Computer Programming (Fortran)	57 + iv pp.
Topics in Mathematics	235 + vi pp.
Sets and Logic	81 + vi pp. To be reprinted. Only Copies 1 and 2 have samples.
Topics in Number Theory: The Number Game	49 + vi pp. To be reprinted. Only Copy 1 has sample.
Tools and Concepts	38 + vi pp. To be reprinted. Only Copies 1 and 2 have samples.
Probability and Statistics	42 + vi pp. To be reprinted. Only Copy 1 has sample.

TCCP Mathematics and Student Manual Problem Book	174 + viii pp.

APPENDIX VIII: BIOLOGY

Teacher's Guide to Classroom Discussions for Biology	409 + xi pp.
Laboratory Activities for Biology: Student Manual	260 + vii pp.
Laboratory Activities for Biology: Teacher Manual	180 + xii pp.

APPENDIX IX: PHYSICAL SCIENCE

Nature of Physical Science: Student Manual	65 + xi pp.
Nature of Physical Science: Teacher Manual	87 + viii pp.

--Not in Appendix but available from ISE:

Inaccessible Die Systems (Apparatus)

Chemistry, Part I - A Macroscopic View Student Manual	51 + vi pp. To be reprinted. Only Copies 1 and 2 have samples.
Chemistry, Part I - A Macroscopic View Teacher Manual	69 + xiv pp. To be reprinted. Only Copies 1 and 2 have samples.

--Not in Appendix but available from ISE:

Chemical Slide Rule (Apparatus)

Chemistry, Part 2 - A Microscopic View Student Manual and Teacher Manual	85 + x pp. To be reprinted. No samples.
Chemistry, Part 3 - An Introduction to Organic Chemistry: Student Manual	57 + xii pp.
Chemistry, Part 3 - An Introduction to Organic Chemistry: Teacher Manual	67 + xvi pp.

--Not in Appendix but available from ISE:

Organic Rummy Cards (set of 90 cards)

Organic Chemistry Information Cards (set of 27 cards)

Conservation Laws - Momentum and Energy: Student Manual	55 + x pp. To be reprinted. No samples.
The Gas Laws and Kinetic Theory: Student Manual and Teacher Manual	65 + xv pp.
Light: Student Workbook and Teacher Manual	63 + xiv pp. To be reprinted. Only Copies 1 and 2 have samples.

APPENDIX X : PHILOSOPHY

African World View: Student Manual	176 + xii pp. To be reprinted. Only Copy 1 has sample.
Philosophy of Religion: Student Manual	128 + xx pp. To be reprinted. Only Copy 1 has sample.
Social and Political Philosophy: Student Manual	152 + xx pp.
Epistemology: Student Manual	177 + xxi pp. To be reprinted. Only Copy 1 has sample.
Philosophical Inquiry: Teacher's Manual	113 + xi pp. To be reprinted. Only Copy 1 has sample.

APPENDIX XI: HUMANITIES AND COUNSELING

Man and his Creative Awareness - Teacher Manual	494 + viii pp.

--Not in Appendix but available on request from ISE

Slide sets

Afro-American Artists: New York and Boston (38 slides)

A Means for Approaching the Visual Arts through Students' Projects in Photography (32 slides)

A Survey of Afro-American Artists (20 slides)

Tape sets

(Each tape is 1,800 feet and runs at 3-3/4 IPS)

6 tapes on various aspects of religious and secular black music

1 tape of Afro-American poets reading their poetry

Handbook for College Counselors	69 + xi pp.
1972 Counselor Summarization and Evaluation Report	76 + vi pp.