

# THE FRESHMANS

IN EDUCATION



## DIMENSIONS OF NON-TRADITIONAL EDUCATION



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# THRESHOLDS

IN EDUCATION

August 1977  
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# SOME DIMENSIONS OF NON-TRADITIONAL

By Edwin L. Simpson

Although the term non-traditional has been used in literature of education frequently, the difficulty which educators and laypersons alike have in clearly defining the term is portrayed in the composition of the word itself—"Non-traditional"; something other than traditional. In order to define it we are required to compare or contrast with what apparently is better understood: traditional education. Yet, it doesn't require much probing with the users of such language to find that even characteristics of traditional education run the gamut of expectation with no firm description of conditions upon which all may agree.

As chairman of the Commission on Non-traditional Study Samuel Gould took the opportunity to discuss his concept of the term as part of his report, *Diversity by Design* (1973). The following is his helpful commentary:

...non-traditional study is more an attitude than a system and thus can never be defined except tangentially. This attitude puts the student first and the institution second, concentrates more on the former's need than the latter's convenience, encourages diversity of individual opportunity rather than uniform prescription, and deemphasizes time, space, and even course requirements in

favor of competence and where applicable, performance. It has concern for the learner of any age and circumstance, for the degree aspirant as well as the person who finds sufficient reward in enriching life through constant, periodic, and occasional study. This attitude is not new; it is simply more prevalent than it used to be. It can stimulate exciting and high-quality educational progress; it can also, unless great care is taken to protect the freedom it offers, be the unwitting means to a lessening of academic rigor and even to charlatanism.

How then may educators and laypersons find better means of assessing the concept to assist in planning and consumership? As Gould points out, the critical element to understanding is the relationship of the individual learner to the institution which is attempting to provide service. The degree to which each party is involved in determining such things as goals and operational procedures for learning is vital to the concept of traditional/non-traditionalism. The more the individual is involved, the more a program is cast as non-traditional and conversely predominately institutional involvement suggests a traditional approach.

Given this basic element, let's look then to the ingredients of educational programming which

influence or predict the individual to institution relationship. A close examination of important programmatic ingredients reveals at least six primary factors. These include: (1) time, (2) location, (3) method, (4) objectives, (5) content, and (6) evaluation—all of which seem integral to describing the relationship of individual students to the institutions or programs serving them. Keeping the commentary of Gould in mind each of the six factors may be placed on a continuum, having the individual at one extreme and the institution at the other, (see diagram). By establishing a point on each continuum which best describes the condition existing in a specific program, a means of more accurately and comprehensively assessing the degree of non-traditionalism is possible.

As was suggested previously, by identifying the conditions relating to each factor, one may arrive at a better estimate of the degree of non-traditionalism which an institution or program possesses. This means of assessment also allows for a more descriptive comparison of internal program factors which determine non-traditionalism and may facilitate program planners in moving toward desirable program goals. At least it may put more meaning into a heretofore ambiguous term: non-traditional education.

The perspective offered here represents only one of several viewpoints and models presented throughout this issue that we hope you find useful.

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Edwin L. Simpson, Editor and Professor of Adult Continuing Education, Northern Illinois University.

Non-Traditional/Traditional  
Program Characteristics Continuue

	Individual Orientation	-----	Mutually determined by the student and institution or program	-----	Institutional Orientation
	Determined exclusively by the student				Determined exclusively by the institution or program
Time	Students select when learning activities will take place.	-----		-----	An arbitrary time is prescribed by the program or school.
Location	Student selects place of learning activities.	-----		-----	School or program site used only.
Method	Student selects method best suited to his/her style of learning.	-----		-----	One method selected and used by the program.
Content	Student selects what is to be learned.	-----		-----	A specific, single curriculum is prescribed by the program.
Objectives	Student provides own objectives.	-----		-----	Objectives established by program or institution.
Evaluation	Student evaluates his/her own performance to measure progress in meeting objectives.	-----		-----	Evaluation is conducted by the program in meeting program objectives.
	Non-traditional	-----		-----	Traditional

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# A Rose by Any Name?

## Concept and Terms in Non-traditional Education

By Charles A. Wedemeyer

Whether we call it Non-Traditional Education, Fernstudium, Teletuition, Telemathetics or Education at a Distance, the phenomenon of teachers linked with learners via various media over vast distances is a persistent and growing characteristic of education in the 20th century.

Relatively little attention has been given to the study and significance of non-traditional education. In Marshall McLuhan's metaphor, educators have been driving into a new age of learning with their eyes on the rear view mirror. Furthermore, the drivers are gazing fixedly on a mirror image of **schooling**, not learning.

There is, of course, nothing new about non-traditional education except its growth and acceptance since the sixties, and the means now employed. Early man's symbolic speech was limited in effectiveness to the distance which sound waves can travel. But drawing, and then writing demolished man's time-bound existence; messages on the walls of caves conveyed meaning beyond the moment recorded. Clay tablets, papyrus and paper made messages mobile, and demolished man's space-bound existence. The tablets of Moses, the letters of St. Paul, the proclamations of kings and popes, the theories of Euclid, the maps of Magellan, the conventions of commerce, could circulate the

known and unknown worlds. And even where the oral tradition persisted, the talking drums, the smoke signals, and traveling troubadours, the miracle plays and itinerant preachers, teachers and actors took messages to distant learners. In all developing societies there was and is stubborn pride in the self-made (meaning self educated) person who achieved beyond the space-time binds of formal schooling. There is nothing wholly new in the concept of education at a distance, or non-traditional education.

How do we define non-traditional education? The names applied to things are important, for they not only acknowledge the existence of something, but by connotation or denotation they prescribe the attributes of the things named. Here we are no doubt in trouble, for the terms of "non-traditional education" are ambiguous and imprecise.

As any dictionary-maker knows, meaning is not only symbolized by a term itself, but is also defined by the usage to which it is put. From the words in the term and a wide range of usage, we can flesh out some meanings: non-traditional education is teaching and learning, the imparting and/or acquiring of knowledge via methods used because teachers and learners are at a distance from each other. By logical extension, some medium or media is/are employed to communicate between separated teacher and learner, regardless (again by logical extension and usage) of the

limitations of space and time, social and economic inequalities among learners, geographic isolation and cultural differences.

In the United States a recent CEEB-ETS survey report retreats from the problems of definition by using the term "non-traditional learning" instead of others in wide use (Hamilton, p. 16). The report notes nevertheless that "non-traditional programs, learning experiences, or methods of instruction are **also** ambiguous terms, "but bravely continues, "The report tends to view all programs, experiences and methods of instruction which are different from the typical, campus and classroom-bound, teacher-led, face-to-face, lecture or seminar-type of instruction as non-traditional." The report adds. "The ambiguity is unavoidable."

The terminology that we now have (except for independent study) is disunifying and divisive, even for programs similar in purpose and developmental process. For example:

- Some terms in our field identify the medium used in communication: radio-, television-, satellite-, computer-, or correspondence study (for example, the Chicago TV College). In fact, none of these terms is accurate, for each of these programs employs more than one medium, and signifies more than the system of diffusion that is named.

- Two terms identify the **place**

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where the learning is supposed to occur: 1) home study (but this is not accurate either since home study is widely employed in school based programs); 2) external studies (less inaccurate but only because more general).

•Four terms identify the **non-restrictive admissions requirements** which characterize the programs: 1) open university or open school; 2) university or school without walls; 3) free university or school (such as the Free University of Iran); 4) and the people's university or school (such as Everyman's University of Israel).

•Several programs operate under the name of the **authority which accredits** the learning: In the United States such programs as Empire State College, various Regents' Degree programs, the University of Mid America, The Community College of Vermont, and Minnesota Metro College. Elsewhere in the world, such programs as the Memorial University of Newfoundland, Athabasca University of Alberta, Fernuniversitat of West Germany, Centre de Teleenseignement Universitaire of France, and the University of South Africa.

•Several terms emphasize the **physical distance** between teacher and learner: programs called teletuition, tele-en-seignement, fernunterricht or fernstudium, telemathetics, and of course, distance education (although it is clear, distance is a complex concept involving more than miles or kilometers).

•Five terms are used to include all of the types of programs that are non-classroom based: distance education, non-traditional learning, independent study, out of school learning, and external studies (although in usage this term often includes classes).

•All of the terms in use originated out of the necessity to name **institutional** programs. The growing recogni-

tion of learning wholly under the control of learners (no institutional base) adds new terms, such as self learning, self planning learners, etc. Conceptually, self learning is consistent with such terms as independent study, learning at a distance, and non-traditional learning.

What is interesting about this disparity and ambiguity of terminology is that all of the terms cited signal an end to space-time barriers to learning; they signal a separation of and concern for teaching and learning; they signal the use of a medium or media of communication to link teacher and learner; and they signal greater autonomy on the part of the learner as a desirable end. But the terms themselves (except for open learning, independent study and non-traditional learning) are either quite restrictive (identifying a particular medium or technique) or are so general that it is difficult to define them. All the programs described by these varied terms have striking and basic similarities to the other programs; thus there is no logical integrity in the present terminology used, and no universality with respect to the class of educational activity to which all obviously belong.

Furthermore—and this is the most curious aspect of all—the people who work within these separate but basically similar programs perceive themselves in some way different from their colleagues in the other programs, as though the different labels represent genuinely different aims, purposes and programs in education.

As a result, not only are the programs fragmented from each other, struggling—even competing—for recognition, support and survival, but we do not even perceive that beneath the deceptive and ambiguous labels we are all trying to do very nearly the same things for learning and learners. Indeed—taken all together—our programs comprise not several different educational endeavors, but a great new development in education.

Cyril Houle has suggested (in **The External Degree**) that America

is entering a third era in higher education. That new era, I believe, recognized the societal imperative of access to learning for all people (let's call that openness of education); it recognizes that all learners, on the basis of their needs, should have some degree of direction over the education they obtain for themselves (let's call that the exercise of learner autonomy); it recognizes that different learners have different cognitive styles congruent with their personality and self concepts (let's call that field independence-dependence); it recognizes that regardless of where learners live, however remote from instructional resources and whatever their condition, the ancient restrictions to access derived from a space-time-elite perception of learning can be overcome by various media of communications (let's call that coping with distance, which here is more than physical distance.).

Nor is this new era limited to the United States. It is evident throughout the world, strong in some countries, only faintly stirring in others. While America had much to do with originating and sustaining this movement, innovation in the creation and implementation of institutional form for this new concept of education is found throughout the world, especially where education as human development is recognized as a national imperative.

I said earlier that conceptually there is nothing wholly new in non-traditional education; that what is new is the degree of acceptance and growth of this phenomenon—and the means employed—**these** are what enables America and the world—in Cy Houle's terms—to enter a new era of education. I also commented that the names applied to things are important, and reviewed the varied and ambiguous and imprecise terms that are applied to the programs we develop. These terms have frequently limited our perception of what we do; they have often separated us from each other in their focus on the different means employed, rather than the unifying

Cont. on 28

# High School: Learning Place or Holding Pattern

By James Bellanca

The TV cameras rolled. First, two policemen emerged from the building. Each carried an armload of clubs, metal bars and chains. Next came the paramedics, each leading a bloodied, bandaged teenager. Finally, the ambulance orderlies wheeled out the stretcher. A sheet covered the boy's body. Throughout, the announcer's voice described the bloody incident which ended with one boy, an on-looker, dead, seven students seriously hurt, and two teachers, who had tried to quell the fight, hospitalized. The newsclip ended with the school principal's comment: "This is an isolated incident. Most of our kids are decent and hardworking."

Follow up interviews within that high school demonstrated that the TV cameras, not the principal, had a firmer grasp in reality.

\*A paraprofessional (one of 6 hired to keep order) described the rampant flow of drugs, rising alcoholism, and increasing gang warfare.

\*Three teachers documented increased truancy.

\*Students revealed how they must avoid washrooms in order to "stay safe."

\*A janitor talked about fires in wastecans, broken washroom fixtures, vandalized lockers.

\*The librarian tabulated \$6,000 of stolen or destroyed books.

\*A parent outlined how students physically harassed her daughter.

\*A neighbor pointed out damage done to bushes and trees in her yard which adjoined the school property.

Most high school students and teachers know that such incidents are not limited to a single school. In big cities, small towns and elegant suburbs, the picture is similar. While Pollyannish school administrators tell their tax-revolting communities that their high school is a bed of roses, 3.5 million students drop out annually, test scores decline, violence increases, and drug sales skyrocket - "except at Rosey High where such problems are rare incidents. Our youngsters are well disciplined."

The American comprehensive secondary school is a flop. While attempting to be all things to all people, it has evolved into a monolithic giant with a curriculum of mush. A visitor to any randomly selected classroom in any randomly selected secondary school would have a 95% chance of finding a teacher lecturing thirty or so passive students at least four days a week. So it has been for the past sixty years. So it will probably be for the next sixty. "At best," says an Ivy League admissions officer, "the high school makes a good holding pattern."

When critics confront school administrators, teachers, and boards of education with the dropout rates, test scores, and violence, the blameful finger is

pointed in a variety of directions, but seldom to the school itself.

If parents and students cannot rely on the comprehensive high school, what options exist for salvaging secondary education? Although no single model will work complete magic, a variety of alternative approaches do exist. Most spring from the now dormant "alternative education movement."

In the late '60's and early '70's, secondary school reformers jumped aboard the "alternative school" bandwagon. Captured by the romantic "learning for its own sake" Fantini, Postman, Ilen, Holt and others dreamed beautiful dreams of exciting parades which would march high schools into a new age. But when the bands' music faded with the national economy, the bastions of traditional education smiled sardonically at the scattered confetti and broken balloons. "See, another fad."

The alternative school movement was not just another fad that failed to reform the comprehensive school. From the scattered experiences of alternative programs in Palo Alto, Winnetka, Philadelphia, St. Paul, and some 400 other high school districts from Northern Maine to Southern California, alternative high schools have overcome the resistance to change and have restored hope that high school can be a learning place, not a holding pattern.

At the 1977 "New Directions for New Schools"\* conference, a panel of alternative school students

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outlined the significant factors which make alternative schools "a hope for the future." Commented one panelist, "these are the things we've learned. Unlike traditional schools, we've learned and evolved. Sometimes we learn from failure, sometimes from success. but we learn because we want to be better. Because we want to be better, we can adapt."

The student panel outlined 4 factors which set "successful" alternatives apart from traditional schools and "unsuccessful" alternatives.

- (1) A clear, consistent, and accepted philosophy that is valued by students, parents, and faculty.
- (2) A priority concern for "people needs" which permeates all decisions and activities.
- (3) A supportive, structured learning environment.
- (4) An experienced, caring faculty.

"Our list might sound just like what any school principal would espouse," commented a Lansing, Michigan junior. "I think the difference is how and to what degree. I know from my experience that I feel differently in the alternative school. These things happen. In my old high school, they were words some people talked about."

**(1) A CLEAR, CONSISTENT, AND ACCEPTED PHILOSOPHY THAT IS VALUED BY STUDENTS, PARENTS, AND FACULTY.**

Whether we discuss a Basics Academy, an Open School, or a School-Without-Walls, it is easy to recognize that each is operated on a well clarified value set. When a parent selects an alternative with a well defined purpose and a well-communicated value system, the parent can more easily understand why and how the students' day to day learning occurs. Unlike a traditional comprehensive school which must compromise multiple values into a moralless mush, the alternative school can provide the precise brand, flavor, and nutritional content desired by the parent.

Winnetka New Trier's Center for Self Directed Learning well illustrates this point. As a school within a school, the Center does provide a

well defined value set to its students. Before registering a student in the Center, the parent must attend seminars. In the seminars, faculty, students and parents explain the program, discuss its value system, and weigh its pros and cons. When a parent elects to register the student, the Center Community expects that parent and student are buying three key values:

- (1) Individual Self-Direction.  
("Learning how to identify one's learning needs, set goals, plan a learning program and self evaluate in an ever more self-directed manner.")
- (2) Community Commitment.  
("The willingness to share responsibility and support each other as caring, interacting, and communicating partners in learning.")
- (3) Academic Excellence.  
("The challenge to develop and use academic ability to the fullest extent.")

Throughout the student's years in the Center, this value system is reinforced in decisions which govern the **process** of education. Primary emphasis is placed on faculty and parents working as partners to model the values. Both parents and faculty are expected to support the student, but the student has primary responsibility to decide what, how, when, where, and why about learning. The support takes a variety of forms. Advisor-student-parent conferences, support groups, family groups, internships, action research projects, town meetings, independent study, and small group seminars culminate each semester in student self evaluation.

**(2) A PRIORITY CONCERN FOR PEOPLE NEEDS WHICH PERMEATES ALL DECISIONS AND ACTIVITIES.**

Some call it "hug." Others describe it as "a place where I'm cared for as a person. I'm me." At the New Directions Conference, students and faculty discussed the CARE quality which make their alternative school a positive experience.

"When I was in the regular high school, I was a number. Nobody knew me. Here, everyone does. I just feel I'm a wanted part."

"It's a place where it's ok to give and get hugs. There are all types of hugs and I know if I need one, somebody will be sure to give me the type I need."

"We trust and care for each other. It's ok to goof up. The faculty will help us learn about our goofs and not make us feel guilty."

"It's a place where I can be me without apologies."

"Each one of us is given the courage to be. I can do my thing, but I know I'm also responsible to the other kids."

Few persons who have worked or learned in a supportive learning community could pinpoint any single cause. Nancy Richardson (George Hall School, San Mateo) favored the cooperative models which faculty provide. "We have to live the cooperation. As the adult models, we live the mutual support and open caring for each other. It rubs off." Bill Gregory (Center for Self Directed Learning) pointed to the structures built by Center faculty and students. "We learned together that interaction and communication work best in a set time and place. We work for clear, real expectations of each other so that those sessions do work." Stanley Moore (ALPs, Park Forest, Illinois) leaned to faculty skills and personality. "I believe in that magic mixture which synthesizes an open, flexible personality with multiple teaching skills. Trust and support grow from interaction, not from my reading a lecture."

Whatever the cause, quality alternative programs radiate an atmosphere of warmth and mutual respect. "I'm not put down as a student or a kid. I'm expected to be an adult - to think and act and feel as a person, not as computer card." While this may lead to occasional conflicts, most alternative school teachers, parents and students would not abandon the "family" quality which they work so diligently to maintain.

**(3) A SUPPORTIVE, STRUCTURED LEARNING ENVIRONMENT.**

"Adolescents need and want structure." That is commonly voiced fiat promulgated to second-

ary school faculty. It is also a much leveled criticism aimed at alternative schools which do not lock students into a 50 minute box-schedule that sanctifies straight-rowed chairs facing a lectern.

The structure adolescents want and need is not limited to "A structure." There are options. Even in traditional classrooms in which the structure is determined by the teacher, options include a circle of chairs, two concentric

circles, six circles of five chairs, tables with chairs, a panel, etc.

Alternative programs which have learned that all structure is not imposed, more often give priority to **process structures** which help students organize their own inner structures. In the process structure, individual decision making, interpersonal communication, and self-evaluation skills receive more attention than desk arrangements, bell schedules, and Carnegie units.

Process structures are designed to support individual growth. Unlike traditional school structures, which generally take the form of imposed rules and regulations designed to control mass numbers, process structures hold up rather hold down. They are pylons, not cages.

Process structures have evolved through alternative schools as effective means to help students organize and control how they learn. The process structures,

Mark each of the following scales according to your own school experience in this semester. Circle the most appropriate number.

Figure 1  
High School Student Survey

(1) I find school

1                      2                      3                      4                      5                      6                      7

challenging  
and stimulating

an utter  
bore

Alternative student average: 1.9  
Traditional student average: 4.7

(2) I am learning

1                      2                      3                      4                      5                      6                      7

all I can  
handle

nothing

Alternative student average: 1.2  
Traditional student average: 5.3

(3) What I have learned is

1                      2                      3                      4                      5                      6                      7

useful

useless

Alternative student average: 1.1  
Traditional student average: 4.3

(4) My skills in reading and writing

1                      2                      3                      4                      5                      6                      7

have  
improved

have  
deteriorated

Alternative student average: 1.7  
Traditional student average: 3.7

(5) Opportunities for me to be creative in my learning are

1                      2                      3                      4                      5                      6                      7

many

none

Alternative student average: 1.7  
Traditional student average: 6.8

many drawn from the strategies and practices of values clarification, psycho-synthesis, gestalt training, and organization development, rely on structured group experiences as tools to develop personal decision making and communication skills. Self-concept, self-direction, and personal responsibility are focal points.

In the Shanti School (Hartford, Conn.), students meet weekly in "home base groups." At Chicago's Metro High School, students gather weekly for "Community Meetings." At Cleveland Heights' New School, students and faculty assemble each morning for a 40 minute "family meeting." At Winnetka's Center, students and faculty meet three hours weekly for community group and bi-monthly for individual "support" groups. The common element throughout these variously-named groups is a clear focus on helping each student solve problems. While most attention is given to learning barriers, personal and family problems may receive equal attention **if the student chooses.**

The support groups are integral to successful alternatives. Because these groups allow for focus on individual needs, a firm base is given to academic and personal growth. Rather than address youngsters as computer numbers, the groups give attention to the normal needs for individuals to communicate, to interact, to decide, to give and receive help,

and to live by decisions. The skills required for human needs aren't assumed to develop in a vacuum.

This does not negate that each student must continue to master academic skills. Reading and writing are survival skills, but they can be learned in a variety of ways which far outstrip the dull, routine, and repetitious lecture found in 97% of traditional classrooms.

In an informal survey conducted among 60 high school students, (30 in an alternative program, 30 in a traditional high school), students were asked to evaluate how they learned and rate their reactions. The results speak clearly. (See Figure 1)

Additional questions on the survey, asked students to evaluate the faculty's role and skills in their learning. (See Figure 2)

In general questions, alternative school students rated faculty at a 96% level for openness, knowledge of subject matter, flexibility, concern for individual students, creative teaching methods. Traditional school students ranked their faculty at a 43% level.

In probing the methods, students were asked to check methods used in teaching and how helpful the student rated the experience, (if a student did not recognize the title, he/she was asked to count it as not used, not helpful).

#### (4) AN EXPERIENCED, CARING FACULTY

"I'm surprised at the age of this faculty. I had thought that

alternative schools were staffed by young radicals." Faculty in John Adams High School in Portland, Oregon, New Trier's Center, or St. Paul's Open School are used to such comments. Jerry Conrath, who directs Adams Beta School, designed to provide new skills for the Adams staff. The center's 6 person faculty's tenure adds up to 96 years with only one, a mother of five who has returned to teaching, having less than three years teaching experience.

Experience in years, however, tells only part of the story. Park Forest's ALPs faculty spent two summers in special training for their new roles. Values clarification, group dynamics, and structured group activity training were coupled with six week planning sessions and internships. New Trier's Center faculty received training at the National Humanistic Education Center, National Training Laboratory, and the Center for Study of the Person.

The training received was designed to provide new skills for traditionally prepared faculty. "Most of us were innovators in our traditional program. Without traditional structures to back us up, we needed more basic skills. With all our idealism, few knew much about decision making, communication, or planning," said a teacher from Southwest Alternatives (Minneapolis).

Cont. on 28

Figure 2

METHOD	ALTERNATIVE		TRADITIONAL	
	USED	HELPFUL	USED	HELPFUL
Lecture	2	0	30	8
Question/Answer Session	12	12	24	12
Discussion	21	20	19	14
Simulation games	13	11	3	3
Drama/Role play	17	17	5	5
Panel	3	1	6	2
Film/TV	18	15	27	21
Values Clarification	30	29	11	9
Inquiry	26	24	14	6
Structured Group Experience	30	30	0	0
Creative Activity	30	30	1	1
Lab Experience	26	25	0	0
Field Trips	19	19	3	0
Internships	23	23	0	0

# Study Unlimited: A Cooperative Institutional Model for Non-traditional Adult Education

By Phyllis Cunningham

In 1973, several forces came together to enable a new model of non traditional adult education to emerge in Chicago. This model involved: the co-operative efforts of a community college and a public library; the presentation or curriculum via audio and video tapes as well as by television; and the development of a library-college network to support independent study for adults.

The purpose of this article is to describe the social forces which led to the emergence of the inter-institutional model and the resulting program that took shape in the initial three years. An attempt also will be made to critique the model in terms of its potential for replication, efficiency, and effectiveness.

## Changing Priorities

Study Unlimited emerges as a result of changes which were occurring nationally in both the public library and higher education. The public library is one of the few institutions in our society in which the education of adults is a primary function. As one librarian puts it:

The public library's history of adult education endeavors is as varied as the years in which these endeavors were effected: the 1920's, characterized by basic adult education offerings for immigrants who came to these shores; the 1930's, filled

with self-education endeavors designed to fight the depression years; the war years of the 40's, dominated by a continuing educational renewal made mandatory both on the war front and the home front; the decades of the 50's and 60's molded by requirements that education move closer to systems of precise and explicit information. Now the 70's are making new demands, demands brought about by changing life styles... Adult educators and librarians responsible for services to adults who do not set goals and make plans in a spirit of such change have little hope of serving as contributing factors in the life of a pulsating community. (Bradshaw, in Brooks and Reich, p. VII).

As can be seen by the above statement libraries have served different functions at different times although the tension between functions has always been uneasy. Is the main goal of the library to be a repository of culture, or is another legitimate function that of helping to bring about social change? Robert Wedgeworth, executive director of the American Library Association, states that education is a basic goal for the library, but that there is a spectrum of approaches to reach this goal, ranging from the mere provision of books to becoming a major adult education agency. (*Designing Diversity*; p. 340)

Clearly there is a long tradition in which the goal of the library was to bring about social change. The idea of the People's University at its inception in the nineteenth century and again in the depression years was aimed at relieving

economic deprivation through learning (Johnson). However, the proliferation of information brought about by the knowledge explosion of the 1950's and 1960's had increasingly forced librarians to become information processors. In counter action to this focus on information processing, the idea of the library-college gained momentum. "The library-college is an educational ideal based on the concept that the single most important instrument in the learning process is the library." In this concept, "the term library means environment, study tools, and personalized communication; while college refers to learning, self-directed study, and personal growth." (Clayton in Schuster, p. 32)

The emphasis on the library-college concept had implications for the role of the librarian. Librarians needed to be bibliographic experts as well as to be able to handle what is termed the "generic book." The latter term, coined by Louis S. Shores, refers to the "sum total of man's communication possibilities," thus extending the word books to media of all descriptions and all formats. (Schuster, p. 32)

The increasing interest of librarians in placing a priority on in-depth service to adult learners received general publicity when the Dallas Public Library initiated a program called the Independent Study Project. Over a three year period the Dallas project made bibliographies, organized study groups, and disseminated information about CLEP (College Level Examination Program) study. The project was initiated by the library but included Southern Methodist

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University faculty members who assisted in preparing bibliographies and serving as resource persons to study troupes. (Brooks and Reich)

A national project, The Role of Public Libraries in Adult Independent Learning, involved ten large library systems in systematically examining ways in which their system could assist adult independent study. One feature of this project was retraining librarians for the role of the "Learner's Advisor," a term adapted from an older concept which was prevalent in the thirties, the Reader's Advisor. (Toro)

The anti-poverty legislation of the 1960's established the Library Services and Construction Act (LSCA), which had as its intent to widely establish minimal resource collections. Not until 1971 did the LSCA priorities include service to the "disadvantaged." But a growing movement could be seen among librarians toward bringing about social change through education. This meant reaching out actively to "new publics."

The American Library Association was also exploring what could be done to bring new publics into the library. Particularly the concern was based on the under utilization of the public library by the poor, undereducated, and those with minority status. An administrative office, Library Services to the Disadvantaged, was responsible for this concern. This office has, as one of its programs, developing strategies to help public libraries serve adult patrons in need of basic education (ABE) and preparation to pass the test of General Education Development (GED), a high school equivalency certificate attainable through a competency based test.

Another major project involving libraries and other educational institutions was developing in Appalachia. The Appalachian Adult Education Center (AAEC) received a national grant to explore how public libraries and public educational institutions sponsoring adult basic education programs could coordinate their efforts. The AAEC listed the following trends as among those "stimulating" and "obstructing" coordinative efforts:

### **Stimulation to Coordination**

Full time specialists  
Interest of professional associations

Institutionalization of services for the Disadvantaged

People's University concept  
Library Service Construction Act priorities

Adult Education Act

Coping skills concept

### **Obstruction to Coordination**

Repository function as priority

Few adult service librarians

Thrust towards children's services in libraries

Resistance to disadvantaged adults

Place boundness

My-student-my-classroom concept

Success of paraprofessionals

Problems of professionalization

The report ends cautiously, indicating that obstacles can be overcome but that there is a traditionalism rampant in both institutions which may require a middleman or catalyst to bring about coordination. (Eyster, pp. 38-39)

In summary, public libraries around the country were exploring their responsibilities towards (1) redefining priorities regarding their goals, (2) opening libraries to new publics, and (3) redefining of role of the librarian—in terms of providing individualized services to independent adult learners.

### **Higher Education Institutions**

If the late 1960's and early 1970's had seen ferment within libraries and among librarians, it was no less true in the field of higher education. Colleges and universities were caught in a wide expansion of facilities and programs while becoming a visible public target for attack. New publics were demanding access to these institutions, "relevancy" was demanded in curriculum, and hostility towards the impersonal and bureaucratic nature of the multiversity was at a high. Among the reforms within institutions of higher education, modeled somewhat after the non-institutional based free universities and alternative schools, was a wave of non traditional programs based in the institutions themselves.

The Newman Report, issued by the Task Force of the Department of Health, Education and Welfare,

had made recommendations to the Federal government as to its role in encouraging new educational directions (Newman). Several professional organizations formed committees to examine the future of higher education, and the Commission on Nontraditional Study was organized to examine and make recommendations from the private sector (Commission on Nontraditional Study).

Non traditional educational programs proliferated among two and four year colleges and universities. New language was coined for what some held were new or innovative concepts and others insisted were new terms for old ideas. Some of these terms were institutional in nature—such as access, accountability, cost effective, external-degree, open-university, campus free—while others were more curricular and student oriented, such as open enrollment, stop-outs, competency based curriculum, distance learning, credit exemption, credit for nonformal learning, and self-paced learning.

Non-traditional programs took diverse forms. Some programs created state wide systems of open learning without campuses, such as Empire State University in New York. Other universities banded together in consortia (such as the Union of Experimental Colleges) and allowed a commonly defined "contract learning" program called University Without Walls to be adapted to special needs of the students within a local institution. Entirely new programs for adult learners were developed by some institutions (e.g., DePaul's School for New Learning). In a program exclusively for adults, the credit format is eschewed and students are to attain newly defined competencies for a BA degree. More traditional universities simply took their available programs and externalized them, increasing availability through off-campus locations or individualizing the format for independent study. The commonality within these programs was that, for the most part, they were limited to adults (usually persons over twenty-five) and contained one or more of the following concepts.:

1. Open enrollment—the student can enroll as his convenience.
2. Self-paced instruction—instructional units are devised for individual access so that a student can accelerate, decelerate, or stop out if necessary without penalty.
3. Ease of access—making entry inclusive rather than exclusive by eliminating admission barriers and taking the program into the community or the living room of the student.
4. Alternative modes for awarding credit—credit exemption through tests or by preparing a portfolio documenting competencies obtained by prior (formal or non-formal) learning.
5. Credit bank—credits belong to the student rather than the institution and can be collected in a national bank and easily transferred.
6. Competency based degrees—a redefinition of the college degree in terms of the competencies one should have on completion. The student demonstrates the competencies without reference to some prescribed time period or credits in the institution.
7. Contract learning—the student devises a contract in a cooperative effort with faculty, including experiential learning as well as classroom based or independent study.

It was in this environment of shifting of priorities within librarianship and higher education that the development of Study Unlimited took place in Chicago in 1973.

City Colleges of Chicago was developing a new administrative unit, The Chicago City Wide College. It was to house all continuing education for adults and all non traditional programs. Within this new college, "TV College" became the central program of a unit called the Center for Open Learning. Since TV College has been in existence for twenty years, a library of televised courses was available for commercial broadcast. The new technology would allow these master tapes to be "dubbed" on video cassettes and mass produced for individual viewing. Meanwhile, the Chicago Public Library was interested in

making its system more responsive to undereducated populations and assisting the independent study of adult learners. It had a new Chief Librarian who had moved from the Dallas Public Library and was the co-author of **The Public Library and Non-Traditional Education**. The resulting inter-institutional model for non traditional education, Study Unlimited, is an extension of both the library-college and the open learning concept of education. Both institutions have shared equally in designing and implementing the program. It holds promise of replication anywhere since the public library and the community college are almost ubiquitous.

#### **The Study Unlimited Model**

While there have been developed several programs which have coordinated resources of the library and an educational institution, the Study Unlimited model is distinct. It has the following components:

1. **A community college and a public library enter a cooperative arrangement as equal partners to develop a full range of programs for independent study.** The community college is preferable to a university or four year institution because it is by nature an inclusive rather than an exclusive system. College credit can be made available for independent study without revamping admission procedures. This is especially important since service to all citizens is a basic public library concept.

Other programs have started as a library sponsored effort in which the college is invited to participate; and colleges have developed programs in which they seek space or support in the library. The idea in this model is that the institutions should be equal partners, with agreements at all administrative levels that the program will be jointly designed, developed and delivered. Finally, in order to satisfy the goals of both institutions, the program offerings should include enrichment as well as credit options.

2. **A format of non traditional independent study must be the base of the program although group activities can be added as deemed appropriate.** The idea of independent study is a strong

tradition within libraries that appeals to adults, who usually do not want a time bound program. If there is to be "diversity by design" within higher education, the point here is to capitalize on the strengths of the cooperating institutions. Programs can be added that enhance the idea of independent learning even if part of this program involves group meetings or tutorial sessions. However the emphasis remains on independent learning in as free a system as can be devised.

These two concepts are central to the model. Clearly there are implications resulting from these central points. A joint management team crossing institutional boundaries would be essential. Personnel on these teams would have to be sensitive to each other's institutional approaches and language codification. The roles of the librarian and the college counselor would have to be modified. There can be variations on such decisions as to where the program is to be housed administratively, the role of specialists or generalists operating the program, and the extent to which the programs are print or media oriented (or both). These variations are of local preference and depend on factors such as budget and available resources.

In summary, then, the Study Unlimited model, which first became operational in Chicago, calls for a college and library as equal partners, with a full range of independent study offerings including credit and enrichment courses, offered in a non traditional format.

#### **The Model Becomes A Program**

The City Colleges of Chicago has nine colleges serving 110,000 students. The newest of these units, the Chicago City Wide College, is without a physical campus and has as its primary function the providing of non traditional approaches to education. Within this college, the Center For Open Learning is the administrative unit responsible for education which is media based, such as TV College, and the Instructional Television Fixed Service (a form of closed circuit TV operating on a 2,500 megahertz system). It was this unit that had

the responsibility for Study Unlimited since the latter was designed to utilize the video and audio cassette as a major component for delivery of programs.

The Chicago Public Library, with over eighty branch locations, developed a new administrative unit to supervise independent study and placed this unit within the Extension Services. Five library locations were selected during the first year to pilot the program. Each Center was equipped with from two to five video playback units, audio playback units, and print materials. Both the Library and the College received special funding for two years from their respective state agencies to support the program in its developmental stages.

The Board of Trustees of both institutions entered into a formal agreement of cooperation following a joint proposal made by the Chancellor and the Chief Librarian. The Library was to be responsible for providing the facilities, operating personnel, and program development personnel. The College was to be responsible for providing hardware, software, instructional and counseling service, and program development personnel. The program development personnel were responsible for management of the program.

At the end of the first year four distinct programs had emerged within Study Unlimited: a college credit program leading to an Associate of Arts degree; preparation for the GED exam for adults seeking a high school equivalency certificate; preparation for credit exemption examinations such as College Level Examination Program (CLEP); and personal enrichment study in a credit free program.

In the second year of operation no new features were added to the programs and the emphasis was more on refinement and consolidation. During the third year two variations occurred. Credit was given for non formal learning being acquired within a library based program called "Writing in Chicago," and a large scale Instructional Television program was developed for GED students in which the branch libraries were used for

registration, testing, and tutorial service.

#### **Administration**

Eventually both institutions appointed a Director of the program and a specialized staff. The library designated two persons as Learners' Advisors at each location. The Director was responsible for selecting sites, orienting library personnel, visiting sites, and liaison work with the College. The College had a Director to coordinate the College portion of the program, a counseling staff member for every two locations, an examination proctor, and a media specialist. Faculty were assigned each semester according to course offerings. Student hand-books, procedure and policy manuals were developed jointly. Student data were kept by both institutions, with the library concentrating on day-to-day records and the college concentrating on enrollment, completion, and hardware-software inventory and usage.

In the third year of the project the library moved from a "specialist" policy to a "generalist" policy in terms of center operation and increased its central administrative team to three. The college maintained the "specialist" orientation.

The only cost of the program to the student was in the college credit courses, where a tuition fee was collected on enrollment. Students were to buy textbooks but study guides and reference materials were available at no cost. The library had additional direct costs for its administrative personnel, but since the branch libraries were already staffed, the cost to the library for housing and staffing the program were indirect. The College invested more "direct cost" money as it maintained special staff, purchased the hardware and software, dubbed the tapes and supplied the faculty. However, the College (unlike the library) could, once it was free of state grant money, recover much of its costs through state reimbursement for credit and GED enrollments.

#### **Non Traditional Aspects Of The Program**

**Ease of Entry**—A person could register in the program any day at any one of the Centers during

library hours (9:00 AM to 9:00 PM on weekdays; 9:00 AM to 5:00 PM on Saturdays). Registration was simplified to a one page application blank. If a student could not pay the tuition fee he or she was referred to the counselor for financial aid information. Study guides and other instructional materials were given to the student at this first visit. Each Center had reference copies of texts, and the entire resources of the library were available to the student.

**Self-Pacing**—Since the curriculum was designed for independent study, the student could set his own schedule. He could accelerate or decelerate. He could "stop out" for illness or change in working schedule. He could alter his time of viewing as well. Each Center was equipped with video and audio playback equipment for which the student could schedule himself. Audio taped courses could be checked out and played at home or in the car while traveling. When the student was ready to be tested in credit courses he merely went to the library.

**Credit Exemption**—CLEP review and GED preparation were available as part of the program. Students could prepare for these examinations and take short readiness tests to ascertain their chances of passing. When ready, the student could register for the CLEP examination at the Study Unlimited Center. Information on how to register for the GED test was also available at the Center.

**Alternative Methods for Gaining Credit**—As a part of the model, credit was also to be made available in two other forms: Credit for non formal educational experiences and for the developing of a portfolio to substantiate prior learning. This part of the model never became an integral part of the program during the first three years of operation.

#### **Supportive Services**

Study Unlimited attracted a diverse group of students, most of whom carried heavy work and home responsibilities. A large portion of the students had been away from school for some time. Independent study is not an easy way to learn for many persons who are used to a more structured

group learning curriculum. Accordingly, a number of supports were built into the program to "de-school" the student and accustom him to an independent mode of study. The basis of this support system was the librarian known as the learners' advisor, and the college counselor. Within each Center the librarians and counselor devised ways to encourage students to accomplish their goals, and librarians, counselors, and program management persons from all Centers met once a month to devise system wide strategies. The latter included: (1) use of an "opinionnaire" (**Inventory of Beliefs**) on enrolling the student to ascertain his need for structure within the learning experience (2) the use of a series of Independent Study Skills video tapes as a basis of teaching the student how to be an independent learner—a series augmented by study clinics in which a team of learners' advisors and counselors went to each Center to meet with groups of students (3) a record system to tell staff when students were showing signs of disengaging or failing to meet objectives (4) a predictive GED test (Cervero) and a predictive CLEP English test (Anderson) for entering students (5) the provision of direct instructional services by college faculty members by telephone tutoring and group meetings.

During the third year, since basic college math had proven to be extremely difficult for many students, that course was broken down into smaller units containing twenty-eight mastery tests. As a result the completion rate for highly disadvantaged students in the course increased from six per cent to approximately sixty per cent.

### Growth of Program

From the three sites which opened in 1973 with five college credit courses, the program grew to eighty sites in 1976. By then all branch libraries were involved in some aspects of the program and six sites provided the complete program—eleven credit course offerings on videotape, one audiotape and one newspaper course in any one semester. GED preparation could be done by videotape or by open air transmission with tutorial sessions available at thirty-two libraries. CLEP review packets with print material and video tape back up materials were widely available. Enrichment programs consisted of all credit courses and a number of short videotape productions developed or purchased especially for enrichment (e.g., the Ascent of Man and the City Colleges of Chicago's award winning series, Man and His Art). Home bound students could learn through services brought to them by Study Unlimited counselors. Large print and braille editions of the GED Study Guides were made available through the Library Services to the Blind. The growth in enrollment can be seen in the table below.

The enrollment figures show that there was a strong popular response. The non traditional nature of the program attracted a wide variety of students. College credit and enrichment courses were the most popular videotape programs. The great increase in GED enrollment during the third year was based on the opening up of the entire library system to these students along with open air transmission of the course. There is a branch library within eight

blocks of every Chicago citizen, and convenience clearly seems to be an important factor in increasing enrollment.

In summary, then, The Study Unlimited program flourished in its first three years. In an outside evaluation of the program it was noted that the potential of this type of programming seemed limitless (Houle). The strength of the program seems to be in the cooperation between institutions and the non traditional approach.

### Critique and Analysis

Inter-institutional cooperation is basic to the model. During the initial three years stresses and strains did occur at the operational level. However, the strong leadership of the management personnel allowed these problems to be redressed without destructive conflict. As the program expands, tensions clearly will increase. Some librarians feel that libraries should not take scarce resources and distribute them even more widely in services which are not a primary purpose of the library. Also, it can be asked, should a librarian be administering tests, registering students, collecting tuition? Some would answer emphatically no. Yet, the nature of this joint venture demands such incongruities.

Another sensitive issue is the awarding of credit. In its first three years Study Unlimited was never able to give credit for non-formal learning experiences. It is sometimes difficult for a librarian to accept the fact that colleges have limitations regarding the awarding of credit. Although the College wanted to award credit through portfolios documenting non-formal learning, it was difficult to agree on suitable criteria and standards.

**Study Unlimited Enrollment**

	College Credit Course enrollments	GED Preparation	CLEP Review	Enrichment	Total
1973-74	317	109	45	106	577
1974-75	595	328	145	428	1497
1975-76	1400	3600	200	600	5800



Within the College, major problems centered around the faculty and the registrar. The faculty, in general, liked the idea of opening up the system, but had difficulties with the self-pacing. One student finished a course in two weeks; another took a year. Tests had to be corrected, one at a time, whenever the student decided to take the examination. This was extremely "messy" to faculty used to time-based courses with more rigid regulations. Open registration for credit courses was a concept for which the registrar was not ready. When could the student drop the course and receive his tuition refund? How would you submit classes for reimbursement? When was a veteran eligible for benefits? And it may be one thing to explain open registration to a registrar, and quite different matter to "explain" a registrar to a librarian.

One of the aims of the college and the library was to reach new publics. Study Unlimited Centers were located in areas to increase that possibility. The age range of students proved to be from eleven to seventy-three. The eleven year old was a precocious child who, having exhausted the resources of his school, took college courses for enrichment (Houle). Across all programs the mean age was twenty-four; within the GED-TV program the mean age was thirty-one.

The majority of students was female: sixty per cent in all programs; seventy per cent in the GED-TV program. In 1975 the annual personal income was less than \$5,000 for twelve per cent, \$5,000 to \$8,000 for twenty-two per cent, while zero per cent reported an income of over \$20,000. This excluded students on public assistance. Nineteen per cent were unemployed (CAROL). In the GED-TV program seventy per cent were Black, nineteen per cent white, seven per cent Latino, and the remainder American Indian or Asian. The average years of schooling was 9.6 but reading levels ranged from barely reading to an approximate tenth grade level. Fifty-one per cent of GED-TV enrollees had never had a library card.

In the third year two unusual groups of students were enrolled: the severely disabled homebound student and correctional institution residents who were in halfway house programs. Numbers served were small in the first year but the results indicated real potential for this audience. From the above data it can be concluded that Study Unlimited met the objective of reaching new publics.

#### **Achievement and Completion**

Within college credit courses a major problem was the completion rate. The rates were: Fall, 1973: 28%; Spring, 1974: 42%; Summer, 1974: 46%; Fall, 1974: 48%; Spring, 1975: 53%.

Completion rates in college courses improved each term as instructional and counseling strategies were improved. Fifty-three per cent completion rate in an open entry, urban, community college program is competitive. It is certainly much higher than rates reported by correspondence instruction, another distance learning situation for adults. However a completion rate of over fifty per cent requires an active counselor and librarian. The extent to which this rate can be maintained without specialized librarians awaits further experience.

Another way of looking at quality is in terms of the grades awarded. The final course grade distributions over the first two years were as follows: A, 18.1%; B, 32.6%; C, 40.5%, D, 8.1%; F, 0.7%. for those students who completed their course work, grades tended to parallel those received in other college situations. It is important to note that these percentages vary by library Center. A library Center in a low income area had 16 per cent of the students receiving an A or B and a forty-two per cent completion rate. At another library in a moderate income area, thirty-two per cent of the students received an A or B, and the completion rate was sixty-one per cent.

Within the GED program retention was better (which is exceptional since drop out rates are as high as seventy per cent in large urban programs). Within GED-TV sixty-nine per cent completed the course. Of those students taking the GED exam no significant

difference was found in performance between Study Unlimited students preparing by TV and students preparing by conventional classes. Students who enrolled but were reading at levels too low to take the GED test were shown to have increased their reading level on post test at a significant level (Cervero and Cunningham).

Achievement and completion rates have to be interpreted in terms of several factors. Clearly, Study Unlimited was enrolling high risk students. When college faculty were prepared to individualize a program, the results were rewarding. However most faculty involved in the first three years of operation felt the "nuisance factor" outweighed the potential of the program. Accordingly, achievement and completion rates will probably be very low unless the college can recruit faculty interested in working with disadvantaged adults. Another important factor is the creative support system the library and college can mount in terms of front line personnel, i.e. the activities of the librarian and the counselor. In so far as each library can develop a system for tracking each student and provide support to keep that student in the program, retention will be acceptable for a distance learning program with high risk adult students.

#### **Administration and Inter-Agency Cooperation**

There are not enough data available to speak with authority about the ultimate issue of how long such a marriage of institutions can be maintained. During the first three years, Study Unlimited has enjoyed the support of the Chancellor and Chief Librarian, as well as unusual good will among the management and operational personnel (Houle). The good will has been developed because of the determination of persons with high commitment to the program, who have not let day to day dilemmas obscure the ultimate goals. Can these positive predispositions be maintained with institutionalization and rationalization of the program?

Cont. on 28

# CAUTION: DANGEROUS CURVE

By Joseph E. Hill  
Betty D. Setz

Men are aware of the potential danger inherent in curves in the form of 40-26-36 or sharp bends in a superhighway. Another more insidious curve—the normal distribution curve—has, on the other hand, been viewed variously as a law of nature, an essential to test validity, or a desired objective. The use of “normal” has permitted the distribution curve to serve as justification for ineffective teaching.

A complex, technological society demands advanced training for increasing numbers. Mass education, however, must not become non-education. If educators remain prisoners of the normal distribution curve, one-third of all students are doomed to failure—an intolerable waste of human resources. Current pressures from minority and other disadvantaged groups, awakened to the fact that higher education is essential for participation in benefits of the American economy, require that educators assume more responsibility for increasing the success ratio.

Today, over one-half of all students entering college drop out prior to completion of their program. In community colleges, the drop-out ratio soars to sixty-six percent. Community colleges have the responsibility for converting their open-door admissions policy into a real chance for each person

to successfully acquire higher education. When teaching techniques are not revised to provide a reasonable probability of successful accomplishment of educational objectives, open-door admission policies become only another unfulfilled promise.

Early efforts to produce educational accountability assumed a variety of forms. A proliferation of audio-visual equipment found its way into our schools. The shotgun introduction of visual aids and educational technology, however, did not alter the normal curve distribution. One-third failed in their studies. The introduction of each new teaching method or form of educational technology was heralded by its proponents as “the” solution. Utilization of programmed instruction, small seminars or “rap” sessions, and peer tutoring also failed to skew the normal curve distribution.

For a time, the persistent reoccurrence of the bell-shaped curve, regardless of teaching methods or media used, seemed to sound the death-knell for improvement of the success ratio. A closer analysis of the students at the upper end of each curve, however, provided new insight. While a few students were high achievers, regardless of the methods used, each new approach found a different mix of students at the high end of the grade curve. It was apparent that while there was no “best method” for all students, there were a variety of “best methods” for specific students. The problem, therefore, resolved

itself into identifying the students who could achieve best under each teaching method and media mix.

## **A Personalized Approach To Education**

The urgent need to identify the specific “best method” for individual students resulted in the establishment of the diagnostic and prescription center at Oakland (Michigan) Community College (OCC). The center deals with the diagnosis of cognitive styles of entering students and the subsequent prescription of individual plans of work. OCC accepts the premise that no two students seek meaning in exactly the same manner. Each student has his own cognitive style or way of seeking meaning or of “knowing.” OCC believes that 90% of the students with normal ability can learn 90% of the material 90% of the time if the teaching methods and media are adjusted to the student’s individual cognitive style.

## **Diagnostic Testing**

Students entering OCC take not only the traditional paper-and-pencil tests to determine their ability to handle words and numbers, a staple commodity of traditional education, but they also undergo a series of performance tests. These performance tests find students walking a line, tasting cheese, assembling wiggly-blocks, listening to repetition of nonsense syllables, and matching patterns on a pegboard. These unusual activities are not simply fun and games. They are specifically designed to discover how the student perceives his world. They

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measure his ability to learn through his five senses and through the use of ten qualitative symbols which are programmatic in nature and ten codes that are culturally determined "games." Qualitative codes measure such things as sensitivity to the feelings of others, the ability to extract meaning from facial expressions and gestures, capacity to follow accepted form in performance of motor skills, commitment to a set of values, ability to judge physical and social distance that another person desires, ability to influence the goals of others, and responsiveness to time expectations. Students are monitored on a video-tape recorder as they undergo the series of performance tests. In this way, counselors can observe the manner in which students approach problem solution and thereby assist them to structure a program that facilitates their learning.

### Cognitive Style

Family background, talent, life experiences, and personal goals make each of us unique. Each cognitive style map, like each student, is different. A cognitive map provides a complete picture of the diverse ways in which an individual acquires meaning. It identifies his strengths and weaknesses as the basis upon which to build an individualized program of education not only to facilitate acquisition of required skills and knowledge, but to augment style by developing weak or neglected capabilities.

A student's cognitive style is determined by the way he takes

note of his surroundings-how he seeks meaning, how he becomes informed. Is he a listener or a reader? Is he concerned only with his own viewpoint or is he influenced in decision-making by his family or associates? Does he reason in categories like a mathematician or through a synthesis or relationships to develop patterns or rules like a social scientist? These are only a few examples of the facets of human makeup that are included in a student's cognitive style.

Test results go to the College's computer system to produce a tabular map of traits that describe how each student thinks and learns—his cognitive style map. The scores achieved on written diagnostic tests and on demonstrable performances, along with supportive data from personal interviews, are translated into elements of the student's cognitive map. The student's map becomes the basis for indentifying the educational sequences, teaching media, and instructional techniques which will assist him in mastery of essential skills. The mode of understanding of the educational tasks, i.e., elements of cognitive style required, is used by the computer to design the modes of presentation associated with the various prescription centers. The computer is then used to match the cognitive style of the students with that mode of presentation found to be best for him. Both attrition and failure rates have been substantially reduced in areas employing the Personalized Education Program.

### Mapping Cognitive Style

Cognitive maps are printed out in the form of a Cartesian product of three sets. (See sample below) The first set indicates a student's tendency to use certain types of symbols, i.e., his ability to handle theoretical symbols, qualitative symbols and qualitative codes. The second set indicates the manner in which the student tends to derive meaning from symbols, whether it be in an individualistic fashion, mainly in terms of his associates' perception, or on the basis of his family's ideas. The third set indicates the manner in which he reasons or his decision-making patterns, whether he thinks in categories, in multiple relationships, or in terms of differences. These three elements—symbolic mediation, cultural determinants, and modalities of inference—comprise the cognitive style of the individual. The number of possible different combinations of the measured traits is 3,200.

### Prescription Centers

While each student remains responsible for the content of his course, he may "burst" into any of several instructional modes appropriate to his needs, abilities, and cognitive style. Cognitive style maps can be used to assist teachers in developing strategies to reach students who do not master material through the usual lecture-discussion methods, suggesting optional approaches that do not require special facilities. OCC,

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### Sample Cognitive Style Map

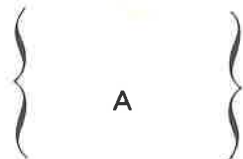
#### Symbols and Their Meaning

T (AL), T' (VL)  
Q(A)  
Q(CK)  
Q(CT)  
Q(CEM)



x

#### Cultural Determinants



#### Behavioral Translation

Secures meaning from his peers and enjoys team projects.

x

#### Modalities of Inference



Relies on principles, rules, and definitions in reaching decisions.

Prefers to learn through listening rather than reading, uncomfortable dealing with concept of quantity, derives meaning from tone, gestures, and facial expressions, relates well to others, is empathetic.

# St. Mary's Community Education Center: Can Alternatives Survive Success?

By Thomas W. Heaney

It began an unlikely experiment: an attempt to build a school for "radical consciousness" within the citadel of a tradition-bound, higher educational system. Joan Jeter Slay, a former organizer with the Woodlawn Organization (when it was still faithful to Alinsky), and Reny Golden, a divinity student at the University of Chicago, were both on the staff of St. Mary's Center for Learning. Jonathan Kozol had pointed to St. Mary's as the "longest-lasting and best regarded Free School in the nation" (Kozol, p. 129). But Joan and Reny had been walking up and down Roosevelt Road listening to the people, and for all its renown, St. Mary's was not a resource to these people, not in terms of the litany of social ills which plagued the near west side of Chicago. The contradiction which this implied demanded a new kind of program for adults.

When I met Joan Slay and Reny Golden, I was on the staff of the Center for Continuing Education at Loop College, one of the City Colleges of Chicago. A major focus of the Center had been the development of alternatives to the test of General Educational Development for adults (GED). The GED had been developed in the military for predominantly white, middle-class recruits who had been snatched out of high school to fight a World War. The resulting program has hardly been a

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meaningful experience for the now largely Black and Latino consumers of GED — "drop outs" or "push outs" from inner-city schools. The concerns of the Center for Continuing Education and St. Mary's Center for Learning converged in the development of an alternative.

The theoretical base for that alternative was found in Paulo Freire. We sought to develop a program which, while providing skills and a diploma, would encourage the "practice of freedom," whereby men and women could deal critically with themselves and their environment in order to transform both. This meant that we had to accept responsibility for change — not only change within the individual, but long-term changes in society itself effected by those individuals who have been awakened to their dignity and rights. Our approach integrated the roles of social change agent and educator, consistent with the insights of Boggs:

Societal structural reform is as significant an objective of adult basic education as are functional behaviors and skills. ...Adult basic education can most effectively change behaving-valuing patterns which are destructive...when it is allied with programs which...ameliorate external circumstances contributing to their existence (p. 311)

And Nesbitt:

The key that all adult educators must learn to use to tap the vast storehouse of

knowledge found in the urban Black population is to simply remove the things that threaten the group's freedom before theoretically conceiving and operating ABE programs in their communities. (p. 250-51)

Our analysis of the problems which "threaten the group's freedom" increasingly revealed that the major problems were (and are) systemic. As such these problems remained impervious to the solitary efforts of individuals. Luton and Rohreld had pointed out that

Adult educators, in short, can effectively assume the role of social change agents only if they are ready to go beyond the traditional function of facilitating individual growth. They must engage with community groups seeking social change and develop a sequence of varied and relevant activities. (p. 327)

It was clear from the beginning that if an educational alternative were to succeed, it would have to obtain public support. The critical problem with many alternative programs has been their size; they have been too small to create a political base from which to undertake social change. A tentative design and proposal for an "Adult Alternative High School" were submitted to the Illinois Community College Board under the joint sponsorship of the City Colleges and St. Mary's. North Central Association accreditation would be extended to the program through St. Mary's. A public

service grant was received from the ICCB and the program was ready to open in January, 1972. Forty adults were recruited off the streets (fifteen more than we had intended to start with).

The initial problem was how to re-ignite hope among persons whose previous educational experience had apparently resulted in failure. The solution was sought in the resources of the members of the community itself: their reality was the place to begin. The vehicle for undertaking this beginning was simply called **Group**. Modeled after Freire's **circulo de cultura**, Group provided seven to twelve adults with an opportunity to generate themes about work, family life, urban problems, and past failures in education while at the same time developing process and group leadership skills. Reny Golden said of Group:

The essence of the methodology is an act of trust in people's willingness to share with each other and to discover the common nature of their experience. A belief in this will to move out of isolation, toward community and deeper self-understanding is what group facilitators bring to their groups.

Group is the only 'required' course in the program (all of the NCA requirements are met with a wide variety of options) and most participants, on leaving the program, identify Group as having been the single, most valuable learning experience they've encountered. It is in Group that the variety of learning activities—past and present—are integrated, that themes are generated and become the curriculum, and that knowledge is reflected upon and becomes a powerful tool for change. Significantly, many of the graduates of the program have returned as facilitators of Group, and some have introduced Group as an adult education course in other community colleges.

As Cross and others have noted, members of disenfranchised communities frequently have negative self-images and perceive themselves as failures. Affirming previous learning experiences by granting credit can reverse the

tendency of many programs which presume the student is "empty" and comes to school to be "filled up" with knowledge. This latter presumption underlies what Freire would call the "banking model" of education and merely reinforces the tendency of inner-city students to put themselves down. The alternative program evaluates the life experience of each student and extends credit for that experience within the ample guidelines of the NCA.

The remainder of the program provides credit in a variety of ways: in-service training with community organizations, independent study, weekend residential seminars on political and social awareness, courses in local community colleges, mini-workshops on weekends using the resources of the city (e.g. a health workshop in a Community Health Center), teaching a course to peers in concentrations in which the participant has expertise (e.g. language, organizational skills), and more traditional courses. All the courses in the program begin with a contract—a contract not with an individual, but with the entire group. The class goes through a consensus-formation process until each person is ready to sign off on an agreement that stipulates the mutual expectations both of the students and the instructor. The resulting contracts (syllabi) have been highly creative, building both on the themes generated by Group and on specific needs of each class. No grades are used in the program. No forms of testing are employed. Evaluation is based on the contracts alone.

Governance of the program is the responsibility of the Governing Council. The Council comprises participants and alumni (whoever wishes to join can do so), two instructors and one administrator. This body approves the entire curriculum, hires and fires all staff—including the administrators—and makes all policy decisions. Additionally, the Governing Council is a course open to any participant who registers, since the Council more than any other component of the program is where the medium becomes the message. You cannot tell people

they have dominion over their own lives, when in the telling you are controlling their situation. Students in the Governing Council learn to accept responsibility and accountability for their lives through the experience of being responsible for the program's destiny. This experience is both enabling and empowering, and thus creditable.

Astoundingly, the program seems to work. It has survived the demise of both of its founding institutions (Center for Continuing Education and St. Mary's Center for Learning). It has grown beyond all projections to a current enrollment of over 1300 students. In an unprecedented move of the NCA, accreditation for St. Mary's was shifted to the alternative program, now known as the St. Mary's Community Education Program. And when St. Mary's closed its doors for the last time, the adult program moved several blocks away to a modern facility in the Malcolm X Community College.

While the enrollment varies greatly, approximately 85% of the students are Black, with most of the rest Latino. More than 30% have been former drug users. At any given time at least 45% have been welfare recipients when they started the program. The drop-out rate is the lowest in the city with 91% of the students remaining in the program.

The numbers are impressive (for those who are impressed by numbers), but the numbers have led to a serious and, perhaps in the end, fatal problem. Success has linked the program more tightly with the "system" over and against which it stands as an alternative. It should come as no surprise that there is a conflict, both political and philosophical, between the St. Mary's Community Education Center and the City Colleges of Chicago. The potential conflict was evident early in 1972 when the City Colleges imposed a hierarchical structure on the program staff by appointing a director. In actuality the program, by design, has no director. It is governed by the Governing Council. The superimposition of a

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# An Experimental Adult High School- A Place Where You are Definitely Happening

By Judith K. Klikun

Almost fifty percent of the adults in this country, twenty-five years of age and older, have not completed high school. Some of these adults attend evening high school classes to earn a diploma, while others prepare to take the General Educational Development examination (GED). Unfortunately, some adults freeze on tests, others have erratic schedules which interfere with consistent class attendance and some view both types of high school completion programs as irrelevant to their lives. Recognizing these problems, the Monmouth Adult Education Commission (MAECOM) proposed an alternative approach to high school completion.

In the summer of 1974, the New Jersey State Department of Education funded the MAECOM proposal to establish a non-traditional Adult High School. The intent was to develop a flexible program which would enable adults to earn a regular high school diploma through the recognition of informal learning experiences such as job training or hobbies, and through the completion of a meaningful course of study.

MAECOM developed the Adult High School process around the belief that learning is ensured when there is affective as well as cognitive growth. Increasing the feeling of self-worth, the feeling of being capable, increases the capacity to learn. Involving the adult in the decision-making

process validates his/her ability and encourages self-directed action. Emphasis is placed on developing self-esteem and an awareness of the learning process. The focus of learning in the Adult High School begins with the learner, not with a body of knowledge. The learner is encouraged to explore subject areas and develop skills relating to the questions, Where have I been, Where am I now, and Where do I want to go? Knowledge and skills are integrated as a functional component of the answers to these questions.

As the Adult High School program evolved, a process developed emphasizing skills of goal-setting, decision-making and self-direction. The following aspects of the program require the use of these skills:

- \*Involving the adult in designing the content and format of his/her program.
- \*Developing individual programs which recognize past learning experiences, incorporate present interests and needs, and reflect future aspirations.
- \*Awarding credit for informal learning experiences which the adult feels deserve recognition.
- \*Choosing learning situations and methods which best fit the individual learning style.
- \*Setting a schedule and pacing the schedule based on each individual. Goal-setting, decision-making and self-direction not only help the adult succeed in this program, but help the adult succeed throughout life.

During the entire learning process, the adult receives assistance and support from an educational broker. It is the broker's responsibility to advise the adult learner on procedures of the Adult High School and to facilitate the achievement of educational goals. The broker continuously promotes the adult's awareness of how she/he learns, how to make choices, set goals, plot strategies and achieve goals. The broker does not make decisions for the adult, but clarifies the steps necessary to accomplish success in the learning experiences of MAECOM's program.

Before the learner becomes actively involved in the Adult High School, she/he is oriented to the program through group and individual conferences. Orientation sessions provide information on the Adult High School program and on other high school completion programs for adults. After assessing the options, the adult decides which program is most appropriate for attaining his/her goals. Of the adults investigating high school completion at MAECOM, approximately 20% choose the Adult High School. Usually those who elect this program have a special area of interest which they would like to expand or they have substantial informal learning such as home-making and child-care for which they want to earn high school credit. Others have completed two or more years of high school which can be applied toward a diploma and some applicants want a regular high school diploma rather than a GED.

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# More than Courses and Credits

By Sister Mary Oliver Hudon

Earning a baccalaureate degree is a time consuming project. For the typical college student it means setting aside four years for study to earn the coveted sheepskin. But for the person who did not have either the fancy or the finances to go to college after high school the prospect of earning a degree later in life is nothing short of an endurance test.

Post-secondary education for employed adults becomes a "moonlighting" situation. For them adding nightly classroom hours to a long work day exhausts their energies and leaves learning bereft of leisure or pleasure. Whether they are prompted to go to college by the pragmatic pressure for career advancement or by a newly kindled awareness of themselves and their potential, men and women who have postponed their collegiate education are disadvantaged students in many ways.

Conscious of this new population of students and their special needs Sister Kathleen Feeley, President of the College of Notre Dame of Maryland, established a new degree program for working adults called the Weekend College in the spring of 1975. In announcing her decision to the faculty and later to the press she reminded them that in 1893 the College was founded to provide young women with a collegiate education that would be characterized by the highest academic quality and a special concern that would nurture their

unique talents and potential. The College of Notre Dame opened its doors to provide this kind of opportunity to young women almost one hundred years ago. In 1975 the College renewed its purpose by providing this same quality education to another group of students with special talents and untapped potential, the full-time employed adults who could only be part-time students. Just as the opportunity for young women to earn their degrees in an environment that freed them from male dominance was provided in the first quarter of the century, now the College turned its attention to developing a supportive degree program for working adults in the latter quarter of the twentieth century.

In an era more and more characterized by isolation, specialization, automation and fragmentation we turned our attention to making the college education for part-time adult students a personalized, integrated experience of learning. The basic philosophy of the Weekend College program was to enable students to integrate successfully their individual lifestyles with their education. This new program of weekend classes was founded on a principle of partnership where students and teachers were challenged to meaningful participation and interaction in the educative process. Our aim was to provide part-time students with more than just courses and college credits. We wanted them to have access to a collegiate education characterized by many of the advantages enjoyed by the traditional full-time student.

Arranging a wedding of traditional college experiences with the needs of this new group of part-time students challenged us at Notre Dame to try "something old" (like ivy-covered walls) and "something new" (like an every third week schedule of classes). While it is a little too early to predict a "happy-ever-after" ending, it seems evident from steadily growing enrollments and student comments that the beginning of this venture holds promise for the future.

Currently, many post-secondary programs for adult learners have taken education into the market place. University extension centers have set up classrooms in office buildings, factories, local high schools, in libraries and in churches to meet the adult "where he is." While this practice has made college courses easily accessible to many adult students, it has ignored one of the great advantages that the full-time collegiate enjoys, namely, the protected environment of a college campus. Whether or not college students think about it or are willing to admit it "campus life" provides the luxury of getting away from the pressures and realities of daily living to enjoy learning. Although at first it sounds contradictory, I believe that students who have the leisure to isolate themselves temporarily from the distractions and responsibilities that adult living imposes on them are able to integrate their academic learning into their daily lives more easily.

One of the distinguishing features of the weekend program at the College of Notre Dame is an

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attempt to provide part-time students with the advantages of campus living. Resident accommodations are available to adult students and about twenty percent of the weekenders move into one of the two college dorms on the Friday evening that classes are held on campus and check out again sometime on Sunday.

In addition, weekend college classes are held in Fourier Hall which boasts a large comfortable carpeted lounge that lures students to spend time before, between and after classes with fellow students and teachers. The coffee-pot lights up at 8:00 a.m. on Saturday mornings and often the last student out of the lounge pulls the plug around 10:00 p.m. only to cut across campus to continue the rap-session over a beer in the student pub. In the pub, as in the dorm dining room, younger and older students mingle comfortably, sometimes comparing notes on teachers, but often as not just exchanging a friendly hello, each knowing that the other belongs in this world called "college."

Initially, the idea of providing dorm accommodations to weekend students was intended to serve the same purpose as it does for our full-time students. But commuting distance from Notre Dame does not seem to be a key factor for most adult residents. Although a few students come from beyond the metropolitan Baltimore area, many residents choose to stay on campus because it "makes it easier to study," as one young woman who only lives five minutes away from Notre Dame admitted. Brenda is typical of the young women who have a Monday to Friday away from home and are also raising a family in addition to finishing up a college degree. Brenda leaves her two daughters (and the dishes, beds and ringing telephone) at home with her husband every third weekend and "digs in" at school freed for a short time of distractions. "It's working," she says, "and it's good for all of us."

Although students often describe the five weekends on campus as "intense," they look forward to classes. "Instead of forcing myself to go to class (as I did in night school), I sometimes have to force myself to go home on

a Saturday evening," one weekend college commuter confessed.

So the old idea of going away to college has many positive attractions for adult learners. Matched to the bold new idea of a reduced number of teacher-student contact hours, it has produced a successful design for a degree program that fits into the lives of busy adults.

Perhaps because they are busy and, in many instances involved people, the majority of students who have enrolled in our weekend program have adapted well to a program of study that utilizes only one-third of the traditional academic hours of classroom instruction for most of its courses. Based on the simple premise that quality counts more than quantity, the fifteen week semester (forty-five classroom hours) was redesigned so that students meet with their instructor only five weekends in the semester for a total of fifteen hours of instructional time. Shifting the emphasis away from classroom lectures and the instructor's dominant role was the "something new" that we adopted to make our college courses more suitable to mature students.

While every form and design of individualized learning was being tried in elementary and secondary classrooms across the nation and strange sounding scheduling patterns were being used to accommodate students' interests and abilities in these schools, by and large colleges were continuing to dispense knowledge to their students in much the same fashion as they had for decades. Three academic hours a week spent in the presence of an instructor were sacred. Students who came, who listened and who took notes were rewarded with credit.

Presenting intellectually stimulating and challenging ideas takes time admittedly but even more time is needed to digest and analyze and evaluate ideas. Planning a program of studies that would give instructors only one-third of the available time to make their contribution to a student's understanding of a subject called for a lot of re-tooling. The faculty at Notre Dame responded with enthusiasm. Course syllabi were re-organized to focus on five large

elements of the subject matter and instructors generally plan their course outline to reflect an instructional strategy that gives them the responsibility for introducing the topic and the students and the responsibility for pursuing it. In addition to planning their presentations, instructors are encouraged to give the students adequate guides for the study they will be engaged in during the two week interval between classes. Organizing on-campus classroom time so that students can share their learning and get clarification for ideas also requires some new techniques.

Ninety percent of the instructors who teach courses in the weekend program are members of Notre Dame's full-time faculty. Their weekend class (often the same course as they are teaching during the week to full-time students) is a part of their regular teaching load. But the difference in how they handle the course can be quite marked. One seasoned History professor described her adjustment by admitting that the first inkling she had that things would be different came when she noticed how agitated her class seemed as she launched into her lecture on the second weekend. Before she had her next session with them, a group of students let her know that they had indeed had a hard time listening because they were so eager to talk about what they had been reading and to ask her questions. Dr. S. confessed that she was so conditioned to expect that most of the students probably hadn't read the assignment that she began "as usual by highlighting the main points from the readings." But the usual wasn't right for these somewhat unusual students.

"Weekenders" aren't necessarily brighter students, but one thing you can count on—they aren't bored or bullied. The person who has chosen to put "college" on the calendar of his or her already over-crowded life is doing it because he or she wants to.

Making room for students who are eager to learn and who are willing to do a large part of their learning on their own isn't a hard task for any college. At the College of Notre Dame it has been a joy!



# PROJECT INFUSION

By William Hayes

Traditional education is a term having many different meanings. Each person has his own concept of traditional, and educators probably are as individual in their thinking as their clients. In context of this article, traditional education means one teacher using a single specific discipline with every student in a class studying the same content at one pace. It also means that the teacher sets the goals of the course entirely, that reading and listening are the students' activities while talking (lecturing and explaining) is the teacher's activity, and that the teacher controls student behavior. Typically the purpose of traditional education is to "select in" those who can achieve a college degree and to "select out" all others. Thus, in high school we speak of "college bound students" and "non-college bound students."

## **The Johnsburg Program**

Johnsburg, Illinois School District 12 began working toward what it understood to be a nontraditional concept more than a decade ago and embarked on an ambitious program to develop an alternative education prototype. The elements of the Johnsburg prototype are: (1) to personalize and individualize the learning process, (2) to provide opportunities for affective and cognitive learnings, (3) to provide opportunities for higher cognitive learnings rather than just factual recall, and (4) to provide varying degrees of both teacher control and

learning environment structure depending on individual student needs.

Therefore, an observer in a Johnsburg elementary or junior high school will see self-contained classes, open space clusters, student planning, team teaching, teacher directed education, independent study, small group, or whole class activities, depending upon the situation. Johnsburg has rejected the concept that only one right way to educate all children exists. Children have vast differences and education must provide variations equal to these individual differences. The same philosophy should apply to the individual differences of teachers and parents. Shouldn't we be able to go beyond recognizing only the individual differences of students in organizing our schools and in designing curriculum?

District 12 is now planning its first high school as it has become a separate unit district. Citizen expectation is that the high school will extend philosophy and teaching methods and strategies to the high school situations. In preparation for September 1978 high school opening, curriculum is being developed.

## **The Infusion Process**

One assumption basic to the curriculum planning is that many excellent educational programs now exist in various high schools, especially among the ESEA Title IV-C diffusion Network schools. Johnsburg High School does not need to reinvent the wheel. However, it must identify the various spokes and skillfully

assemble these components. Through attendance at many workshops, institutes and conferences plus visits to several high schools, three components of school structure were sought. The three components were: (a) administrative structure that would promote teacher's participation and a resulting ownership in the proposed high school program; (b) programs to promote development of a personalized student school climate, and (c) subject area programs utilizing individualization, structure, integration of content, higher thought processes, and career education as a preparation for life. These became identifiable objectives of the Johnsburg High School.

A number of such programs have been identified and are being adapted. To establish a personalized school climate Johnsburg High School is adopting "Education By Choice" program of Quincy II. High School, Quincy, Illinois, the "Teacher/Advisory system" as developed by Dr. Keith Hubel, Southwest Minnesota State University, and "Team Administration" of Quincy I High School. To provide teachers with expertise essential to successful personalizing and individualizing of the instruction process, Johnsburg High School is adopting the teacher in-service training program "Positive Attitude Toward Learning" of Bethalto C.U. 8, Bethalto, Illinois.

Academic area programs adopted have been: "Toward Humanization and Individualization of Science," of Moline High School,

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William Hayes, Principal, Johnsburg High School District 12, Johnsburg, Illinois.

which has 240 modules of unified science in which traditional physics, chemistry, biology, earth science content cubbyholes give way to emphasis on broad concepts. Specific content is taught in each category but synthesis of the various categories is an objective of teaching. In traditional education synthesis is left to the student, who frequently lacks intellectual maturity to accomplish the task. "Integrated Social Studies" of Parker High School, Janesville, Wisconsin is designed to teach students the multidimensional nature of man. It focuses on concepts and values from the social sciences, history, the arts, and a variety of belief-value systems. Critical thinking is considered a major goal in this program with content information recognized as essential to the problem solving process. Another program which is being adopted is "Decision-Making Man" of Dunham Junior High School, St. Charles, Illinois. This program, which integrates science and social studies, covers research design and methodology, earth history, genetics, evolution, technology and the history of science, and environmental systems and ecology.

For students who generally have difficulty coping with academic learnings for whatever reason "Multi-Sensory Approach To Learning" of Lincoln, Illinois, High School is being adopted. The primary objective of the program is to present the content of English, mathematics, and science to students with learning problems through a variety of audio, visual and kinesthetic instructional modalities. The target students have a history of difficulty with content learning due to the generally low level of reading skills. Learning activities are structured through a variety of instructional modalities. The primary vehicle for learning is the Learning Activities Package. Individualized and small group instruction are used when students need personal aid or attention. Another program being adopted for that target group is "Pre-Algebra, Laboratory Classroom Diagnosis" from Chicago Public Schools. This program uses an original, diversified approach

which takes advantage of the individual learning behavior patterns of students. The purpose is to prepare students for success with algebra at the high school level by strengthening mathematics backgrounds, improving mathematics skills and defining and correcting mathematics deficiencies. For seniors an elective course entitled "New Model Me" is being adopted from Rock Island High School, Rock Island, Illinois. It is designed to help students understand the causes and consequences of behavior. This may be expanded to involve more students if it is successful. Other programs suitable for adoption are being investigated.

In order for personalized high school as envisioned for Johnsburg to succeed, student-oriented teachers are necessary. Selection of staff will utilize the "Perceiver Interview Process" of Selection Research Inc., Lincoln, Nebraska. Dr. Donald Clifton and his associates have devoted 25 years to developing personnel selection techniques and instruments. Johnsburg High School Principal is being trained in the "perceiver process," teacher selection and talent development will be systematically programmed. Teacher in-service training both before and after opening the new school will be a high priority item.

The building design itself has been planned with participation of District 12 elementary teachers, consulting teachers from nearby high schools, Illinois Office of Education personnel, a Northern Illinois University professor of secondary education and committees of laymen. The design is partially open space with three walled demountable classrooms, and partially traditional four wall permanent classroom construction. The learning center is the focal point of the shopping mall type open space section of the school. This permits both individualized-team-taught-learning center oriented instruction and also self-contained teacher directed instruction options. It also permits flexibility for the future when teaching strategies change as more is learned about the nature of learning.

### Need for Research

A research design has been prepared which will establish in May prior to September school opening baseline data on student self-concept, attitude toward school and academic achievement as well as sociometric information about the community. (Demographers project population growth in the Johnsburg area at 5% or more per year for the next two decades.) Community information is deemed by the Board and administration to be of critical importance in their decision-making. Therefore, as opinion sampling techniques are developed and used as part of the research design, Johnsburg High School officials should be able to gain objective information, thus eliminating much of the traditional board-administration guesswork.

Very little education research has touched on development of a total school curriculum composed of successful functioning programs accompanied by a carefully planned research design. Dr. Paul Berman, Rand Corporation, was commissioned by U.S.O.E. to study the effect of federally funded programs designed to introduce and spread innovative practices in public schools. In the resulting report, September 1974, four sets of variables are identified as effecting "implementation" of a project by the adopting school. The report then states, "With this reality in mind, we define implementation as the change process that occurs when an innovative project impinges on an organization. By so defining implementation, we shift the focus of research away from measuring compliance of the degree to which a project fulfills its stated 'goals.' Instead, we ask what changes actually occur as a result of the introduction of a new project, how and why they occur, and what significance these changes hold for the operation of the organization." Johnsburg High School officials intend that the research design will provide enough baseline data to serve as a basis for future

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# What the Innovators Tell Us

By Robert M. Smith

In seeking to understand non-traditional education, it is potentially instructive to examine the descriptions and accounts of new programs, most of which are undertaken by persons intimately involved. What do the innovators themselves see as non-traditional in their activities? What obstacles and problems do they identify? What questions remain unanswered?

At least as represented here, the persons associated with non-traditional activity tend to exhibit unabashed idealism, enthusiasm and a sense of mission. Sometimes this takes the form of equating "traditional" education with failure, irrelevance, or at least ineffectiveness. Sometimes the new program is seen as an adjunct or additional arm of otherwise adequate institutions and programs. In an era of retrenchment and disillusion the idealism and enthusiasm themselves can be refreshing and encouraging if (as seems to be true here) they rest on bases more solid than self-service and that kind of thinking that equates change with progress.

The writers of our case studies (if so they may be called) seem to be citing the following as characteristics of non-traditional education.

A special "philosophy" or orientation toward education and learning is involved. This might frivolously be dubbed by an unsympathetic reader as "caring

and sharing." There is considerable emphasis on human relations (Bellanca) and joint planning—by teachers, students, even parents. And there is the notion that caring enough to set up programs for new—often difficult to reach—audiences should be accompanied by supportive actions in an atmosphere designed to give these new clients every chance to succeed. Otherwise...forget it.

Credit exemptions and alternate paths to credit are stressed—especially in the Study Unlimited model described by Cunningham and the alternative high school described by Klikun. The latter involves "crediting informal learning" (i.e., a process for awarding credit for what has previously been learned outside of schooling). Study Unlimited makes use of CLEP and GED testing and has also tried to initiate credit for "non-formal education."

One frequently mentioned characteristic of non-traditional education stands out clearly, especially in the Notre Dame program (Hudon)—the altering of formats and schedules. By confining instruction to weekends the college has obviously departed from the patterns usually found in higher education. Oakland Community College achieves something of the same effect through individualization of instruction.

Self pacing and individualizing are at work in several of the programs described. This often involves the writing or re-writing of all or parts of the curriculum and the infusion of media not previous-

ly employed. Sometimes substantial changes in curriculum also transpire, as occurred when Notre Dame saw fit to focus its special degree program on five large subject matter areas and Johnsbury High School rebuilt its curriculum from the ground up (Hayes). The matter of methodology also comes into play in ways other than the individualizing of instruction. Learning contracts (for both individuals and groups), peer teaching, and tutoring are cited as ways in which the lecture and recitation are avoided or supplemented.

Finally, a concern for learning style and learning how to learn runs through the innovations put forth. The Oakland Community College model (Hill-Setz) turns on the concept of cognitive style. Hudon speaks of moving from analysis of adult life style to program design. Learning style is cited as one of five central factors in the New Jersey experiment (Klikun). Hill and Setz imply that community college learners can be assisted to develop learning skills, and Cunningham describes special measures developed to assist learners to function effectively with the approach utilized by Study Unlimited. The implication is clear that the successful installation of a non-traditional program usually will require training for both staff and client (Bellanca and Hayes).

Non-traditional education, for these advocates and experimen-

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Robert M. Smith, Co-editor and Associate Professor of Adult Continuing Education, Northern Illinois University.

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# BOOK REVIEWS

Cross, K. Patricia. **ACCENT ON LEARNING: IMPROVING INSTRUCTION AND RESHAPING THE CURRICULUM.**  
San Francisco: Jossey-Bass Publishers, 1976. 291 pp. \$10.95.

By Gary J. Conti

Viewing the '70's as an austere period with an intensified accent on learning, Cross asks the same question posed by John Gardner a decade earlier—can we have full educational opportunity and still maintain academic excellence? Cross believes that his question can now be answered affirmatively if each student is allotted the maximum opportunity to fully develop his talents. Cross amplifies Gardner's concepts by combining them with the mastery learning method of Bloom and Bruner. This method creates the opportunity for academic excellence for all students by holding the level of attainment constant and varying the time available for completion of educational projects.

More than a reform in methodology, however, is needed to develop fully functioning students. The mission of education must also be reappraised. Sounding much like Ivan Illich, Cross argues that traditional schools have nurtured too narrow a range of human talents. By focusing on academic ability, the schools have slighted the development of interpersonal skills. Yet, survival in our present society demands competency not only in specific knowledges and the ability to work with materials but also in interpersonal skills.

Cross proposes a pluralistic model to ameliorate current curriculum deficiencies. According to this model, the curriculum should consist of three major programs which emphasize **excellence** in either people, ideas, or things and three minor programs which develop **adequacy** in either people, ideas, or things. Each student would be required to major in one area of excellence and minor in the

two other areas. Thus, upon graduation every student would have achieved excellence in a career area and attained adequacy in dealing with life's challenges.

This pluralistic model is not only thought-provoking and an indicator of the author's philosophical biases, but it also provides the overall structure for the book. Unable to develop the full model in a single volume, Cross concentrates in this book on developing the curricular and pedagogical methods for adequacy in working with ideas and for both adequacy and excellence in working with people.

The New Student is the focal point for implementing the pluralistic model and for developing the central thesis that there must be more efficient means of teaching and learning than the conventional modes. Cross defines New Students as those who would not be in college at all except for open-admissions policies. In chapter 2 she reviews the literature concerning remedial and developmental programs for New Students and concludes that the research does not draw definitive conclusions concerning their academic ability. She implies that the inherent interpersonal abilities of New Students are often neglected in the push for traditional academic achievement. In Chapters 3, 4, and 5 Cross reviews innovative methods such as individualized instruction and mastery learning which have the potential for helping New Students better achieve adequacy in ideas. In Chapters 6, 7, and 8 she highlights the need for education for personal development, discusses human relations skills, and analyzes promising methods such as laboratory education for achieving excellence and adequacy in working with people.

Cross is well qualified to attack the stagnation in traditional educa-

tion. She is a research psychologist and a research educator. Cross established her credentials as a spokesperson for the New Student and first presented her pluralistic model in her earlier book, **Beyond the Open Door.**

**Accent on Learning** makes two significant contributions to educational literature. First, the book is a synthesis of knowledge from research, theory, practical experience, and evaluation. It is grounded in over one thousand research studies. The historical development, strengths, weaknesses, and implications of several innovative ideas such as computer-managed instruction, personalized systems of instruction, and cognitive styles are analyzed. This book could, therefore, serve as a text for efficiently introducing the reader to several dynamic and complicated educational concepts and for providing him with substantial bibliographical sources for further investigation.

Second, Cross has presented a stimulating and imaginative combination of theory and research. By further expanding her pluralistic model, she has developed a generic paradigm for educational reform which offers the potential for converging the divergent forces of change that have been welling in education for the past one and a half decades and for developing the skills to avert the impending "future shock" facing our society in interpersonal relations. In addition, the model eclectically blends the demand for the maintenance of academic standards and the emphasis on humanistic education.

In conclusion, **Accent on Learning** should prove valuable reading for any student of education, administrator, or practitioner in the field. Although Cross focused on higher education, her data and conclusions can be generalized to all levels of education and to all students. In this masterful work, she has succeeded in presenting a readable synthesis of the literature, providing abundant material for stimulating thought, and in challenging educators to explore more innovative teaching alternatives.

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**THE FUTURE OF ADULT EDUCATION**, by Fred Harvey Harrington.  
San Francisco: Jossey-Bass, 1977.

By Richard S. Deems

Harrington's concise and timely work on the future of adult and continuing education in America is a book worth publishing—and reading, too. The historian-university president (of the University of Wisconsin from 1962-1970) will warm the cockles of adult educators' hearts, and make some administrators wonder if they should have made such drastic cuts in adult education budgets.

Written as the result of a study on the role of adult education in American colleges and universities (sponsored by the Carnegie Corporation and the Center for the Study of Liberal Education for Adults), the book even has a Preface that deserves reading. Within those opening pages, Harrington offers sensible definitions: "Adult education refers to those who have completed or interrupted their schooling and are entering a college or university or are coming into contact with a higher education program **after an interval away from the classroom** (reviewer's italics)." Continuing education is defined as education for those who are building on previous training.

**The Future of Adult Education** is organized into four parts. Part One discusses the current growth in adult education, long "marginal"

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in higher education, and describes the historical development of the movement. Part Two focuses on adults returning to higher education with a degree as their objective. Part Three focuses on non-credit adult and continuing education. Part Four covers special problems, such as education's obligation to the disadvantaged. The final chapter takes a look into the future via several direct and far reaching recommendations. Harrington's concluding chapter reads like a preamble to a declaration of education, with suggestions for action that could bring new direction and spirit to the tired institutional forms of higher education.

Harrington is an historian, and although his work is not dull reading, it is logical, structured, and sometimes fails to convey the excitement occurring within adult continuing education. Yet, for adult educators the book is not only a good review of where we have been, but highly suggestive of where we can go. For higher education administrators, the book may make the question of what to do with adult and continuing education loom even larger. For governing board members, the book could well raise the issue of why administration has not moved faster in encouraging the development of adult continuing education as a legitimate and primary concern. Some members of the general public may well respond to the work with the hope that somebody is listening to them.

Early on, Harrington quotes the 1947 report of President Truman's Commission on Higher Education. The statement contains a theme that continues throughout the book. This reviewer wonders why it's taken twenty years to be acted upon: "Colleges and universities do not recognize adult education as their potentially greatest service to democratic society. It is pushed aside as something quite extraneous to the real business of the university... Colleges and universities should elevate adult education to a position of equal importance with any other of their functions... Adult education...should become the responsibility of every department of college."



**Wedemeyer**  
Cont. from 5

ends that characterize our efforts. I identified the essential attributes of the universe or class of activities to which it would appear we all belong, in the belief that we cannot constructively come together unless we have a common understanding of what our educational purposes are.

I am not so naive as to believe that we will clarify all the ambiguities, quickly and easily, or even select the most appropriate term to describe our activities. The names applied to things are not always clear, rational and unambiguous. Furthermore, public acceptance of a term often seems to be independent of the precision and rationality that may be sought by scholars. Finally, our own self concept is involved in accepting or rejecting names. But if we do not begin by thinking and learning about all the aspects of the developmental activities which comprise our generically related enterprises, then perhaps we are condemned to narrowness, expedience, faddism, protectionism, and even destructive competition. Are these what independent study, non-traditional education, or learning at a distance is all about?

This paper is published by special arrangement with the author from an address at a conference **Learning at a Distance**, University of Minnesota, October, 1976.

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**Bellanca**  
Cont. from 9

Jerry Conrath, Adams director, points to senior faculty as persons with their heads together. "I look for teachers who know how to handle kids in a variety of ways. In most cases, these people have five to ten years experience in the classroom and are looking for a better way. They have their own

heads together before they start working with kids. Young teachers are just stepping into the water. They have too much to learn about themselves to withstand the onslaught of an alternative."

Arlene Paul, director of New Trier's Center, concurs: "The hardest thing we had to learn was how to say 'no.' The traditional school structures preserve teachers. When a conflict arises, you can always say 'That's the rule.' In an alternative I need to rely on my own values, know my own limits and be able to say 'no' for myself. That takes time to learn in a school."

The Center's North Central Evaluation was filled with words such as "trusting," "honest," "flexible," "open," "takes me for who I am," "up-front," "willing to try new ways," and "knows how to teach in different ways." One parent response summed up the reactions: "The faculty are unique people. My son, who is not the easiest person to live with, has turned into a different person. I attribute that to the faculty. For the first time in his high school career, he has found adults who accept him for himself and have the skill to help him become a person who has self-pride and success."

There are other factors which help successful alternatives stand out as flowers in a wasteland. More importantly, however, is the hope that the positive learning experiences gleaned from the alternative school movement can bring positive valuable insight and practical solutions. The "if" which hovers is the bureaucratic disposition to resist change. The possibilities of solution are present; only the motivation is in doubt. If those possibilities are matched with motivation, the comprehensive high school will grow from a holding pattern to a learning place.

\*New Directions for New Schools is held annually at Grand Valley State College in Allendale, Michigan. It is an annual gathering of alternative schools and colleges to discuss problems, share ideas, and plan new approaches.

**Cunningham**  
Cont. from 15

It would appear as a tentative conclusion that there are two matters which may make the difference, given the support of the top administrators of the system. One is the administrative structure in which the program is placed. If the program is to be successful, it will have to be placed in an administrative unit which gives the program equal priority with other responsibilities. Managers of the program should have comparable status and rewards to other managerial personnel within their institution. If the program does not offer career lines for the professional, capable people will not be attracted and retained. Secondly, because of the critical need for the managers to be congenial and collegial with one another, the program would probably tend to be more successful if managers are recruited and selected in concert by the two institutions. It is also important to retain good personnel by appropriate recognition and reward, since Study Unlimited has experienced a great deal of turnover at the managerial level in both institutions during its first three years.

Can Study Unlimited be replicated? The question has to be answered conditionally. It has been replicated by Black Hawk College and the River Bend Library system in the Quad City (Illinois) Area. However the replication was made possible by allowing the college access to the videotape library of the City Colleges of Chicago. Colleges without such resources would find such an independent study program very costly. There is nothing in the model which insists on media as a means of individualizing the program. To date no one has apparently attempted to develop print oriented self instructional packets or contract learning programs, which are certainly viable alternatives.

**Conclusion**

The Study Unlimited model appears to be useful, judging from the experience in Chicago. The strength of the model is the

inter-institutional cooperation which brings two large, almost universally available, institutions together for increased utilization by the public. The experience indicates that the costs of independent study within such a program (excluding initial start up costs) are not high. Major costs are indirect for the library; the direct costs for the college can be supported through regular reimbursement channels. It has been demonstrated that the distance learning character of the model does not impair completion rates given the development of an adequate student support system. The approach attracts adult learners who for a number of reasons do not use traditional or campus based programs of higher education, many of whom had never made use of the public library. The Study Unlimited model holds high promise if the public library and the community college are committed to making programs and resources available to a wider public.

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however, developed new instructional configurations to facilitate the Personalized Education Program. The environments for the "burst" activities are the Learning Resources Center, the Individualized Programmed Learning Laboratory, and the Carrel Arcades. The Learning Resources Center contains resource materials, films, slides, audio tapes, records, video tapes, cassette units, and graphic displays as well as books and periodicals. It is equipped for individual study, which might include the use of tape decks, video monitors, slides, transparencies, and graphic materials. In addition to the centrally located Center on each campus, satellite library collections are placed in the various learning laboratories and in centrally located check-out locations. These satellite collections contain materials associated with the academic disciplines taught in the learning laboratory. Students are encouraged to browse and check out materials from the collections.

The Individualized Programmed Learning Laboratory provides assistance for students who need reinforcement in basic areas and enrichment for those who wish to expand the opportunities offered in regular classes. Tutoring in all major curricular areas and study skills is provided by professional staff. The Laboratory functions as a prescription center with the Personalized Education Program. Students utilize programmed learning materials, three-dimensional mod-

els, and appropriate audio-visual equipment. Each student receives a personal interview along with a series of diagnostic tests. The program selected is tailored to fit the individual student's interests and needs. A programmed text is assigned to the student and an instructor designated to provide assistance as needed. This form of self-tutoring, with periodic aid from an instructor, provides the student with assistance that is highly personalized, private, self-pacing and convenient.

The Carrel Arcades complement the teaching of college courses by offering services necessary to break out of the traditional format. Carrel arcades provide software, hardware, tutors, paraprofessionals and other services, along with a variety of educational settings and technology. A staff of professionals and paraprofessionals helps students learn in their own way and at their own speed. Students review videotaped lectures, listen to audio tapes, and study course materials on other audio-visual equipment. Small groups meet for informal talk sessions with teachers and resource personnel. "Youth-tutor-Youth" makes student help available to other students on a regular basis as students who have already mastered course materials are trained as tutors by the professional staff.

Constant interaction with faculty, paraprofessionals, and tutors is designed to guarantee successful performance by the student. By analyzing the student's performance and modifying the prescription, the staff seeks to humanize and personalize the educational program of each student. The common negative experience of receiving low grades after long study is replaced by a succession of small victories, leading to total success in the course. The small victories, and the student's ultimate success, depend upon the flexibility of the institution to adjust teaching strategies to the student's diagnosed abilities.

To date, OCC has produced over 75,000 maps. The maps are used in freshman orientation classes to

help students understand themselves in relation to academic achievement. Educational strategies are devised to augment maps by developing weak or neglected capabilities. Four individualized programmed learning laboratories have been designed and implemented. The implementation has included the hiring of faculty members and their training in the specifics of individualized instruction. Carrel arcade areas have been designed and established for social sciences, English, psychology, history, biology, and mathematics, as well as for electronics, automotive and climate control systems. Approximately sixty percent of the College is currently involved in some way with this Personalized Education Program. Utilization ranges from employment of the "burst" configuration and human potential seminars to counseling and use by individual teachers in self-contained classrooms.

A striking example of the results which can be anticipated from such an approach has been demonstrated with a social science program in which 93% of the students received grades of "A", "B", or "C". Prior to introduction of the personalized approach to education, the passing rate has been 62 %.

The differences in needs and abilities of students seeking advanced education today are greater than ever before. Education at OCC reflects this diversity not only in the variety of educational programs, but in the instructional sequences and media employed to achieve educational goals. Individual differences are used not as the basis of determining failure, but instead, as the means of varying techniques to assure success. Personalized approaches to education for the "new students" are seen as essential to making American society open in fact as well as in rhetoric.

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**Heaney**  
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director has led to further complications when administrative

decisions have been passed down through channels. Not surprisingly, the one who pays the piper, expects to call the tune.

A case in point occurred when the City Colleges demanded that the staff administer reading tests to all public aid recipients and submit the results. The Governing Council immediately perceived this not only as conflicting with the program's policy on testing, but also as an unfair and discriminatory way of segregating the public aid recipients from the other participants in the program. The Council brought the issue to the entire student body and eventually refused to comply—this despite their recognition that the program might be terminated as a result. Their stated position was they would rather see the program closed than concede to categorizing and classifying one another. A delegation of students eventually met with an administrator of the City Colleges and, in a heated discussion, agreed to a compromise whereby aid recipients would say what they thought their reading levels to be, without taking the test. This was but one of many issues and compromises that have gradually worn away some of the program's identity as an alternative.

It should be added, that political awareness leads to political pressures. And participants in this program generally become politically aware in short order. Students have won some political battles; they have lost some too. In either case they have been strengthened in a growing awareness of their rights, even in defeat. On more than one occasion there have been two hundred students in the State Capital testifying on legislation, and on at least one occasion they were urging a position opposed to the position of the Chancellor of the City Colleges. Needless to say, such political actions are threatening and lead to conflict. The conflict is real, and it is inherent in the objectives of any program which would meet the **total** educational needs of a poverty community.



An analysis of the problems to which the St. Mary's Community Education Center addresses itself leads to the inexorable conclusion that the educational system is in large measure a part of the problem. The educational system leaves unchallenged social inequalities in the distribution of resources and power and shifts responsibility for failure to the individual who is unable to make it on his own in the market place. This results in the fatalistic attitude identified by Freire as characterizing oppressed people. It's just like Santa Claus always told us, if we didn't get all the things we wanted, it was because we weren't good enough.

The experiment which we began in 1972 might have proved that a quality alternative system, built on a Freirean model, is economically feasible within a publically-supported educational system, only to find that the systems are incompatible.

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#### Klikun

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The learner who decides on the Adult High School strives to meet the following graduation criteria:

- (1) A course of study meeting

- a. a minimum of 80 credits (16 Carnegie Units) earned or
  - b. instructional objectives equivalent to high school completion or
  - c. a combination of credits and instructional objectives.
- (2) The equivalent of 10 credits (2 Carnegie Units) in United States history.
  - (3) Minimal performance of a 10.5 grade level in reading, mathematics and English.

Once a decision has been made on the Adult High School, the applicant gathers information about himself. This includes copies of high school transcripts, and diagnostic test results in reading, mathematics and English. In addition, she/he must complete the extended application form. Within this form, the applicant describes previous and present jobs, military experience and future plans. A brief autobiography is also requested but this is left to the discretion of the adult. The applicant supplies critical information about himself by completing a values clarification exercise entitled "Things I Know and Can Do." In this exercise everyday activities such as managing a budget, and areas of knowledge, such as music, are identified. Then, the responses are classified into categories of how important and valuable they are and if they should be pursued.

With this information the prospective learner meets with an Adult High School broker. Together they analyze the information and develop a program plan. Program components considered at this time are basic skills development, past learning experiences, which include the transfer of high school credit and the assessment of informal learning, and present learning experiences, which include the learner's course of study.

There are no course requirements in the areas of English and mathematics but to qualify for graduation the learner must test at a minimum performance level of 10.5 in the basic skill areas of reading, english and mathematics. If this ability is demonstrated when entering the program, there is no further requirement to fulfill. If

this is not the case, additional study and retesting is necessary. Basic skill preparation may take place in the MAECOM learning center or in classes, on a tutorial basis or through home study. Approximately seventy-five percent of the program participants need additional work in these areas.

Past learning experiences refer to learning which the adult has acquired through educational institutions previously attended and learning which the adult has attained informally on his/her own. Credit may also be obtained for informal learning-previously acquired knowledge and/or skills which have not been officially recognized by an educational institution. In the case of crediting informal learning, a subject area specialist establishes criteria for assessment based on the nature of the knowledge and/or skills. Evidence of learning may be demonstrated through observation of a product or a performance, an oral interview, a written examination or a combination of these approaches. Based on the specialist's assessment, the learning is verified and credit is awarded. If the criteria have not been satisfied, the specialist identifies the deficient areas and suggests resources for further development.

Present learning experiences include the areas of study the learner will pursue while participating in the Adult High School. This is called his/her course of study. Within the course of study, the learner concentrates on expanding interests, fulfilling needs and working towards future goals. The learner, with the broker's assistance, may incorporate occupational skill development, college prerequisites, creative studies and special interest areas into this portion of his/her Adult High School Program. Any community institution or training center, college or resource person may be used. Learners may choose to design independent projects, participate in classes, take home-study courses or study with a mentor. Decisions on the content and format of the course of study are made by the learner while collaborating with the broker.

These plans are expressed in instructional objectives written on contracts.

Throughout the course of study, the learner records plans and decisions on contract forms. Contracts enable the learner to establish short-range goals, plan strategies, identify resources and evaluate progress. Readjustments in program plans can be made at anytime provided the overall program objectives remain unchanged.

The only content area of study required in the program is United States history. Ten credits or the equivalent in instructional objectives is mandatory for graduation. Ninety-five percent of the study in United States history is done through independent projects developed by the adult learner.

After two years of program development, Monmouth Regional Board of Education has awarded 43 Adult High School graduates regular high school diplomas. Each graduate spent an average of six months earning approximately forty-five credits or the equivalent of two years in high school.

These adults have completed the program with their goal achieved, a regular high school diploma, with feelings of self-worth and self-respect and with skills applicable to continue learning throughout their lives.

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### Hayes

Cont. from 24

evaluation of "what changes actually occur" as Johnsbury High School grows up.

School officials and advisory citizens believe that the high school education being planned will meet the needs of each person today but will have change capability to serve the world of tomorrow.

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### Smith

Cont. from 25

tors, then, is concerned with an attitude or philosophy on the part of the educator, with learning style and life style, with flexible formats for learning, with the individualizing of instruction and other methodological varieties, and with

new ways of looking at credit and granting credit. The obstacles one can expect to encounter seem to include: (1) lack of understanding on the part of those who want to keep things orderly—"will your records keeping system fit the computerized system of the larger institution?" (2) the specter of lowered standards—a legitimate concern to be sure, (3) achieving a fit with the measures of productivity used by education's governance and regulatory bodies, (4) the problems of success—it's one thing to let an enthusiast experiment a bit, but how is the larger system to react to the threatening implications of the successes he might have? (Heaney) Cunningham gives suggestions for trying to cope with these problems. The fact that the college president initiated the Oakland Community College and Notre Dame experiments points up the value of leadership from the top.

### Unanswered Questions

If it be granted that a great deal of non-traditional education is underway, wouldn't it be desirable to achieve greater communication if not coordination of these activities? This is one question increasingly being asked (Wedemeyer asks it here). Though experience shows that a variety of models are viable, new programs are seldom worked out with an eye to their regional or statewide implications. Individuals and local institutions respond on their own to a perceived need or opportunity.

Is state wide planning for non-traditional education the way to go? Iowa is apparently making a real effort, even being so brave as to call for cooperation (and coordination) by "all relevant institutions and organizations" ("The Third Century"). The executive director of the Illinois Board of Higher Education (James Furman) has endorsed the principle but identifies the sub problems of (1) persuading faculties to accept non-traditional programs as legitimate, (2) devising means of integrating "part time education" into the traditional budget structure, (3) obtaining more state money for non-traditional efforts ("Non-traditional Education"). Another question being asked is whether the primary need is to

modify existing institutions or to strive for an alternative set of institutions?

Other policy level questions coming to the fore include: What is it that people need or want that they are not now getting through established educational mechanisms? How many people are there? To what kind of new opportunities will they respond? What should be the responsibility of federal, state and local governments?

The writers in this issue of **Thresholds** seem to be saying, or implying, that there are great numbers of such people, their educational needs are myriad, and local, state, and federal governments should be about the business of encouraging efforts to serve them.

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new ways of looking at credit and granting credit. The obstacles one can expect to encounter seem to include: (1) lack of understanding on the part of those who want to keep things orderly—"will your records keeping system fit the computerized system of the larger institution?" (2) the specter of lowered standards—a legitimate concern to be sure, (3) achieving a fit with the measures of productivity used by education's governance and regulatory bodies, (4) the problems of success—it's one thing to let an enthusiast experiment a bit, but how is the larger system to react to the threatening implications of the successes he might have? (Heaney) Cunningham gives suggestions for trying to cope with these problems. The fact that the college president initiated the Oakland Community College and Notre Dame experiments points up the value of leadership from the top.

#### Unanswered Questions

modify existing institutions or to strive for an alternative set of institutions?

Other policy level questions coming to the fore include: What is it that people need or want that they are not now getting through established educational mechanisms? How many people are there? To what kind of new opportunities will they respond? What should be the responsibility of federal, state and local governments?

The writers in this issue of **Thresholds** seem to be saying, or implying, that there are great numbers of such people, their educational needs are myriad, and local, state, and federal governments should be about the business of encouraging efforts to serve them.

#### References

Alternative Higher Education (Journal)

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Cont. from 25

tors, then, is concerned with an attitude or philosophy on the part of the educator, with learning style and life style, with flexible formats for learning, with the individualizing of instruction and other methodological varieties, and with

ive director of the Illinois Board of Higher Education (James Furman) has endorsed the principle but identifies the sub problems of (1) persuading faculties to accept non-traditional programs as legitimate, (2) devising means of integrating "part time education" into the traditional budget structure, (3) obtaining more state money for non-traditional efforts ("Non-traditional Education"). Another question being asked is whether the primary need is to

University Education or Adult Education?," **Journal of the International Congress of University Adult Education**, Vol. 15, No. 1 (April, 1976), 13-26.

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