Doctoral Dissertations 1896 - February 2014

1-1-1978

A model for an alternative degree program : especially for those now excluded from post-secondary opportunity.

John J. Hibert
University of Massachusetts Amherst

Follow this and additional works at: https://scholarworks.umass.edu/dissertations_1

A MODEL FOR AN ALTERNATIVE DEGREE PROGRAM:

ESPECIALLY FOR THOSE NOW EXCLUDED

FROM POST-SECONDARY OPPORTUNITY

A Dissertation Presented

By

JOHN J. HIBERT, JR.

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

May   1978

Education

A MODEL FOR AN ALTERNATIVE DEGREE PROGRAM:

ESPECIALLY FOR THOSE NOW EXCLUDED

FROM POST-SECONDARY OPPORTUNITY

A Dissertation Presented

By

JOHN J. HIBERT, JR.

Approved as to style and content by:

Kenneth H. Blanchard
Kenneth H. Blanchard, Chairperson

Ann H. Rideout
Ann Rideout, Member

George Urch
George Urch, Member

Mario Fantini, Dean
School of Education

D E D I C A T I O N

This dissertation is dedicated to my wife, who preserved, and to my late father and my mother, who instilled in me a love of reading.

ACKNOWLEDGEMENTS

ABSTRACT

A Model for an Alternative Degree Program:
Especially for Those Now Excluded
From Post-Secondary Opportunity

May 1978

John J. Hibert, Jr., B.S.E., Westfield State College
M.Ed., Westfield State College
Ed.D., University of Massachusetts

Directed by: Dr. Kenneth Blanchard

This was a study to collect analyze and synthesize
information on the options available to learners outside
the usual parameters of our societies de fact eligibility
requirements for access to post secondary degree programs.

The synthesis was the starting point for the de-
sign of a model which will, when implemented, allow for
alternative paths toward a college degree to those who
have been previously excluded from thhis pursuit by
reason of age, socio-economic position, and/or limita-
tions of the time and space. The model is described as
the optional degree.

Another outcome of the study was the adaptation
and development of four level and seven stage grids.
It is a holistic model which represents the process
which depicts the gestalt in which the optional degree

model will function most successfully. It was adapted for the purpose of this study from George B. Leonard.

The model for the optional degree program provides a way for educators interested in the delivery of educational opportunities to those previously excluded from this educational process to start their efforts. Formative evaluation and longitudinal studies will enhance the working of the ongoing programs and provide information to those who follow.

Table of Contents

LIST OF TABLES

CHAPTER I

INTRODUCTION

When George Bernard Shaw required himself to
collect his thoughts on formal education during his time,
he remarked,

> . . .What private amateur parental enter-
> prise cannot do may be done very effectively
> by organized professional enterprise in
> large institutions established for the
> purpose. And it is to such professional
> enterprise that parents had over their
> children when they can afford it. They
> send their children to school; and there
> is, on the whole, nothing on earth intended
> for innocent people so horrible as a school.
> To begin with, it is a prison. But in some
> respects it is more cruel than a prison.
> In a prison, for example, you are not
> forced to read books written by the ward-
> ers and the governor (who of course would
> not be warders and governors if they could
> write readable books), and beaten or
> otherwise tormented if you cannot remember
> their utterly unmemorable contents. In
> the prison you are not forced to sit
> listening to turnkeys discoursing without
> charm or interest on subjects they don't
> understand and don't care about, and are
> therefore incapable of making you under-
> stand or care about. In a prison they
> may torture your body; but they do not
> torture your brains. . . . In a school
> you have none of these advantages. With
> the world's bookshelves loaded with fas-
> cinating and inspiring books, the very
> manna sent down from Heaven to feed your
> souls, you are forced to read a hideous
> imposture called a schoolbook, written

by a man who cannot write a book from
which no human being can learn any-
thing: a book which, though you may
decipher it, you cannot in any fruit-
ful sense read, though the enforced
attempt will make you loathe the sight
of a book all the rest of your life.
With millions of acres of woods and
valleys and hills and wind and air and
birds and streams and fishes and all
sorts of instructive and healthy
things easily accessible, or with
streets and shop windows and crowds and
vehicles and all sorts of city delights
at the door, you are forced to sit, not
in a room with some human grace and
comfort of furniture and decoration,
but in a stalled pound with a lot of
other children, beaten if you talk,
beaten if you move, beaten if you can-
not prove by answering idiotic questions
that even when you escaped from the pound
and from the eye of your goaler, you
were still agonizing over his detestable
sham instead of daring to live   (Burton,
1965).

While few would take altogether literally Shaw's

multicount indictment of education in contemporary times,

the fundamental thrust of his anguished criticism is no

less valid today. Education must still shift into the

future tense (Toffler). One way we must move is in the

direction of providing better access to a system of post-

secondary education to multitudes in our society to whom

it is denied. Shaw concerned himself with youngsters

whom he viewed as prisoners because they were locked

into an uncaring and non-creative school system.

Today, we have in America an equally intolerable condition where millions of adults and young adults locked out of a system of post-secondary education. This system has failed to take advantage of the rich potential of a people who might bring to the classroom all those life experiences which Shaw craved and yearned to have incorporated into the educational system of his time. We have measured academic worthiness on the basis of tests devised by teachers: tests contain questions intended to produce the answers the teachers have previously taught. But, in the process, we have misjudged the true educational value of what others were learning from "the world's bookshelves," as Shaw called them: from ". . . the millions of acres of woods and valleys and hills and wind and air and birds and streams and fishes and all sorts of instructive and healthy things easily accessible. . ." (Burton, 1965).

It is true that we have made considerable strides in improving the situation since 1910, when only one quarter of one percent of our population completed college (Goodman, 1962). But even though we have progressed in broadening access to post-secondary education, we have done very little to alter the learning process that takes place after opportunity is made available. We have done very little to consider the special needs of those who have been denied access.

We now have a double responsibility. We must not
only rectify our shortcomings by fulfilling our duty as
a society to provide educational opportunities to people
who want them, but also we must assume the responsibil-
ity of supporting and encouraging these individuals to
use these opportunities, even though negative past ex-
periences may have discouraged these people and sapped
them of hope or trust. We must even undertake to in-
spire them to take advantage of such opportunities even
in cases where they appear overtly negative to the idea.
Not only should education be available to all, but also
it should be developed as an intrinsically worthwhile
and life-long process for and by all members of the
society. Until now the process of credentials has been
a frightening spectre to many of our citizens, literally
millions of whom have felt that age, socio-economic level,
academic background, and/or the constraints of space and
time precluded their access to higher education. We must
change this perception. Some institutions have already
realized this fact, and have begun to provide opportuni-
ties for this special student population to take advan-
tage to post-secondary education.

Purpose

The purposes of this study were to collect and analyze the resources available on alternatives in higher education, to determine the existing options available to the learners in colleges and universities, and to propose a design for an optional degree program in post-secondary education. This design combines the most successful alternate routes extant to the under-graduate degree and offers an expanded process for the facilitation of alternatives in post-secondary education and broadens the awareness of possibilities for atypical learners.

The objectives of this study are:

1. To collect data on available alternatives in higher education.

2. To determine existing options available to learners for undergraduate degrees in colleges and universities.

3. To create a design for a model of an optional degree program.

Meaning of Terms

In order to clarify the communication process what follows is a brief section defining the investigators use of the terms.

Delivery system.--Ways in which society makes available opportunities in post-secondary education for its citizens..

Design.--A paradigm, especially one worthy of imitation.

Optional degree.--An alternative system of undergraduate education which brings the resources of our higher educational delivery system to those who had been previously excluded by reasons of age, socio-economic position, and/or limitations of space and time.

Education.--A process of thinking feeling and acting which enables a person to better make meaning of his own experience.

Significance

A recent survey by Becker Associates, commissioned by the Massachusetts State College System, showed that more than one half a million residents of the Bay State are philosophical colleagues of Shaw's, all unhappy with their education for one reason or another (Becker Assoc., 1974). The litany of complaints from a disgruntled public reads like a copy of Shaw's lament for elementary education six decades ago: irrelevant and uninteresting courses, poor teachers, poor guidance, impersonal and crowded classes, too much rote, and not enough thinking and independence. These are the indictments of a group

of non-professional consumers of the state's educational offerings. One result indicated by this survey and by this criticism is that only nine percent of the 500,000 potential customers of the offerings of former Governor Francis Sargeant's proposed State Supported Open University are considered a prime market for the new offerings. In real numbers this prime market comes close to 50,000 potential students, in spite of the shortcomings of the present educational system (Becker Assoc., 1974).

If the state chose to build compuses for this number of students, it would be required to almost double the present number of colleges. Yet, we are a state that has repeatedly been in the forefront of educational offerings. Through this former governor we have indicated that we have a firm commitment to the belief that all who want education should have it.

This study examines existing delivery systems and proposes a model upon which the investigator reports. This is an action effort by which the investigator attempts to reform our basic delivery systems for post-secondary education.

The investigator believes, unlike Illich and Goodman, that the present system is the only system from which to proceed to a better system. Illich suggests that all schooling and the mentality which

accompanies it be discarded. Like all true believers,
he risks throwing out the baby with the bath water.
The investigator will propose a system which enhances
the health and the safety of the baby and provides an
educationally sound method for the disposal of the bath
water.

This study is valuable because because the result
will be a working design to enable those who have been
denied access to post-secondary education entrance into
the system and a beginning point for additional research.
The design will be generalizable to state colleges. It
is a starting point for any college which may be inter-
ested in improving access to its offerings, and it can
also improve the services which our educational insti-
tutions provide for people. It will fill societal needs
in that we need masses of educated people (Silberman,
1970).

The design, when implemented, will provide the
impetus for regeneration at pilot institutions. The
"spillover effect of the process, which will result
from faculty and students looking at education through
different glasses, can cause a new approach to education
and a dialogue with other colleges. Ideas can be ex-
changed. It can provide a starting point for additional
research.

Procedures

Letters, telephone calls, reciprocal visits, extensive reading, and an intensive search of the ERIC file were employed in the process of completing this effort. Both public and private institutions were investigated by personal visits; printed materials were collected and read; workshops with participants from existing programs were held, the personnel from which were resource people to the investigator.

One of the objectives of this study was to collect and analyze the data on available alternatives in post-secondary education. The investigator satisfied this objective by extensive use of letters to institutions known to be providing non-traditional options to learners, by telephone calls to the people identified by the institutions as being in charge of the alternatives, and by reciprocal personal visits to some of the institutions. The investigator also read an extensive number of books, journals, periodicals, bulletins, and statements and conducted an intensive search of the ERIC file in satisfying this objective. Both public and private institutions were investigated, using one or more of the above methods.

The data gathered on the available alternatives in post-secondary education were analyzed and the most

appropriate patterns are included in the model pro-
posed.

Constant formative evaluation took place through-
out this process. The resulting paradigm served as the
basis for the investigator's recommendations for an
alternative pattern in post-secondary education.

A Synthesis of the Reviewed Literature

Books, periodicals, and journals were utilized to
find references to the following subjects: University
Without Walls, External Degrees, Open University, Ex-
tension Degrees, and alternatives in post-secondary
education. In order to find articles written concerning
these subjects, the ERIC file was searched. Abstracts
of the pertinent articles were purchased and studied.
Dissertation abstracts were searched for the years 1966
through 1976 to determine if any dissertations have been
written on these subjects. The search of the literature
brought the investigator information on the following
set of paradigms which encompass the extant programs.

If a person in the United States who is not be-
tween the ages of 18 and 22 wants or needs the services
of our educational community in a quest for a college
education, he has been left out. We have few provisions
for him/her. The processes of matriculation, instruc-
tion, evaluation, awarding the degree, and licensure to

practice a profession are not readily available to any person over the "usual" ages. Many citizens want and need the opportunity to learn. The optional degree is a different delivery system for the services of the educational community to those who have this need. Non-traditional efforts in the field of education have to consider the time and space limitations of the current delivery system and must be willing to change these limitations to accommodate the new clientele necessary to their success.

In order to accommodate the optional degree to the educational spectrum, the evolution of this concept is briefly discussed. The internal degree was first granted in the United States by and at Harvard College. It was granted for the successful completion of a course of studies by all students in the same manner and sequence, and the content was classical and religious. Henry Dunster was president of Harvard College between 1640 and 1656. During his administration between twenty and fifty resident scholars were at Harvard. "There is every evidence that Dunster taught the entire curriculum on his own" (Cremin, 1965). Yet this model of the internal degree was the paradigm for higher education until the later 1800's.

Gradual changes took place, but, unfortunately, much remained the same until Charles W. Eliot established the elective system in the last thirty years of the 19th century. By allowing students to choose the method of some of their education, Eliot caused a cassandra out-cry by many in the educational field. Even years after the inception of the elective system, many still considered it with disfavor (Cremin, 1965).

When Eliot completed these reforms, the United States' system of higher education developed a system of dividing content into specialized and refined units. Course credits, majors and minors based on departments, grade points, minimum number of credits for graduation, upper and lower division courses, and all the other academic paraphenalia have become so familiar that we approach them with a feeling, "It always was and always will be." Our delivery system for education, a degree at the completion of the process, had again solidified into dogma.

The part-time student proliferated as a result of the elective system. This student was the one who received his optional degree as a result of the internal degree process being lengthened. The degree was the same and the process was the same, but the time was increased. In the early years of the 20th century the number of

part-time students grew so greatly that a new system had to be devised. The extension degree was the response of the educational community to the demand. Because it was difficult to fit these numbers into the internal degree patterns, the effort was made to provide the wanted services through a new pattern. Late afternoon and evening courses, convenient instructional centers, weekend meetings, concentration of courses into shorter periods of time, correspondence, and later, radio and television were some of the changes brought about by the new idea. At first, these were only new ways to get the internal degree. Then some colleges and universities began a whole new process which resulted in the entire educational effort being offered by the extension method.

The hallmark of the extension degree is that the institution assumes that the adult living in the community has the same needs and wants as the adult-adolescent living on campus; the hallmark of the adult degree is that the educational efforts are focused on the lifestyle of the adult. The difference is based on stage not age. Both the extension degree and the adult degree have been based on the internal degree. The optional degree is not centered in traditional patterns of residential college or university study (Gould, 1972). This is more what it is not than what it is. Since the optional degree has had

only a few years of discussions and trial efforts, the
above definition may be the clearest one possible. The
primary difference between the adult degree and the op-
tional degree is the facet of the optional degree which
considers the "knowing" that the student already pos-
sesses. As we progress toward wider and wider implemen-
tation of the optional degree, it is possible to cluster
the types which emerge. We will probably refer to the
optional degree only as a historical benchmark, and then
we will have a much clearer idea of what it is and is
not. We will have categorized and synthesized to the
point where we will be better able to put many more
handles on the experience. New goals and processes will
emerge which will alter present thinking and create new
and more change-producing paradigms for further progress.
The self-fulfilling prophecy will be proven.

Although we admit that present knowledge is insuf-
ficient to put handles on the whole concept of the op-
tional degree, clarified is provided by John R. Valley,
a member of a contributor to the Commission on Non-
graditional Study. He identified and described six basic
models of the optional degree: (1) Administrative
Facilitation, (2) Modes of Learning, (3) Examination,
(4) Validation, (5) Credits, and (6) Complex-Systems
(Gould, 1972).

The administrative facilitation model is charac-
terized by its adherences to established patterns of the
sponsoring institution. The changes from the traditional
come in the areas of time and space. The experience is
constructed to serve a different clientele, who usually
are the adults of the community. The best example of
this type of optional degree is the evening college para-
digm which is in operation at many colleges and univer-
sities throughout the world. The ways of distributing
the educational opportunities are not limited to resi-
dence at the institution. Technology, from the postal
services to television, is employed to facilitate the
educative process. The degree patterns are adhered to
strictly (Gould, 1972).

The modes of learning pattern is best illustrated
by the University Without Walls example. The student in
the University Without Walls is involved in a planned and
continuing relationship with a residential college or
university. The path to the degree is not bushels of
credits, but rather a process in which students, faculty,
and administrators design the program. Regular courses,
internships, assistantships, field experience, independent
study, individual and group projects, television, pro-
grammed learning, and travel are all part of the process.
There is no fixed curriculum and no set time for the

awarding of the degree. Students in the various UWW
programs vary in age from 16 to 60. Adjunct faculty who
offer special expertise are used even if they do not
hold faculty rank. Continuing dialogue between student
and faculty is maintained by various means. The twenty
institutions involved make all their resources available
to all the participants in the program. Each student
must produce a "major" contribution and the achievements
of the graduates of the programs are researched (Carneqie
Comm., 1971).

The British Open University (BOU) is another ex-
ample of the modes of learning approach. It has designed
a special curriculum for adults, people over 21 years of
age. The pace and amount of instruction is based on the
realization that the student has other responsibilities
to fulfill. The instruction is divided into segments
which are completed in prescribed sequence, and evaluation
of the student's progress is made in each of the segments
(Gould, 1972).

When a student is successful, he is credited with
having completed that segment. End-of-the-course exami-
nations are used, but credit for having completed the
course is also determined by a formative evaluation of
the student's work during the course. The degree will be
awarded upon successful completion of the prescribed
courses of the program. It is easy to measure student

progress because the courses required for the degree are known and fixed. Literature, culture and society, mathematics and science are the foundation courses in the BOU. Students are required to satisfy credits in two of these areas before going on to an advanced level. Six credits are required for the granting of the degree. The courses are divided into two segments. Each segment is a year's course, and each is worth one credit. If the student opts for a more specialized degree, he must acquire eight credits.

In the BOU the student is encouraged to take courses which do not adhere to departmental lines. Interrelatedness seems to be the hallmark. The new concept, the new faculty, the new curriculum, and the new students all work together to create a process which aims at the liberal education of adults.

The modes of learning model also employs technology and increased student services. BOU has workshops and texts especially prepared for the student working at home. Radio and television are broadcast at convenient hours for the benefit of the students. There are centers where the student can receive his instruction in a group, or if he has no receiver of his own, via television. Specially designed, inexpensive kits are available for the student to conduct scientific experiments at home. Tutors are

available at locations convenient to the student, if he wishes to use their services.

The major difference between the models of learning model and the administrative facilitation model is patterns. The former creates new patterns and the latter adheres to established patterns.

The examination model, the third model of the optional degree, is a model in which no instruction is offered. The regents degree in New York is a good example of the examination model. Credits and degrees are awarded by the sponsoring agency or institution on the basis of student performance as evidenced by examination. The first of these degrees was issued in 1972 by the New York State Education Department. In the New York program the student is able to earn the degree solely on the basis of performance on oral and written examinations. The education department began in the field of business administration and is working toward the development of examinations in all areas. The regular faculty members of other colleges and universities in the New York system create and evaluate the examinations, one method being to administer these examinations to regular students at the time they are to receive their degrees. Reasonableness is the measure for which they are searching (Houle, 1973).

Since 1858, originally as a response to its world-wide empire, the University of London has been offering an optional degree based on the examination model. The University makes this opportunity available to students who are not enrolled in the regular programs of the University. The "optional" students take the same examinations as do the regular students, and successful performance leads to a University of London degree.

Since the route to the optional degree is not an easy one, the private sector has filled a need. There are propriatary institutions which are established for the instruction of optional students in the pursuit of the degree. There are also colleges that offer separate courses leading to the University of London degree. There are different requirements for different degrees, regarding the method of preparation for the examinations, but the results of the examinations are the basis for the awarding of any of the degrees.

While both the University of London and the New York State Board of Regents are awarding degrees on the basis of examination, two differences come to mind. The London degree is awarded only to matriculated students, and the process is selective. The New York degree is awarded to anyone who applies for the successfully performs on the examination required. Another difference

is that the regents degree is awarded by an institution
which does not enroll students. In the United States
this aspect of the examination model deserves study.

In the fourth model, the validation model, an
institution or agency evaluates a student's total learn-
ing experiences from whatever sources these experiences
may have originated. The institution evaluates these
learning experiences in terms of its conception of a
degree and, when these conditions have been met, perhaps
with the prescription of additional learning experiences
added, it awards the degree. The validation model assumes
that educated persons can and will recognize the attri-
butes of education in others. The institution or agency
involved in the validation model must have a clear
conception of its degree requirements and must be willing
to allow for a variety of means for meeting these require-
ments. It has to be a sophisticated, mature, and self-
confident university or college with a faculty who shares
the same attributes.

In the validation model the student assembles the
necessary materials which constitute the record of his
learning experiences, including transcripts of courses
completed in regular colleges and/or universities, re-
sults of college placement examinations or college
achievement examinations, transcripts of courses taken

in the military and supported by the recommendations of
the Commission on Accreditation of Service Experiences,
business related courses, and correspondence courses.
The compilation of all these records are evaluated and
compared to the degree requirements of the institution.
A determination of the remaining route to the degree is
prescribed by deciding which of the requirements has/
have yet to be met. The prescription for the student
can include regular courses, independent study followed
by examinations, correspondence courses, or any other
acceptable method.

The fifth model is the credits model. Presently
there is no operational model of this kind in the United
States, but the closest approximation is the Commission
of Accreditation of Service Experiences. This creature
of the American Council of Education makes recommenda-
tions for the awarding of college credit for instruction
completed in the military. This commission distributes
a guide to colleges and universities, and the guide iden-
tifies the military course by title, location, and length.
It presents a statement of objectives and coverage of
the course and gives credit recommendations at the col-
lege level. CASE, despite its prestigious connection
with the American Council on Education is only a recom-
mending body and cannot award credit for service-
connected learning experiences.

In England, the Council for National Academic Awards, established by Royal Charter in 1964, is empowered to award degrees and other awards to the students of Great Britain who are enrolled in courses outside the regular mainstream, and is closely allied with business and industry in the United Kingdom. It awards degrees from the undergraduate to the doctorate.

The final model, the complex systems model, is perhaps best to be considered as a system instead of a program. The complex system model originates when an institution reshapes its appterns of services in various ways, often by combining several or all of the models mentioned previously. This model, or system, seems the best for many reasons. The most important reason is that the colleges and universities, who are willing to experiment, are staffed by people of good will, who want to allow the prospective student the benefit of all his prior learning experiences. These people want to be fair to themselves and to their institutions. The complex systems model best serves these needs, and it is also ideally suited for the proposed National University, University Without Walls, and Open Education proposals that were made in the later part of the last decade.

Shaw's words of long ago still ring to punctuate our current situation: "Our craze for (educational)

standards of correctness, pushed as it is to make any departure from them a punishable moral delinquency, wastes years of our lives. However, many years are open before us, we refuse to move until two of them are labelled respectively right and wrong, with the right as difficult as we can make it and the wrong the shortest and easiest" (Burton, 1965).

C H A P T E R   I I
THE SCHOOLING REALITY AND THE
EDUCATIONAL POSSIBILITY

The purpose of this chapter is to help our citizens achieve their educational goals. We have to change some of our assumptions, and to do that we have to recognize what some of those assumptions are. The lock-step of our educational system has spawned cadres of graduates whose experience has produced nothing more than negative expectations regarding education. They have had a paucity of real success in their school experiences, and they have no faith that our social institutions can help them grow and learn.

It was the investigator's purpose to survey the current educational process and to propose changes which would brighten the expectations of secondary school graduates to the extent that they will be better able and more highly motivated to avail themselves of an optional degree process. The immediate future requires that we produce one generation of secondary school graduates with altered assumptions and expectations so that the optional degree process will have the opportunity to display its capacity to bring optimum benefits to its users.

Any definition of education we might use if futile when we simply examine what we are actually doing. In the United States of America in 1978, we are using an educational model that was created by Irish Monks in the seventh century to teach wild shepherds how to read and write. The only logical conclusion is that we remain sufficiently convinced that there are absolutely no significant differences and needs between that society of the 600's and ours of the 1900's. Paul Goodman makes a fitting plea: it is now time for us to protect our "wild shepherds" who are forced into schools by our self-designated Cardinals, because the power they bring to bear on both the willing and the unwilling postulants is terrible to behold (Goodman, 1970).

If Luther was correct in assuming that work is what justifies human beings, then we would be equally correct in assuming that our educational system frustrates the reasons for humankind's existence. Instead of helping each student find his calling, to help him analyze his world and make sense from it, we spend enormous amounts of money creating institutions that estrange the studnet from the real world. It would be different to find the young student, awash with enthusiasm and curiosity, who has not been chilled by the system's warning: "You are not yet ready." But "not ready" for what? His body,

his awareness, his probity, acuity, and impatience, and
his intolerance of boredom and futility tell him that he
is ready to move, to go forward, and to do it now. Our
dreams are not the student's, nor should they be. If
such were the case, there would never have been a Coper-
nicus, a Galileo, or a Martin Luther King.

Abraham Maslow provides abundant clinical evidence
to explain this phenomenon with his ingenious elabora-
tion upon the secondary needs of people in the areas of
self-esteem and self-fulfillment, matters critical to
their capacity to function as healthy members of the
culture (Maslow, 1971). But with all the thought and
investigation that has gone into our educational pro-
cesses, the dictum of centuries past still remains on the
lips of every administrator and teacher: "You are not
yet ready." We have invested little effort in analyzing
that verdict and have not even asked of ourselves the
question so often raised by children: "Ready for what?"

We must ask, and to do so, we must direct the total
effort of our educational system at helping students find
the answer. We must provide tangible opportunities for
students to be intimately involved in the real world. To
any creative mind it is repulsive to watch a stale system
freight its teachers with the dull responsibility of
bringing pale simulations of the real world into an

uncomfortable classroom while the silent imaginations of bored students slip through the windows and the walls and out into the rarified atmosphere of reality where untold mysteries remain to be explored and explained.

Like many great possibilities, the elements of this enterprise are remarkably simple. We could start with the very bodies of the young and subvert centuries of obstructionism by plainly teaching that the organs of human life are not objects of shame, that they are the physical manifestations of the highest form of life yet to evolve on this planet in billions of years, and that the only hope for the solution of the imperfections that infuriate the young in the world around them rests within the bodies they inhabit.

To be sure, there will be cries of "Sensualist," "Dirty Old Man," and similar epithets when this is read by some. This is understandable. We all have been taught to think that the human body is something of which to be ashamed. How many hours does each of us spend in a lifetime in contemplation of our bodies and their functions with no chance for mutuality of concern with other humans who are also wondering what the answers to these questions are? The only reason for these rationales is their constant use and consequent familiarity. The *Sabre Toothed Curriculum* does a better job than the investigator

can do in exposing the curriculum champions for what
they are (Peddiwell, 1939).

Children want to learn. They want to make sense
out of the world that we have given them. They all
love to learn, when it involves something that they
really care about. The investigator recommends that all
teachers and parents reflect upon the activity of youth
when they are preparing for the "freedom rite" of getting
their driver's license. This time in their lives is as
meaningful to them as was the first kill of a Watusi
warrior. "Now I am a man/woman," is the feeling a young
adult gets with the license.

The investigator has worked with functional illi-
terates who learned to read well enough to answer the
questions on the state driver examination. They sought
help from the investigator, welcomed it, and used their
newly developed skill to their immediate benefit. Prob-
ably these individuals are not reading for pleasure in
their spare time, but they did read when necessary and
probably are able to read simple directions and road
signs now. These children had had ten or eleven years
of unsuccessful school experience. They had resisted
all efforts to cause them to learn. They refused to
play the game called school. However, when the time came
for them to employ tools they had previously rejected,

they were acute enough to satisfy their needs. These
individuals were "professional seventh graders." They
were waiting for their 16th birthdays so that they
could "quit" school. Think of the life of constant
failure that our system of education had caused them to
lead. Failure was reinforced by failure. One of these
individuals was an expert operator of heavy, earth
moving equipment. He had learned to make bulldozers
and backhoes, lulls, and ten-wheelers do his bidding.
Yet we as a system of education, in our mindless way,
have labelled him as a "failure."

There are things that children want to know, how-
ever. They want to know these things when they want to
know them. If we would consider alternatives to our
present system, we could help these young people to de-
velop skills to make meaning out of their world.

Those seventh-century Irish Monks have really got-
ten to us even if they failed to get to the wild shep-
herds. We cannot conceptualize a way of aiding education
except for the way it has been done for 1300 years. Our
methods have changed, our materials have changed, and our
physical structures have become more sophisticated, but
we still retain the same context, and here lies the hub
of the problem. From here extend the symptoms that we
all worry about and try to treat, while we never get to

the root, context. How? Why? When? Where? Whom?
If we were to append the words, "do we educate" to the
questions above and really think about them, perhaps
with a "should" component, we would come to grips with
the problems facing us. This is where we fail as a
society. We have not learned to ask the right questions.
We soon find in school that the only questions which are
worthy of being asked or answered are those in the book
or those which the teacher formulates. Our own questions
are either treated with scorn or derision or, even
worse, ignored completely.

The only profession with which all citizens of
the United States have actual experience is public
school teaching. Much criticism is brought to bear on
this profession because of this experience. Lawyers and
doctors have the protective cloak of lay ignorance in
which to wrap themselves. Teachers do not. But even
here the society is dealing with schooling as it is and
was. The society has to give these educators a chance
to aid in the clients' education. They also have to
remove the "Institutional Press" from the system before
they can castigate their efforts.

Public schools do some things extremely well,
yet, they cannot be considered successful. Successful
means gaining, or terminating in, success, or a favorable

termination. The society cannot claim a favorable term-
ination for a process that it has not even recognized.
The society does not know where it is so we cannot even
guess where it is going. But many of the things done
in the name of education in our public schools have re-
sults or outcomes. If our success were based on the
attainment of these outcomes, the society would be among
the most successful institutions extant. Among these
outcomes are tracking, sorting, labelling, dehumanizing,
depersonalizing, and protection of things as they are
(or never were).

If we were to place all the American public schools
on a continuum, some would fall at the end where the
greatest amount of this inhumane behavior takes place,
and some would fall at the opposite end. Not all schools
are equally guilty, but all American public schools have
components from the above list. Think of yourself as a
visitor from another world. One of the first things that
the investigator would like to know if he were observing
another culture is how does this culture treat its child-
ren and its old people. It is easier for us to see how
we treat our children and only slightly less painful.

Our visitor is invisible to us so that he does
not intrude upon the situation nor change the reality of
it. He would see someof the best fed, best clothed,
healthiest, and happiest children that our world has ever

known in the hours between 3:30 p.m. and 7:30 a.m. An interesting sensitivity module for anyone, but especially for anyone not actively engaged with the activities of the public schools, is to go to the bus stop in front of each school twice a day. Watch the expressions and the manner of the children as they embark in the morning and compare them to the ways they react when they are actively engaged in a process that really turns them on. Watch them as they come out of the school and board the bus. The changes one can observe are amazing. Younger children do not show as pronounced a difference. They are still resiliant. They still want to learn, and they still think that it is possible in school. From fourth grade on to twelfth, however, we can find a really noticeable difference. Apathy, submission, and a dullness not associated with learning is the morning feeling, but a liberated questing alertness begins to take shape as these children head for their bus on the way home. Somehow we have created a system that defeats its own purpose. There are American public schools where children want to go on Saturday, where real learning takes place, where requests are made by parents for the child(ren) to be allowed to come earlier to school because there is so much that he (they) wants to do and cannot do within the limits of the school day. Unfortunately, this is not the case in all schools.

The visitor watches the daily activity of the children and sees them leave their loving homes and board a big, yellow school bus which takes them to a joyless place where they sit in rows of specified numbers for at least five hours a day. In many cases they are not allowed to talk to each other, and they must ask permission of an adult in order to urinate or get a drink of water. These children are all presented with the same material at the same time so that they might "learn" it. They are told that it is good for them. Their own interests and questions are of so little worth that they soon decide that the best way to earn the system's approval and rewards is to sublimate their own natural curiosity and lust for learning to the mores of the classroom. Psychologists have proved that no two human beings learn at the same rate or in the same way. Public schools write "Individual Differences" on the cover pages of their curriculum, but this is the extent of the concept.

Some of the things that happen in the public schools are happy things in that they help children to "make meaning." But when these things happen, they usually are not in the lesson plan. They do not fit into the curriculum. There is a vague sense of guilt which pervades the room when the teacher knows that the children are getting him "off the track." This has been a contest between

teacher and student for as long as a repressive school system has been in operation. "Let's get him off the track," is heard in the hall of a junior high school as the students are on their way to a class. (They have just violated the rules in many junior highs: they have talked while passing.) "O.K.," comes the reply, "He's easy to get off anyway." Why is it that we have developed or allowed to develop a system where there is such a dichotomy between what is allegedly a process of helping a learner to learn, and what the learners actually are interested in learning? There is a competition between pupils and teachers. "Teach me, I dare you," is the attitude of many of the older students. "I'll make them learn," is the battle cry of the "dedicated" teacher. This does not have to be. We can change the situation, as it has been changed in many classrooms even in the most repressive schools. But even where one classroom has been changed, we do not have the optimum situation. The pupil leaves this one classroom and enters one of the other kind and, at best, spends a neuter fifty minutes of his life. Do we as adults have a right to coerce our children into using their valuable time in nothingness? Some teachers have the "it" which makes the classroom alive and real. One of our jobs is to find out what "it" is and help other teachers to develop it.

"Boxes, little boxes" is a line from a song of the mid 1960's. This applies to our schools. They are all shiny and clean and new (and woe to him who marks the pristine condition with a sign of human habitation), or old and dirty and dull. But the schools are, for the most part, little boxes within big boxes. It is as if we have a belief that by putting these children into these boxes for seven hours a day for thirteen years, they will emerge on graduation day as fully educated adults. (They have seldom been allowed to practice or handle any responsibility, but we ignore this fact.)

Some schools are experimenting with alternative plans, some of which have been pirated from England who pirated them from the United States. The English school people are quite surprised that their schools are serving as models for our new ones, when our "progressive" schools served as the English models. The climate in these experimental schools is not dehumanizing and is con-ducive to learning. Yet even these are not the answer to all our questions, assuming that we ever ask the right questions. One must differentiate between education and schooling. Two of the most significant and least subjective criticisms of schools, which are contained in "High School," a film produced by Frederick Wiseman, and *Crisis in the Classroom* (Silberman, 1970).

"High School" deals with the concept that our schools are failing both the rich and the poor in equal parts. Equality should be encouraging, but, in this case, it is appalling. When one sees the film, he becomes convinced of the cliche, "Education is too important to be left to the educators." It bears out the investigator's earlier statement that the institution has subverted itself and is working only for its own continuation. There is a real feeling of hopelessness which pervades the whole gestalt of the film. Telling people about the dehumanization and boredom is not as effective as seeing it. Children are sitting, glassy-eyed, enduring, not caring. Is this the end result of our educational process? What we are talking about is a condition of the spirit, and that condition is hard to cure. What single reform of our schools can cure this spirtlessness? perhaps none, yet we continually "tinker with the machine" instead of making changes which have a chance to work.

Sadness and futility is a message that comes from a situation that should produce anger and rightous indignation. The participants in this film seem hopeless. The camera eye is not unkind. There is little editorial comment, and there is little sympathy. The film is what it claims to be, a portrayal of life within the box of Northeast High in Philadelphia. What the viewer sees

are scenes and dialogues like this one: "When you are
being addressed by someone older than you or in a seat
of authority, it's your job to respect and listen. She
didn't ask you to jump from the Empire State Building.
. . .What you should have done is shown some character.
We are out to establish that you are a man and can take
orders." This was a one-way dialogue, or conversation,
between a very large dean of discipline and a young
growing male of the species who was trying on his man-
hood and ideals in a real situation. One of the things
he learned, to be sure, is that he had better have
"clout" before doing anything that resembles being him-
self. The rule, "don't talk, just listen," was made clear
by this incident and by all the other disciplinary activ-
ities that went on. This is one of the categories where
the public schools have the success mentioned earlier.

In another scene a girl is told that by wearing a
short dress to the prom she has insulted "her" school.
She must learn to abide by the standards of the majority.
Individualism is fine in its place, but we have to make
sure of the place. The girl, really crushed, tearfully
replied, "I didn't mean to be individualistic." What
are we doing to our children? Do we care about them, or
do we really hate them for their youth and their dreams?
The snuffing out of dreams and visions seemed to be

another place where great stress was placed in the informal curriculum of Northeast.

Perhaps the focus of the problems between teachers and students is that the teachers grew up in an ear of scarcity, and the students are growing up in one of affluence. The sex education lecturer in the film ended his pitch with the words, "You have learned by now that you can't have what you want when you want it." And to think that this came from a duly credentialed representative of the same society that pitches "instant" solutions to passive television viewers watching commercials is incredible. Children see the school as a phony institution. The whole message in the "party line" of Northeast is one of denial. Is this the reason that we have schools? If it is, we should admit it and allow someone else a chance to deal with it. If it is not, then we should decide what our reasons are.

If Northeast is a fairly typical high school, and it is believed to be, then we are teaching our children to endure, to survive incredible boredom, to expect little and to forget any help they might need or get from adults in making sense out of the world they have been given. Those students who do vary from the imposed norms in any way are grouped into a "human relations society," not to help them adjust to themselves nor explore their world

nor develop strategies to deal with their experiences, but rather to "adjust" them to the school as it exists. This is one more example of the institution taking precedence over the needs of the individuals over whom it has power. The student finishes last.

Because the institutions have done things like this to their clients, we find that when attacks do come they come on the people in the institutions and not on the institutions themselves. But the people in the institutions are trapped and are seemingly powerless to change them. Attacking teachers, administrators, and policies is denying the basic humanity of these people. This is not what education or humanity or humaneness is all about. The lessons at Northeast seem to be serving an antithetical purpose to what the curriculum guides say. The actual learning seems to place the students in a position where they realize they are just bodies. The emphasis is on getting through. "I won't bug you. Don't bug me. Give me my diploma and let me out," seems to be an apt summary of many of the students' thoughts. This occurs in one of the better high schools, one that has a good record of getting its graduates into college.

After three and one half years of a study funded by the Carnegie Corporation, Charles Silberman describes the American public schools as being "grim and joyless" and as failures in educating our children (Silberman,

1970). *Crisis in the Classroom* is the most fair of all the critical books that have been published in the recent past. Silberman uses facts gathered from actual observation to tell what the schools are and are not doing. This is no *Why Can't Johnny Read* type of publication. This is a fact-filled book which should cause those in public education to be questioned by those served by public education. In other words, this book can and will give "accountability" crusaders something to ask the schools to be accountable for, somthing that means something, humaneness in the school (Silberman, 1970).

Silberman says, "Education should prepare people not just to earn a living, but to live a life, a creative, humane, and sensitive life. This means that the schools must provide a liberal humanizing education. And the purpose of liberal education must be and indeed always has been to educate educators, to turn out men and women who are capable of educating their families, their friends, their communities, and most importantly themselves" (Silberman, 1970). How many of our schools are even approaching this ideal? This is nothing new. It has been here since the allegory of the cave. Education should be liberating. It should stress humanity. It should equip the student with skills and strategies which will enable him to be a life-long learner and teacher. This is how

education should be, and not as it is in the schools
where the goals for the day are often "survival."

    With the most constant variable in the world
being change, what more could be asked of the school
than to equip learners with skills to deal in new ways
with new problems? It is painfully obvious that we are
not doing this now. Educators have to tkae their lead
from the humanistic psychologists who have been impor-
tant contributors to the educational scene and targets
for those who are defending the status quo. They must
help learners to develop skills to exist in a world that
may be difficult to imagine. Some of these skills that
should be seriously considered are perceiving, communi-
cating, loving, knowing, decision-making, patterning,
creating, and valuing (Berman, 1968). Many will reply,
"But I already do that." Perhaps they do. If so, good,
but everyone concerned must admit that the development
of even these few skills is of equal importance with the
curriculum as it exists. Then there is the "it's always
been done this way" syndrome to contend with. The changes
and innovations of the recent past have done little more
than make efforts to teach what we are teaching now a
little better, and resulted in more "tinkering with the
machine." People involved in education must consider
context for the new education.

Silberman claims,

> Schools can be humane and still
> educate well. They can be genuinely
> concerned with gaeity and joy and in-
> dividual growth and fulfillment with-
> out sacrificing concern for intel-
> lectual discipline and development.
> They can be simultaneously child-
> centered and subject- or knowledge-
> centered. They can stress aesthetic
> and moral education without weakening
> the three R's. They can do all these
> things if their structure, content,
> and objectives are transformed
> (Silberman, 1970).

Since the 1950's, people have been taking schools
more and more seriously, something most of us claim to
want. When the Silberman book was reported in headlines
in the upper left hand quarter on the front page of the
New York Times, education as a legitimate public concern
was assured. Education is being taken seriously. Now,
educators have to do something about it, since no one
seems to be happy with the way it is. Everyone wants
to make changes but only in someone else's domain, be-
cause our own is sacrosanct. Those in education need a
short hard look at what they are doing. Being familiar
with what critics, both constructive and otherwise, have
suggested is necessary. Planning, implementing, and
preparing for some plans to fail and be reimplemented
with the necessary changes are mandatory. Instruments
and methods to evaluate results must be developed, since
inappropriate forms to evaluate completely new approaches

cannot be used. The evaluation must be formative in order to give planners and implementers useful feedback during the process and not at the end when such information is useless. Educators have to shed their fears and begin seeking aid from such men as Dwight Allen, Vito Perronne, Allen Glines, George Van Hielschiemer, Paul Nash, A. S. Neill, John Dewey, "J. Abner Peddiwell," Donald Oliver and Frederick Neumann, who have thought about and written about these problems.

The goal of an institution should be the fulfillment of its function so that its existence no longer is necessary. Aware people know this to be true. It is also known that this is not the way it works in the real world. The American public schools are one of the institutions which should work its way out of existence, but armies of teachers and administrators do not see this as a real goal in their careers.

As with most institutions the school has forgotten the rationale for its existence. The school could not exist without learners, but educators have negated their basic function as facilitators of learning for their clients. The school has become paramount and the role and function of learners are secondary, if not tertiary, in the present structure of American education.

No matter what rationale is accepted as the reason for the existence of public education, we will find, on the basis of newly proposed evaluations by men like Joseph J. Schwab, that the schools are not being successful at what they think they are doing. Even more frightening is the fact that many, if not all, of us do not have a clear idea of what is supposed to be done. "Mindlessness" is Silberman's apt term to describe this state. Teachers and principals are people of good will, yet they have forgotten, if they ever knew, what their proper roles should be.

If we were to place education on a continuum with the behaviorists at one end and the self-actualizers at the other and go to places where the practitioners of each of these methods are in operation, we would find that the answers to the question, "What the hell are you doing here?" would be emotional but not really based on any kind of self-awareness or definable goals. The investigator finds this situation to be intolerable. While he is at the opposite end of the spectrum from a behaviorist, and investigator believes that a competent behaviorist is better for the clinet than a well-meaning but philosophically neuter, mindless practitioner. Before we can decide where we are going, we first have to know where we are.

Too many people in education base their modus operandi on the rationale that, "It requires almost no risk-taking." "This is safe." "It is rewarded." "It is highly praised by others who hold the same, safe views." This is what the new teacher, who is full of idealism, has to contend with when (s)he is placed in the first teaching assignment and is left to "succeed" or "fail." Success or failure is a relative measure and can be interpretated differently by as many people as are involved. The problem in the public schools is that there are limited measures of success and failure, and perhaps the most important is that the new teacher sends few or no pupils to the office for disciplinary reasons. If he is successful as a policeperson or babysitter or is effective at concealing the real problems he is having, he "makes tenure" and generations of children are saddled with this possibly incompetent teacher, who is judged successful by the criteria which are mindlessly accepted by the administrators, school committees, and teachers' union. It is wrong to expect all teachers to be effective in all situations and it is wrong to reward the lowest possible function of a present day teacher as if it were the final fulfillment of the highest possible function, that of helping children to make sense out of their world. The situation described is working toward the heart of

"institutional press" which can be felt when the institution, which was set up to serve the clients' needs, has subverted itself and has come to serve itself at the expense of its clients.

The public school is not the only institution which is guilty, but it is the one of primary concern here. If one were to ask a sample of administrators and teachers from any section of this country, in any kind of community "What is your purpose here?" the investigator posits that one would get answers ranging from, "I am teaching algebra," to "I am teaching zoology." Almost nowhere would one find a teacher who replied, "I am trying to help kids make sense out of their world. I am trying to help them develop strategies to sort out and deal with experience. I am trying to help each child to grow into all he is capable of growing into. I am working with each student where he is and not where he might be or has been." If the public schools are to remain as viable institutions in this country, we have to free up teachers. We have to enlighten administrators. We have to release all those in control of public education from their conceptual straightjackets and lead the leaders into positions where differential thinking is rewarded. Perhaps the most dangerous administrators are those who think they are the most open-minded. They often say things like, "I

always look at both sides of the question." This kind
of remark frightens many of us because people who divide
every situation into opposite polarities are those who
are leading children into conceptual straightjackets. A
choice between this or that is hardly a choice. It is
not possible to conceptualize many options instead of an
either/or dichotomy?

If one is dealing with the subject, public schools,
people assume one is dealing with education. But this
is not necessarily so. Over the years the public school
people have done an effective job of selling this idea.
But the schools, although they are set up as places where
the young go to learn, have a poor track record when they
are compared with the learning which comes from the other
areas of the children's education. Education occurs when
people come together in a structured situation for dialogue
and debate, exploration, and meaning making. Yet, if in-
struments were available which could qualitatively or
quantitatively measure the learning in school as opposed
to the learning from other parts of the students' environ-
ment, school people would probably finish at least second.
The only place where the school would probably finish
first would be the results obtained from a category called
"playing school" where the honor students would shine.
The reason they are honor students is that they have

developed a successful technique, or bag of techniques, which rewards them with success for seven hours a day. If they have learned anything else as a result of this "bag of tricks," it is concommitant not primary.

Perhaps it is not right, but it is understandable, that those who have been rewarded by the system, administrators, and teachers are likely to protect and support the system that has rewarded them. For them to do anything else would be a total negation of the work of their lives. Education, in its most powerful form, must be brought to these people, who must become aware of the possibility that there are alternatives to the way things are done. Change agents must be aware of the sensibilities of and the protectiveness that these people feel toward what they have been doing. These people must be converted not coerced. This is not an impossible taks because they are individuals who are doing what they think is right. They will also do what they think is right if we as change agents introduce them to the possibilities which exist for children in this world. Perhaps this sounds optimistic. It may be, but the investigator believes that in this world teaching is the function that serves the greatest purpose. It is more real than any other professional function. People who go into teaching need only the role model of a humane person to replace the

authoritarian concept they have grown with, and perhaps into, in order for them to try alternative approaches.

Some of the oft repeated goals of education are transmission of culture, socialization, self-education a la Dewey, self-actualization, i.e., Maslow et al., practical education, i.e., J. Schwab, and to this list the investigator adds, education for change and community.

All the above goals have their adherants, and for each of them a good case, or several cases, has been made. It is difficult to quarrel with the facts that have been brought out in favor of any one of these aims.

Because the world is changing at an exponential rate, society is finding it more and more difficult to deal with its problems on the basis of answers that have been arrived at in the past. We have donned our conceptual straightjackets, our blinders, and "are entering the future using a rear-view mirror." The investigator advocates the removal of our cognitive impediments and the trying on of new effective possibilities. Change is upon us. Those who are most ill-equipped to deal with it and those who have the greatest perceptual impediments regard change as "bad." When one cannot deal with something new on the basis of some past experience and one is not equipped with alternative strategies to take the place of past answers, one is ignorant and consequently afraid.

Those who are willing to try for new solutions and deal with the reality of the moment as they perceive it are the ones who feel the least helplessness and alienation, the least loss of identity, and the most aware of self and potentiality of self. If we continue truing to make our children conform to outmoded and consequently untrue concepts that have guided public education for decades, we are not helping them to confront and deal with the world as it exists for them. The children who enter the public schools in 1978 are going to be fully functioning adults, active in their society, in 2028. What are we, as the adults with the power in 1978, doing to help them meet and cope with the problems they will encounter in a life we have difficulty conceptualizing? For example, the first generation of Americans who did not follow the life style of their parents is now alive and in positions of power. If one considers that this generation is doing jobs which did not even exist when it was born, the chance that the children of this generation will be like their parents is even more remote.

Technology exists for itself at the moment. It is a technological axiom that "if it can be built, it will be built." People now in power have seldom questioned the need for the control of technology and of its direction by the people whom it is expected to serve. The

practitioners of technological works will not be able to
afford this luxury in the years to come. The youth of
this country is beginning to ask the right questions,
but it is to the discredit of the schools that they did
not learn to ask these questions nor to develop strate-
gies to take part in the decisions which have great ef-
fect on their lives in the schools. These individuals
are managing by their own human uniqueness to take action.
Yet many of them do not dare take any action to effect
their lives. They have been conditioned by a public
school system which rewards conformity and punishes diver-
sity, which extols the revolutionary paradigm of the in-
dividual but discourages individuality, which speaks of
things creative but reinforces regurgitation of informa-
tion, which speaks of great men who brought about change
but discourages talk of any real changes in the pupil's
life. Jesus could not have obtained a position in one
of these public schools, nor could Jefferson, Hamilton,
or Franklin. All of their refusals would have been for
different reasons. If, however, they had been hired, they
would have soon been on the outside not looking in. Their
revolutionary thinking would be out of place in the school.
Yet, no one is faulted for extolling the virtues of these
men as long as he does not act like them.

Humans have to put their faith somewhere, and the investigator believes that the answers that we have arrived at in the past have to be replaced with a belief in processes we can arrive at now. Skills, methods, and knowledge are all outdated almost as soon as they are developed. Many know and agree with this, but we continue in education as if we did not. Educators have to develop the uniqueness of each child in the way that is appropriate to the child. In this case educators should help him to become his own "meaning maker" and reward him for the process of making meaning. This is not done now. Learners must be allowed to develop their capacities for confronting and understanding their experience. Educators have to stop "playing" school and get into the real process of education. They should help develop individuals who are not only open to change and equipped with the human skills to handle it but also who are fully functioning participants in human intercourse, which results in the making of change. Passivity and alienation are seldom seen or heard of when human beings are engaged in a task or pursuit which has meaning for them. If we are to develop this type of fully functioning men and women, we must provide alternative forms of education. We must free the process from the structures we have placed on it in the name of administrative convenience. We have to develop or find teachers who not only can conserve and

convey the essential knowledge of the past but also will eagerly welcome and implement and actively seek and initiate change which improves the human condition.

Humanist Erich Fromm explains much of the destructive and self-destructive activity of American youth in a process that begins with simple boredom. Outlining the failure of our basic institutions to provide stimulating direction and guidance to a youthful population in serach of its own identity, Fromm traces a tragic progression which goes from boredom to helplessness, from helplessness to a sense of total futility, and from futility to a feeling of complete powerlessness over one's own life. Because no human being can long endure the numbing effects of powerlessness over his personal existence, Fromm contends that the individual is compelled by his nature to do "something." His choices are to do something creative to alter the situation or to do something destructive to alter the situation. Because our institutions, education foremost among them, have so pitifully failed to provide youth with an understanding of creative alternatives and the will to employ them, according to Fromm, vast numbers of American children are turning to sadism, masochism, vandalism, alcoholism, drug addiction, and necrophelia as replacements for the productive orientations our educational system never provided (Fromm, 1968).

Rollo May touches on the same subject in *The
Courage to Create* when he concerns himself with the level
of moral courage we are fostering in our young:

> . . .If you do not express your own ori-
> ginal ideas, if you do not listen to
> your own being, you will have betrayed
> yourself. And also you will have be-
> trayed our community in failing to make
> your contribution to the whole. A
> chief characteristic of this courage is
> that it requires a centeredness within
> our own being, without which we would
> feel ourselves to be a vacuum. The
> 'emptiness' within corresponds to an
> apathy without, and apathy adds up, in
> the long run, to cowardice. That is why
> we must always base our commitment in
> the center of our own being, or else no
> commitment will be ultimately authentic
> (May, 1975).

We do not provide the type of education that helps our
students develop the capacity for commitment centered
within themselves and anchored to a set of beliefs they
have developed through genuine examination and accep-
tance. In May's sense we have a system that breeds
cowards.

One is reminded throughout all of this of the
plaintive lament of Lara Jefferson, a hospitalized schizo-
phrenic in grave danger of lifetime commitment to the
backwaters of an archaic institution because she could
not live up to her doctor's expectations. In a last
frantic effort to forestall shipment to the hospital's
hopeless ward, Ms. Jefferson one night grabbed a stub

of a pencil and began writing her shattered hopes and
pressing fears on a scrap of paper. A nurse watched
her for a while, and then, miraculously, did a totally
non-bureaucratic things—she kept supplying Ms. Jefferson
with more and more paper. Listen to this "insane"
woman's scribblings on the world she sees:

> They have endless ideas and theories,
> but when it comes down to the actual
> performance of making an insane person
> sane, they are helpless. . . . All this
> crooked philosophizing is not solving my
> problem. Let those who think they know
> the cuases that lie back of disintegra-
> tion set themselves to the task of evolv-
> ing an effective treatment in freeing the
> victim. . . . All (my doctor) does is go
> prowling around among my phobias, knock-
> ing them over. When he finds an extra
> fine specimen he is as thrilled with the
> discovery as some be-spectacled bug
> hunter who captures a rare type of beetle.
> . . . After he has found it, he does not
> know what to do with it. He cannot take
> it out and mount it or preserve it in
> alcohol. All he has in proof of his
> discovery is a long-handled word to
> paste in his album. And I wish—Oh, how
> I wish, that I had the genius to take
> some of the smug self-complacency out
> of him (Jefferson, 1948).

Perhaps Ms. Jefferson has a message here for education,
as well as for psychiatry. If so, it is only fitting, for
her education in English literature served her well while
in the institution: "A nurse just now picked up one of
the sheets I have written. She read it—looked at me
oddly—and asked what the hell I though I was doing. And
because she expected an answer in keeping with my strange

occupation—I did not have the heart to disappoint her. So I gave her an answer that fitted. I told her that I was Shakespeare, the reincarnation of Shakespeare, trying to side-step a straightjacket" (Jefferson, 1948).

We must see to it that students in our other institutions no longer perceive that we expect answers that fit. We must see to it that they need not pretend to be someone they are not in order to side-step our straight-jackets.

The mindset which accompanies public education in the United States is based on the assumption shared by more and more people since the time of Comenius. That assumption is that education is a commodity. Comenius was an alchemist. In the last quarter of the twentieth century should his assumptions be the benchmarks which guide the learning and growth process?

Schooling is made necessary by education. The institutionalization of both concepts has solidified, and it needs changing. In order for society to provide for learning and growth opportunities for all citizens, we as a society must change our assumptions about present practices. We must observe, evaluate, and change the processes.

The uniformity in public education is not caused by a cabal of nefarious people, whose aim in life is to

create plastic models of some ideal American citizen,
but by the prevailing social and economic climate in
this country. Mass production of goods and services calls
for mas production of consumers for these goods and ser-
vices. The "plastic" hamburgers, served by the chains of
restaurants across the country, need a group of eaters
whose discrimination is not acute but rather uniformly
dulled by the lack of quality in food. These hamburgers
are relatively inexpensive and are better than no food
at all, but they are mass-produced for mass consumption.
The chains of motels and resorts, which are springing up
to fill those newly found leisure hours of the mass con-
sumer, could all be made on a production line by a
computer. Their identical lines and services are an
atrocity to behold. If society were to encourage diver-
sity in the educative process, perhaps individuals would
find some much welcomed diversity in their increasingly
homogenized lives.

The schools now promote competition between and
among the people involved in the same things. There is
no provision for being different. There is no provision
made for measuring a person against his own potential.
The questions asked are similar to the ones reported by
Margaret Mead in *Kepp Your Powder Dry*: "How does John
compare with the other children, Miss Jones?" That is

the question not, "Has my son the tongue of a poet, or the eye of a painter, or the voice of a leader?" (Mead, 1970). This "one-up" thinking is not shared by all cultures. It need not be shared by this one. Society needs excellence, and the investigator is not against effort or striving. Society is in favor of diversity. He wants to see people have a chance to achieve excellence on their own terms and in their own ways.

The people involved in American education are operating under the assumption that teaching is nothing more than the process of transmitting knowledge and factual material from one person to another. The investigator likes to think of teaching as much more. The model under which the public schools are working has been described by Professor Maurice Belanger, formerly of the Harvard Graduate School of Education, as follows: K - A - C - S, where "K" stands for knowledge, "C" for curriculum, "A" for agent, and "S" for student (Belanger, 1968). This model assumes that there is an acculumated body of knowledge which must be culled for the proper segments to be presented to the students. And this knowledge must be transmitted as efficiently as possible by the teacher and must be assimilated as efficiently as possible by the student.

The "C" in the model, the curriculum, is the "stuff" that must be transmitted and assimilated. The "A" is the

model in the agent of the curriculum planners and is usually the teacher, whose function is to transmit the "C". The "S" is the student, whose function is the assimilation of the "C" transmitted by the "A", and the process is evaluated on the basis of how fast and with how much success actual acquisition has been carried on. In order for this system to be effective, it is necessary to operate under certain assumptions about how people learn and about the nature of knowledge:

Knowledge

1. The ultimate purpose of education is the aquisition of knowledge.

2. Knowledge is what has been learned by human beings and recorded over the ages. It is categorized into disciplines, such as mathematics, chemistry, or history, each of which has a content which can be taught and learned.

3. There is a minimum body of knowledge, the curriculum, which is essential for everyone to know before leaving school (Belanger, 1968).

Learning

1. Important choices concerning what children should learn are best made by adults—parents, teachers, administrators.

2. Children learn by being taught by adults through symbols—written and spoken words, numerals.

3. To the extent that children are given choice in their learning, they will depart from the best path of knowledge.

4. Children are not drawn to academic work and, therefore, must be motivated by external sources.

5. Play is what a child does on his own time, out of school. Work is what he does during school time.

6. If a child is enjoying himself, he cannot be learning very much; if learning is painful, it is likely to be good for him.

7. Children learn best in a setting where all external sources of distraction have been removed.

8. When children share a common learning experience, they may be cheating.

9. Some children are bright, some average, some slow.

10. There are individual differences among children, but, if we group them by ability, they will all have an equal opportunity to learn equally well (Belanger, 1968).

Evaluation

1. If an individual knows something, he can dis-
    play it publicly at the request of the teacher.
    If the child cannot display what he knows, he
    does not know it.

2. Errors are mistakes; mistakes are bad and
    must be eliminated or avoided.

3. The most important aspect of the student, his
    acquisition of knowledge, can be accurately
    measured.

4. The best way of evaluating the effect of the
    school experience on the child is to administer
    a thorough examination.

5. The best measure of a child's work is the teach-
    er's evaluation of it.

Most innovations in American education are rooted
in these assumptions. Most of what educators call "new"
is merely a "tinkering" with these assumptions. The new
curriculum is merely a new "C" component in the model;
the team-teaching approach is merely changing the numbers
of "A"; instructional television and the computer, for
example, are merely replacing a breathing "A" with an
intimate "A". Nongrading or ability grouping merely re-
arranges the "S" component to better receive knowledge.
Education has tried many of these things and, yet, it

still has the resentment and hostility which character-
ize the schools. Anxiety and fragmentation of experience
are some results, as well as hallmarks of the schools.
If the conventional wisdom is to be believed, that
children retain about five percent of what they are
told and about ten percent of what they hear and see,
public education had better explore some real alterna-
tives to the "Transmission of Knowledge" model.

The model here proposed for the school experience
is not a linear one. Its components are the child, the
real world, and the teacher. The advocates of this model
believe that the child learns best from direct personal
exploration of his environment. Knowledge in this model
is looked upon as being personal and unique to each child.
The real world may be any activity in which the child is
engaged, up to and including no measurable activity.
The teacher is on the periphery of this model, and the
teacher's role is to provide a rich and stimulating en-
vironment from which the learner creates his own "RW"
component. Involved here are certain assumptions about
knowledge, learning in children, and evaluation.

Knowledge

    1. Because the quality of being is more important
        than the quality of knowing, knowledge is a
        means of education, not its end. The final

test of a person is what he is, not what he knows.

2. Knowledge is one part of an individual's personal experience and cannot be divided into neatly separated categories and disciplines.

3. The structure of knowledge is personal and idiosyncratic and is formed by each individual's experience with the world.

4. It is questionable whether or not there is a minimum body of knowledge which is essential for everyone to know.

5. It is possible, even likely, that a person may learn and possess knowledge and yet be unable to display it publicly. Knowledge resides in the knower and not in its public expression.

Learning

1. Children are innately curious and display exploratory behavior quite independent of adult intervention.

2. If a child is engaged in active exploration, important learning is taking place.

3. A rich environment, which offers a wide array of mainpulative materials, encourages exploration and facilitates learning.

4. Play is not distinguished from work as the predominant mode of learning in early childhood.

5. Children have both the competence and the right to make significant choices about their learning.

6. Children will be likely to learn if they are given significant choices in selecting the materials they wish to pursue.

7. When children are interested in exploring the same materials or the same problems, they will often choose to collaborate in some way.

8. Children learn and develop intellectually not only at their own rate but also in their own style.

9. Children pass through similar stages of intellectual growth, but each in his own way, at his own rate, and in his own time.

10. Intellectual growth and development occur through a sequence of concrete experiences followed by abstractions.

Evaluation

1. The preferred source of verification of a child's solution to a problem comes from the materials with which he is working.

2. Errors are necessarily a part of the learning process. They are to be expected and are often desired, for they contain information essential to further learning.

3. Those qualities of a person's learning which are most easily measured are not necessarily the most important.

4. Objective measures of performance may have a negative effect upon learning.

5. The best way to judge the effect of the school experience on a child is to observe him over a long period of time.

6. The best measure of a child's work is his work.

As with the transmission model, these assumptions effect the life of the child and the teacher in the school. If educators were to act in ways consistent with these assumptions, there would be a revolution in the ways of educating.

The teacher would become the "adult in the educative process" or the "facilitator of learning." The child would become the "learner" or the "client." The facilitator would be accessible to each client and would make appropriate responses to each overture of the child, including no response when that was appropriate. In

most classes today, the teacher is the independent variable upon whom the children depend; in this proposed model, the facilitator becomes the dependent variable and responds to the initiatives taken by the children.

This model is the "open," "integrated," or "free" pattern so recently brought to the United States from Great Britain. It is often mistakenly attributed to John Dewey, perhaps because it is based on some of his thoughts. But it has had a successful fifty-year evolution in Great Britain. For example, the schools of Oxfordshire, Leistershire, Bristol, and London have developed this approach to a high degree of sophistication (Featherstone, 1971). This is the model that the investigator chooses to use in his proposal for, what he believes to be, the ideal of educational possibilities.

The model for ideal education that the investigator proposes is based on work done by Donald Oliver and Frederick Neuman of the Harvard Graduate School of Education, as well as the work being done by Gerald Weinstein and Sidney Simon at the University of Massachusetts, Graduate School of Education.

There are four contexts for education in the proposed model: school, laboratory-studio-work, community seminar, and psychological education. Since more educators seldom do more than tinker with the machine in

their approach to educational innovations, the investi-
gator proposes to deal with completely different con-
texts in which education can take place. He proposes
to assign credit and legitimacy to varying educational
experiences.

In the school context, the investigator proposes
that educators deal with all the things dealt with in
the present schools, i.e., systematic instruction in the
basic literacy skills, health, hygiene, driver education,
physical education, and any other "fundamental," such as
visual literacy, that the specialists feel is necessary
for the education of their clients. In visual literacy,
for instance, educators would expose the learners to
the three "C's" of the new media experts: create, com-
municate, change. In present day terms, there could be
a whole curriculum based on these concepts.

In the school context, the process to be explored
would be based on preplanned instruction and would have
clearcut, formalized objectives. Terminal behaviors
would be sought. Educators would employ the new tech-
nology to help achieve the ends. The students could
work alone, with a teacher, with a machine, in small
groups, in large groups, or in and/or with any combina-
tion of the above patterns. The learning here does not
have to be didactic but can be aimed toward powerful

learnings and understandings. The investigator wants
to start his proposal with the school context being
this structured in order to deal with the objections
which may be raised by the parents, educators, and per-
haps the studetns themselves, as a result of the new-
ness of the approach. This section of the model would
be staffed with people who are skilled in the techni-
ques and methods proposed earlier in this work. In the
course of this process, when it is no longer perceived
as threatening the learning could become self-directed.
This context has no arbitrary age limits placed upon
it and would be available and of help to any citizen,
young or old, who wanted to acquire any skill dealt
with here.

In the laboratory-studio-work, context education
occurs as a result of the completion of a significant
task. This is the context that would appeal to Paul
Goodman and Ivan Illich, and it is the one that Silvia
Ashton Warner would seek as the place to teach reading.
This context, in which most of American education took
place prior to 1900, would be described by Goodman as
incidental education. Because the completion of a sig-
nificant task is the objective here, and because the
educational by-products are of secondary importance in
this context, one is dealing with the RW component of

the earlier model. Perhaps the schools could have a teacher available to the learner to discuss with him his efforts. The activities would be governed by the developing nature of the task iteslf. Instead of simulation games which bring a synthetic reality into the classrooms, educators would bring the learner to the real world and to its tasks. The natural human interaction which would take place in the completion of these tasks could bring many disparate groups of a community into close and real contact with each other. The learners would be young and old, rich and poor, bright and dull, and many other modes of polarity. This is the way things are in the world for which society is allegedly preparing children in today's schools.

Some of the activities that could be engaged in are painting pictures, rebuilding autos, writing essays, promoting concerts, organizing protest demonstrations, lobbying for legislation, selling insurance, living for a time on the amount of money a welfare recipient receives, programming a computer, acting in a play, running a raffle, nursing in a hospital, competing in a sport, participating in an ecology project, caring for children, planning and participating in a church service, broadcasting on radio or television, making a dress, publishing a newspaper, doing physical and chemical

experiments, and creating instructional materials for use in the school context. Since this context is one for learning in the midst of action, the charge of "irrelevant" could not be brought against it unless the person making the charge thought that all life was irrelevant.

Learning occurs here as the by-product of genuine participation in problem- and task-oriented activities. This is not an apprenticeship program nor a preparation for a lifetime job but a process which is a recognized learning activity, a paradigm for education in the matrix of real life doing.

Society has much the same thing occurring now, but it places an age requirement on admission to the program, referring, of course, to adult jobs. Society as a community assigns no educational credit or significance to them, but, in actuality, much learning occurs in these occupational contexts every day. Therefore, society should recognize the educational aspects of these jobs and should remove from them on both ends of the continuum the artificial age barriers for both the young and the elderly.

The problem is merely to recognize incidental learning as a legitimate way towards education. Society has to adopt a new perspective and look in a new way at

what it is doing. Too often workers in the communities have a closed system approach to education. They have completed formal schooling to some degree and have re-signed themselves to the idea that their education is over. But learning goes on as long as life goes on. In this context, the societal recognition of the worth of incidental education could give all the participants a new appreciation of their roles as workers and learners. The young who take part in this process would be able to meet and interact with people other than their peers and members of their nuclear families. This interaction would allow them opportunities to test their ideas and values in a manner which is not provided for in the present post industrial society in this country.

The people in the resource places would love to see learners come to them because they would like to be considered of worth. These resource people would enjoy the new status imposed upon them as a result of being seriously considered fully worthwhile members of their community dealing in a process of more value than the weekly paycheck. Perhaps the celebrated generation gap could be negated by real interaction on the basis re-commended. Thus, the investigator sees the learning here best described as serendipitous.

Because of the projected multi-career direction toward which society is headed, this kind of context would help the learner to know for what types of careers he is best suited and might lead him to more training in any particular field of interest. This training could cause a reversion to the school context with systematic instruction and clear objectives leading to the result desired by the learner. These are only the immediate, easily catalogued probable outcomes. The possibilities, like the learning paradigms in this con- text, are limited only by a person's imagination. There- fore, opportunities are boundless.

The community seminar context provides for reflec- tive exploration of community issues, which is a luxury for most people. Too few people get a chance to deal either with things they are interested in or with in- dividuals with interests similar to their own. People seldom explore those basics which identify humanity as human.

Therefore, in the community seminar, people would get together to discuss those things which would illumi- nate meanings in human existence and would discover the mutuality which underlies even the most disparate of human positions. They would come to understand that, while they are unique, they also share a commonality of

concern and anxiety with others. It is a comforting
feeling to find that one is not alone in his feelings
on a particular issue and that others share his in-
terests.

Seminars in areas such as the meaning of pro-
ductive work would include the unemployed, the retired,
and the people dissatisfied with their jobs as parti-
cipants in this seminar. The changes that would come
about in society as a result of the airing of ideas in
seminars like this one are beautiful to contemplate.
Similar to the folk school, which was set up in the
Appalachian Mountains in the 30's to train union organ-
izers and which evolved into a school which helped plan
the marches and sit-ins of the Civil Rights movement,
the impact of seminars like this could not be easily
measured. The human power of ideas and the resulting
action on these ideas would be something to behold and
something of which to be a part.

Because the rules would be new to many, the semi-
nars would originally be staffed by an outside pro-
vacateur, gadfly, or devil's advocate, who would serve
this function as long as the group wanted or needed him.
The tenure of the group would be determined by the
group's needs, and membership in the group would be de-
cided by the group. The provacateur would have a staff
to handle the details, such as, research, typing handouts,

making illustrations, and providing resources. This
staff would come from the laboratory-studio-work con-
text participants and from the school context with
someone, who was learning to type or to do research,
being actively engaged in this process in that role.
Films, trips, readings, and discussions of direction
would all be part of the support services provided by
the organization representative.

The participants' question for discussion would
be confined only by the limitation of their imagina-
tions and the staff's imaginations. "To what kind of
working conditions is one entitled?", and "How should
the community be zoned?", would be possibilities, as
would aesthetic, ethical, and economic questions. The
conflicts between youth and adults would be examined
in groups which contained members of both, because,
here agian, age is not a deciding factor for this edu-
cational opportunity. "What is the changing function
of the family?", might be a valuable question for par-
ents, children prospective parents, and grandparents
to discuss. How should children be reared? How is
society to handle the promised increase in leisure?
How does society handle population control? Can se-
lective breeding be an answer to some social problems?
What new professions are needed? Should society turn

outward toward space or should it settle its immediate problems first? These and many more questions like them could be dealt with. Significant ideas could be openly discussed for the first time, and people could have a place to go for aid in their quest for truth. There would be no specific problems to be solved. The participants would raise questions, investigate possible answers to them, and discuss the results of the process. They would follow the question in the manner of Scott Buchanan and Buchannan/Wofford to see where it leads.

Children in this society are so busy with their school work that they do not get chance to engage in this type of activity; nor do adults because of their jobs; nor do the elderly because they have little reason, since they are waiting to die and have been told by society that they are useless. People of all ages could benefit from this process which could lead to the betterment of the society or of the community of which they are a part.

The process is valuable in itself, but it needs an opportunity to succeed. It needs legitimization by those in the present seats of authority in the educational establishment. It needs a chance to become a powerful and real forum for the ideas of people who feel

powerless in their lives today. It is approaching the status which the Greeks and Romans had attained when they discussed the ideas current in their lives. Society is approaching an era where unemployment will be called "increased leisure" and where work for which one is paid will not be as important as what one is. This preparation for that kind of world is certainly a serendipitous by-product of a powerful process.

Maslow, with his hierarchy of needs, spoke of the problem of alienation and identity in this society (Goble, 1970). A human being was able, until very recently, to measure himself on the scale of success that was fostered by the Puritan ethic. Some people still measure themselves that wya, and some refuse to do so. The young are rejecting the accoutrements of a society that uses that measure. There are conflicts and problems between parents and their children, becuase the parents have satisfied the security requirements on Maslow's hierarchy and the children have never known a lack of security and do not think much of the accomplishments of their parents. Both Bruno Bettleheim, in *Children of the Dream* (Bettelheim, 1969), and Margaret Mead, in *Culture and Commitment* (Mead, 1970), deal with the problem of the missing sense of shared expectations in two populations, geographically and culturally

separated, yet sharing a similar problem. The youth do not recognize as significant the accomplishments of their elders. The Jews who wrested a living from the barren, arid soil of Israel in less than forty years are seeing their children and grandchildren renouncing interest in the confining society of the Kibbutz. The society was never confining to the original Kibbutzim, because they had their Camelot to build. Perhaps their biggest failure was their undoubted success. The young see nothing left for them to do and are consequently looking for new worlds to conquer.

The American parent who was a child during the depression also has a problem. He has a house in the suburbs and his multiple cars, a weight problem from overeating, and wherewithal to give his children "everything he did not have," including a college education, and yet there is a vague feeling of discontent when he examines his life. This feeling becomes much less vague when his offspring rejects the results of his thirty years of efforts. The parents say, "They don't appreciate anything." The youth says, "They don't understand." There is truth in both statements. This communication problem is now handled on a good-bad continuum because society has not developed any strategies to deal with human interaction or with negotiations with one another.

People do not know how to measure their own worth, and consequently, individuals are in the process of not knowing who or what they are. The measuring sticks of past years do not seem to do the job. Society never tries to develop new ones but merely tries to fit new behaviors into old categories. According to Caleb Gattegno, self and will are synonymous. If this is so, people certainly do not spend enough time on the exploration of either of these concepts.

Psychological, or humanistic education, is trying to deal with the process of education using the client as a data source. The curriculum is the client, who is encouraged to explore three aspects of his experience--identity, connectedness, power: Who am I? How do I relate to my world? Do I have any power to change my life? "Shoulds" and "oughts" are left out of the exploration in the manner of Gestalt psychology, because the interaction takes place in the here and now. The world of Gerald Weinstein in the course, Education of the Self (Fantini, 1968), and the work of Sidney Simon in value clarificationwill be two important components of the psychological education context (Simon, 1966).

The investigator sees the psychological education context as a separate effort in the new approach but also as being woven into the whole fabric of all these

contexts. It will become the womb of self-understanding from which the success of the other contexts' efforts will be born.

CHAPTER III
A DESIGN FOR AN OPTIONAL DEGREE PROCESS

This chapter contains a proposal for a response by higher education to the challenge of providing alternate routes to a bachelor's degree. Specifically, the proposal presents evidence of a college's eagerness to investigate the concept known as the "optional degree," or, as it is called in some institutions, the "university without walls." The proposal also identifies those aspects of this development which offer attarctive implications to institutions in positions of educational leadership.

Phase one of the planning stage should be a search for a funding source to finance an effective planning process. Federal and private sources of funding should be investigated. If funded, this proposal would provide the model for such a program.

The sponsoring institution must assume that impelmentation of the optional degree program would involve several fundamental changes of deep significance to the college community. To maximize the lasting effect of the program's best elements and to achieve the greatest possible impact, the institution proposes to follow a

model of carefully plotted change. For this reason,
this proposal requests a planning grant to enable
faculty, students, and administrators, as well as
people from surrounding communities, to thoroughly
examine the benefits of the optional degree program to
the college and to the college and to the citizens of
the area. The planning grant will also provide a gesta-
tion period during which administrators may systematic-
ally study the implications of offering such a new pro-
gram and satisfy themselves more fully about how to
achieve successful implementation.

The planning process adknowledges the need for
an alternative method of obtaining an undergraduate
college degree. But beyond that, the proposal recog-
nizes that sucha plan is virually boundless and may well
transcend not only the classroom but also the campus as
well. The model proposes to reach students wherever
they are—at work, at home, in internship placements,
doing independent study, participating in field exper-
iences, laboring within areas of social conflict, at-
tending other schools, or travelling or serving in the
armed forces. It may abandon the tradition of the fixed
age group (18-22) and realize that chronological age is
irrelevant to much of education.

But above all, the optional degree program will give up the traditional classroom as the principle means of instruction and will surrender the prescribed curriculum, grades, and credit points as the major means of exchange on the student market. It may enlarge the concept of faculty to include knowledgeable people from outside the narrow confines of the academic world, and it may seek to make use of many new technological techniques for data storage and retrieval, and for the facilitation of communication and the acquisition of knowledge. While maintaining close ties between teaching and learning, it may place strong emphasis on student self-direction. Ultimately, the program intends to produce people who continue to learn throughout life rather than stunt their intellects with the notion that education has been completed once a certain amount of credits have been accumulated.

The overall question, one which may be addressed through the medium of a planning grant, is plain: "What kinds of things must be done differently in order to move from the present program to one which offers an alternative plan?" The investigator believes that a planning period, sufficiently well funded, can yield the answer to this question.

The objectives of the planning phase are:

1. To assess the need and demand for alternative methods of acquiring a bachelor's degree in the service area of the sponsoring institution.

2. To identify the sources of potential students in this type of program and to collect data relative to numbers of students, their needs, and their interests.

3. To identify and appraise the implications of an optional degree program for the curriculum and calendar structure of the sponsoring institution.

4. To specify the initial areas of study suitable at the institution, as well as methods by which the degree may be earned.

5. To identify resources presently existing at the institution.

6. To identify existing programs and to become familiar with them.

7. To identify agencies within the community which might become involved with the implementation of an optional degree program and to develop working relationships with them.

8. To identify and develop lines of communication and cooperation between the sponsoring institution and other institutions of higher education relative to the implementation of the optional degree program.

9. To investigate the impact on the role of the faculty.

10. To analyze the implications for the college budget, physical plant, and equipment.

11. To analyze the impact on the present program of continuing education.

12. To identify legal and technical problems associated with the optional degree program.

13. To develop and implement a program of information dissemination relative to the optional degree program at the sponsoring institution.

Method

The sponsoring agency should adopt the well-known three-stage model of change developed by Kurt Lewin(1958). This process consists of periods of unfreezing, moving, and refreezing. It is a dynamic expanded upon by Lippett (1958), who points out that resistance may be more easily reversed in people when they feel that they themselves are responsible for the changes in their circumstances. As has been pointed out, the optional degree

program will constitute a major change in people, institutions, and attitudes, and it is most prudent to assume that some strong resistance will emerge.

There is also a strong justification for the employment of a temporary subsystem device similar to the one proposed by Matthew Miles. Attacks upon the planning process as an activity apart from the college's norm is likely to produce a more lasting end product, since the isolation of the temporary system helps remove barriers to change within the participants themselves. Planning, therefore, must not take place within the regular college committee process and decision-making structure, even though the final authority for implementation will rest with the regular institutional heads. More effective results will accrue if discussion, planning, and idea building take place outside the framework that tends to force people into stereotyped roles and patterned thinking. Based on such a rationale, the workshop approach is the one proposed for setting objectives.

The workshops would be organized around specific themes suggested by the division of objectives into broad categories. The workshops would be held during the late afternoons, weekends, and evenings in order that administrators, faculty, staff, students, agency

personnel, resource people, and optional degree program participants could all meet to share their varied views and experiences. The only limitation on workshop members would result from the fact that participants would receive a stipend and enrollment would have to be cut off when the budget was exhausted.

Each workshop would be headed by a coordinator whose duties would include planning the workshop, selecting the personnel, providing resources, inviting outside participants, evaluating the results, and offering conclusions and recommendations. A project director would select workshop coordinators and would be responsible during the planning phase for all the program's activities. The project director would report to the appropriate executive in the college. Two staff assistants, a secretary, and the workshop coordinators, serving as an advisory committee, would aid the director.

Each workshop would have a separate budget to be used in a fashion determined by the director and the workshop coordinators. Separate budgets would insure the flexibility necessary to meet the divergent needs of different workshops and keep monetary and ideological matters relevant to the problem at hand.

The budget developed by each workshop cooordinator must, however, be consistent with relevant federal fiscal

regulations as spelled out in the planning grant and with the financial regulations and requirements of the college's fiscal officer.

Each workshop would produce a detailed report containing conclusions and recommendations developed through its activities. The various workshop reports would be blended by the director and his staff into a detailed implementation plan for presentation to the appropriate college officers and committees.

Workshop Structure

Based upon the broad categories of objectives, workshops would be organized according to the plan outlined in Table 1.

Following the planning phase, the investigator recommends a specific design for an optional degree process—a complex-systems model—providing an alternative route to the bachelor's degree individually tailored for each student. In line with this design, the center of the program is the individual student. The overall route to the degree is non-traditional, but this does not preclude more common components becoming involved in the learning process. The student can, and in many instances will, choose some traditional means as his way of learning.

Table 1

Workshop Structure

Workshop Theme	Participants	# of Participants	Meetings	Budget
Optional Degree: What It's All About	Entire faculty, students, and administrators	75-100	4/semester	$500
Student and Curriculum: The Center of It All	Selected faculty, administrators, consultants, and students	12-15	4/semester	$2000

The following workshops, divided into two general groups, share these character-istics:

| | Selected faculty, administrators, consultants, and students | 12-15 | 4/semester | $2000 |

While the program is open to all as a method of
obtaining a bachelor's degree, the primary thrust of
the process is to make educational opportunities avail-
able to those who have been unable in the past—for
reasons of time, space, age, and/or socio-economic con-
ditions—to avail themselves of the offerings of post-
secondary degree education.

The optional degree process differs from the
traditional avenue in many ways. To begin with, it
recognizes that all significant learning does not take
place in the classroom, and it backs that realization
by offering college credit for nonformal learning and
life experiences. Students are helped to analyze, cate-
gorize, and draw significance from their separate ex-
periences and to present them to a faculty committee to
be evaluated and assigned the appropriate amount of
credit.

This is a process which the investigator views as
an "ex post facto" learning contract. Contemporary
independent study projects involve the concluding of an
agreement between teacher and student regarding the
terms of the learning experience before any work is begun.
The optional degree process, by contrast, can credit
prior life experiences and award points for learning
which took place at an earlier time under non-negotiated

circumstances. One is thus able to recognize the edu-
cated elements of persons not the products of formal
training, and one is able to appreciate the fact.that a
plethora of circumstances are the basis of true educa-
tion.

An incoming student can be awarded credit for
suitable experiences he is able to demonstrate and
validate. The crediting process will account for docu-
mentation, a biographical VITA, the breadth and quality
of the life experiences, the amount of specific growth
that resulted from the ventures, and demonstrated matur-
ity and judgment which have come about as a consequence
of the experiences under scrutiny.

The likely candidate for this process is a student
with a strong commitment to self-directed learning, a
keen desire for a degree for personal and/or professional
growth, limited alternatives for the satisfaction of
his educational needs, ability to work effectively in a
low-structured program, individualized plans for con-
tinuing his education, and an understanding of the scope
of the program and an acceptance of its limitations.

Because the process is built upon an independent
study theme, a student in this program is not required
to spend large amounts of time on campus. While he is
working closely with a faculty member, the student is
still able to fulfill his various other commitments in

a fashion compatible with educational growth. The stu-
dent is obliged to complete the core requirements of
the sponsoring institution, but beyond this he is able
to do in-depth work in fields which hold the most
interest for him and in which he and his advisor con-
sider exposure will profit him most.

For students who have not, for any one of a multi-
tude of reasons, availed themselves of more formal
avenues of education, the optional degree process can
provide new and exciting opportunities to earn a degree
without interrupting their normal behavior patterns.

Behavioral theorists and the practitioners of the
third force in psychology contend, "Man's potentials and
capabilities are his needs" (Goble, 1970). If these
potentials are left unsatisfied, a person is not centered,
and while humans may never become entirely anchored at
some central point within themselves, the on-going pro-
cess of becoming all that one is capable of becoming is
the basis of life. Many students confess a feeling of
emptiness, of boredom and futility, and they complain
that they feel unfulfilled. Some are stymied in their
jobs because they have no degree, others are untracked
intellectually because they have no avenue to further
academic stimulation.

The problem of human beings living at a level of
existence beneath that of which they are capable is the
major problem which education should address. To become

all that he is capable of becoming is the goal the
learner should set for himself. The combined efforts
of the institution and the student result in the en-
hanced capacity of the student to take meaning from his
own experiences. There is no single way to accomplish
this since the possibilities vary in direct proportion
to the number of learners, but the goal remains the
same. Once a student improves his ability to draw mean-
ing from his own experiences, he is prepared to become
a lifelong learner. That is the desired outcome of the
optional degree program.

Earning Credit

Ways to earn credits may be developed by the stu-
dent, his mentor, and the advisory committee. Some but
not all the ways a student may earn credits are work
experience, community service, military service, travel,
regular college courses, independent study, correspon-
dence courses, instruction by technology, non-credit
educational experiences, and/or CLEP or other proficiency
examinations.

Admissions

The applicant is required to furnish evidence of
a high school diploma or of an equivalency certificate,
of maturity, motivation, ability to work independently,

and an all-embracing attitude toward living and life-long learning. The procedure in which the applicant must involve himself is as follows:

1. Submit an application form with the appropriate fee.

2. Submit his high school record.

3. Interview for one hour with the director of the Department of Education or his surrogate.

4. Upon acceptance, submit

    a. complete transcripts beyond high school,

    b. resume forms for all experience that may be creditable,

    c. any supportive letters and/or documents requested and the evaluation and advising fee,

    d. interact in a four-hour interview, advisement, and crediting session with the advisory committee.

At this time final agreement would be reached regarding a starting point, a learning prescription, and a list of mentors, which would include name, address, and telephone number of the mentors and a brief statement of their strengths and interests. The student would then meet with the mentors and arrange a mutually acceptable program with the one he chooses.

Once he is accepted into the program, the student would work out the residency requirement, which is flexible, with his mentor and the advisory committee. Also,

experiences measured by validating units (V.U.), which occur after the student is accepted, would be graded on a pass/no record basis. However, course work for which semester hours are awarded would be recorded on a letter grade basis. Transfer credit would be granted to the student by his mentor and the advisory committee for work which was satisfactory to the transferring institution.

Thus, in planning for and arriving at proposals for an optional degree program, one is faced with the basic question of what changes should be made in the present structured form of college education in order to create a truly alternative program. The plan designed should incorporate those features of the open college concept which can best provide the flexibility and accessibility that characterize all such alternative approaches to college education. Surveys and analyses of other alternative programs identify some common features:

- A program designed cooperatively by students, faculty, and administrators.
- Students with a broad age-range, 16-60.
- The absence of a fixed curriculum and fixed time for awarding the degree.
- A variety of learning resources to be used, including internships, work experience, regular

courses, independent study, individual and
group projects, and/or programmed instruction.

- The use of adjunct faculty, such as artists,
  writers, public officials, businesspeople,
  scientists, and educators.

- The use of seminars to develop the students'
  skills for independent study.

- Emphasis on a continuing dialogue between stu-
  dents and faculty in the form of student-advisor
  meetings, seminars, tele-conferences, and/or
  correspondence.

- The requirements of a final project which may
  be a research study, a work of art, a collection
  of poetry, a publishable article, and/or any
  other acceptable work.

- A planned evaluation of all graduates' achieve-
  ments.

The above listing does not, of course, include the
many variations and modifications of existing programs,
nor does it suggest any rigid standards to which to adhere.

The proposed program, the optional degree program,
should be able to provide a more open alternative to tra-
ditional educational structures while containuing to
maintain the standards of excellence which characterize
our academic ideals and which serve as the guiding princi-
ples of the best institutions.

The goals and objectives of the optional degree program should be consonant with those of the sponsoring institution. The optional degree program may differ substantially from a formalized process in terms of its method of implementation. Halmarks of four-year study—extensive residency, prescribed courses, and fixed formats of study—are all modified. But while there is a discontinuity of method between the optional degree program, or process, and its traditional counterpart, there is a strict continuity of purpose.

The most critical aspect of the optional degree process is the student-advisor relationship—one that requires frequent and sustained contact throughout the individual's degree program. The quality of the learning experience fostered by this relationship is at the heart of the program. Regardless of how efficacious the learning experience might appear on paper, it would suffer immeasurably if the working liaison between student and advisor was not of a sustained and high quality.

Because the student, in concern with an advisor who is fine-tuned to his needs and goals, can participate in structuring his own course of studies, there is a great deal of added flexibility allowing significant contributions from the learner to the entire experience. His multiplicity of lifetime ventures, when brought to

the program, are an asset to his academic porgress. The
quality of the on-going, consultative relationship can
insure the overall integrity of the program.

If successfully implemented, the optional degree
program can infuse the academic community with a greater
variety of students. Such heterogeneity can only bene-
fit the academic community as a whole by allowing for
the exchange and criticism of a wide variety of ideas,
a process not always attainable in a more formal struc-
ture. The maturity and advanced judgment of candidates
for the optional degree can compliment and give scope to
the student body and produce healthy results not only in
the academic sphere but also in the social climate of
the campus as well. Additionally, optional degree students
would form a natural bond to the reaches beyond the
campus, leading to increased understanding and cooperation
between the institution and the general community. This
can be accomplished while still preserving for the stu-
dent an atmosphere of curiosity, criticism, and the
wonderment essential for the life of ideas.

The proposed optional degree program itself, an
alternative route to the baccalaureate, is designed to
provide a method by which the student can obtain a degree
in an innovative and nontraditional manner. This pro-
gram differs from a traditional course of studies in

several ways. First of all, the program offers credit for nonformal learning, or life experience, the breadth and quality of which are necessary but not sufficient conditions for becoming a truly "educated" person. These experiences enable a student to better cope with the sharing of knowledge and the critical exchange of ideas which can occur in an academic community. Therefore, it is unlikely that a candidate would fulfill all formal requirements for the degree on the basis of life experience alone. Obviously, since evaluation of this nonformal learning is of the utmost importance, documentation and demonstration of nonformal, as well as formal, learning is a prerequisite for granting college credits. Appropriate credits are awarded, therefore, at the discretion of a faculty advisory committee.

A second major difference is that the student is involved in independent learning opportunities as a major portion of his work in the program. Operating on a learning contract basis (Appendix C), he can work closely with an advisor, yet independently. Such a program enables the student to augment his education at times and places which do not interfere with his other obligations. He is freed, for example, for spending large amounts of time at any one college campus.

The program is designed for maximum flexibility. A student may wish to elect a specific major, e.g., English, philosophy, or history, and can, under such circumstances, work with both his optional degree advisor and the relevant department chairperson, or his designee. The student may, instead, choose to enter the general studies program which allows greater flexibility than a specific major. However, one major limitation to this flexibility is that the student in the optional degree program is subject to the same core and major requirements as other students, although these requirements may be met in a variety of ways as determined in each case by the student and his advisor.

Therefore, the optional degree program, designed to appeal to a broad range of prospective students who have the personal discipline and maturity necessary for pursuing independent study, should attract three groups in particular: individuals who have not, for a variety of reasons, had an opportunity to pursue a traditional college program, senior citizens with the leisure and/or the desire to pursue a college degree, and currently enrolled students dissatisfied with the traditional pattern of academic work.

For the first group, those students who for reasons of distance, time, and/or financial problems have heretofore been unable to avail themselves of a traditional

college career, the optional degree offers the oppor-
tunity to earn a college degree while remaining at their
jobs. Moreover, the optional degree offers the pros-
pect of granting credit for experience and/or knowledge
already attained.

For senior citizens, the possibility of receiving
credit for experience and/or knowledge already attained
can be encouraged to pursue educational opportunities
previously limited or closed to them.

For the regularly enrolled student who is dis-
satisfied with traditional academic formats, the optional
degree program provides an opportunity for hism to con-
tribute significantly to his education by having him
participate in the design of his own program of studies.

In general, therefore, the optional degree program
opens opportunities to a variety of individuals by
removing barriers which have previously frustrated their
desires to continue in higher education or to obtain the
kind of higher education they desired. It is assumed
that the prospective student in this program will display
the maturity and responsibility necessary to make the
project successful.

It should be noted that the optional degree stu-
dent would be distinctly different from the typical under-
graduate. Instead of a student body in the 18 to 22 years

of age-range, for example, the program may have students with an age-range from 16 to 60 years, with the mean age in the mid to late 20's. As with ages, the socio-economic backgrounds may differ widely, and the students may be unable to devote full time to the program because of occupational and/or familial commitments. These students could, however, have varied interests and capabilities, strengths and weaknesses, upon which educators can draw for learning opportunities for other students and for themselves. The task with these students is to ascertain where they are in their education and where they intend to go. Success in this task can also be a learning opportunity to all involved.

Since the survey of programs at other institutions indicates that the geographical area serviced may be replete with potential students of this description, the need is present. The basic objective, therefore, is to meet this need.

Since the degree of rapport between the student and the advisor is critical to the successful attainment of the goals and objectives of the optimal degree program, it is essential that a harmonious, productive relationship between the two be established and maintained throughout.

Upon admission the student would be given a list of those faculty members with interests similar to his own. The student will select from among them, although his initial choice may not be his eventual permanent one. Subsequent changes in faculty advisors may be anticipated and arranged for pending the notification of such switches to the director. In order to insure high quality guidance and intensive supervision, a faculty advisor would be limited to a maximum of five students. Any special circumstances indicating a departure from this rule would require the approval of the director.

The immediate first task of both student and advisor is to draw up a contract spelling out in a formal sense the goals, objectives, college requirements, and operational methodology that both will adhere to in fulfilling the optional degree program. Contained in the contract, as well, will be stipulations regarding the responsibilities of both student and advisor in the learning process. Once the contract is completed, it is signed by the student, his advisor, the major department chairperson in instances where this is applicable, and the director of the optional degree program. It should be noted that special conditions which arise after the signing of the contract may make it necessary to negotiate some of its terms. The contract, which is a

learning prescription, along with the initial assign-
ment of credits by the advisory committee, would serve
as the definitive program for the student and would be
the foundation upon which his program would be evaluated.

Simply citing the formal duties of the advisor
does not, however, adequately describe the full respon-
sibility of the position. Because optional degree
students are, in many instances, likely to be people
who have never been comfortable or confident in the
general arena of formal education, a major skill of the
advisor will be to impart a sense of competence and
security to the diffident. To maximize the student's
learning experience, the advisor must extend himself to
the utmost, taking sufficient precautions against the
overwhelming tendency of allowing inconsequential "busy
work" to clutter the student's program or preclude him
from devoting as much time as he should to the effort.
Because he must recognize and understand the student's
learning objectives and design opportunities leading
toward their fulfillment, the advisor must be imaginative
in his analysis and in his synthesis of all factors.

Because he must have a command of all faculty re-
sources on campus, the advisor must also prize tact and
show enthusiasm. As the student's primary liaison with
the larger college community, he must be able to identify

and provide the student with those resources and help develop access for the student to faculty members in other departments.

The advisor must realize, too, that the human resources useful to the student are not confined to the campus. They range throughout the entire area and include businessmen, journalists, artists, writers, social service professionals, civil servants, and others who may be willing to lend some time and effort to the program. The advisor must acquaint himself with these experts, many of whom might be called adjunct faculty, and solicit and secure their contributions to the student's education.

These are but a few of the rigorous demands that will be made upon advisors. Consequently, it is essential that teachers applying for these positions not only possess those superlative qualities of personality and character necessary for a bold undertaking, but also demonstarte a willingness and a physical ability to spend great sums of time and energy beyond the written expectations of the position. The selection of the advisors is a crucial process for the director and his advisors, one upon which the ultimate success of the project may hinge.

The advisor will help the student to convene an advisory committee composed of faculty members who represent the following major curricular divisions: humanities, social sciences, and natural sciences-mathematics. In the event that a student wishes to major in a specific discipline available under the optional degree program, the advisory committee would be supplemented by an additional member representing that discipline. After an examination of the candidate's submitted documentation and after the extended interview, the advisory committee would make specific assignments of life experience credits, previous formal education credits, and a learning prescription.

Wherever possible, credit for life experiences would be first applied to core requirements, as determined by the college, and then, upon determination of a program of studies, the remainder of credits for life experiences would be assigned where applicable. In cases where students select an academic major available under the optional degree program, those credits would be assigned in conjunction with a representative of the major department concerned. All such assignments would be by consensus.

The results of the advisory committee's determination would be immediately communicated to the candidate.

If the assignment of credits is agreeable to him, he
would then choose an advisor in order to devise a speci-
fic program of studies. If, on the other hand, the
assignment of credits is not agreeable to the candi-
date, he may appeal the determination of the advisory
committee to the director of the optional degree pro-
gram. However, the director, who would decide whether
or not the advisory committee should review its deter-
mination, may not override that determination. If,
after appeal, the candidate is still dissatisfied with
the assignment of life experience credits, he may with-
draw his candidacy or may continue with whatever credits
may have been assigned to him.

Curriculum

The curriculum committee, or the group serving the
same function at the institution, would adopt a common
core, with flexibility components built in, to be used
as a pattern for the curriculum of the optional degree.
Thus, one would have the flexibility to work with the
regular day curriculum, as well as the evening or con-
tinuing education curriculum, but, most importantly,
the actual curricular offerings would come as a result
of student-advisor conferences. Thus, the curricular
offerings would be as flexible as would be the student-
advisor groupings.

The primary responsibility of the optional degree staff, consequently, is to act as a liaison between the student and the degree-granting major to which the student aspires. The director must reach agreements with as many departments as are willing for acceptance of "optional" students. Those department agreeing would be listed as degree options under the optional degree program. But, because of the nature of the optional degree, the majority of the degrees granted would probably be in general studies.

The content of the optional degree program may affect the curriculum of the internal degree. Since this is a changing society, education must also be a continuously changing process. If educators can contribute to this change, while bringing to it the rigor and self-discipline which has always characterized academic ideals, they can make invaluable contributions to the sponsoring institution.

It should be noted that, unless otherwise specified, grades in each learning experience are determined by whomever is responsible for the direct supervision of the student's work, and that the residency requirement consists of a minimum of thirty credits earned in the degree-granting institution. The actual number of credits for a given student is determined by the advisory

committee in consultation with the student. The conditions for fulfilling the residency requirement, as determined by the advisory committee, are to be negotiated in a contract between the student and his chosen advisor.

Accreditation

A major concern in planning for the optional degree is the eventual accreditation of such a program. The literature available provides a source of encouragement because of its realistic methods of assessment, which include:

1. Accreditation procedures should encourage innovative and imaginative approaches.

2. The accrediting process should move toward assessment of the results of education rather than of its processes.

3. At this early stage, the principles, policies, and procedures specified for acreditation should be flexible and of an interim nature.

4. As experience is gained, accrediting policies should be adjusted.

5. Accreditation should be considered only when a number of individuals have been graduated.

6. Evaluation committees should include persons with experience in nontraditional programs.

7. Evidence should be required that the degrees
    are granted on the basis of definite criteria
    and demonstrated competence.

8. Publicity statements to prospective students
    should be factual.

9. The conditions and circumstances of subcon-
    tracts with adjunct faculty, museums, and
    other agencies should be explicit and conform
    to policies and standards of the sponsoring
    institution (Gould, 1972).

As these statements indicate, a program to be accredited
may be very innovative but must, eventually, conform in
standard to the sponsoring, parent institution.

Since it is obvious that optional degree programs
presuppose an unusual degree of highly personalized,
individual contact between the student and the sponsoring
institution, the focus of any program of this nature,
therefore, must be on ways to make this kind of contact
workable. It mandates flexible administrative practices,
programs, and budgetary consideration. Although the
clientele of the optional degree program operates inde-
pendently, to a large degree, the individual contact
hours with faculty, which plan for independent work, cost
much more than large group instruction in regular classes.
However, the independently functioning student in this

program needs much less of this more expensive individual
instruction.

The budgetary task of anyone trying to service
large numbers of these students is to regulate these
two variables rationally, efficiently, and humanely.
The investigator suggests that the approach outlined
would accomplish this task at a cost comparable to
present overall instructional costs. A self-sustaining
program is not being proposed because it would create
a program which functions as if it were a private school
within the subsidized public school system.

The proposal optional degree program requires a
special budget allotment which would allow the open
college concept to be immediately operational for the
entire sponsoring institution, whose programs would be
open to any student. The institution, therefore, could
accommodate as many optional students at the budgetary
allotment allows.

For the first year of operation, an arbitrary
figure of one hundred (100) students is being used. The
proposed budget, its rationale, and the manner in which
it is to be disbursed are based on certain arbitrary,
yet realistic, figures. The investigator has not at-
tempted to categorize and estimate every cost because,
given the variables in cost which are listed later, he
suggests that no such estimate could be made. Thus, he

firmly believes that flexibility in the initial budget
is necessary for the adequate assessment of the program.
The figures which follow are replete with averages and
approximations, but the central concept is, neverthe-
less, firm.

As a benchmark for approximating the cost of
regular class instruction, the investigator used a
faculty salary of $12,000 and a student load of 125.
Figuring three semester hours per student, one sees
375 class units of approximately one hour each. Sliding
up and down the scale, individual instruction would
range from a cost of 75¢ through $2 per hour depending
on salary and load, averaging about $1 per hour. A
cost of $15 per hour is estimated for individual instruc-
tion, guidance, and evaluation needed for an optional
student. This is based on a figure of 100 optional stu-
dents working in exclusively individual situations and
allotted eight hours of individual contact with faculty
per three semester hours of credit. Using fifteen
semester hours of earned credit per year per student,
the investigator arrived at a figure of forty such con-
tact hours, or a total of four thousand (4,000) hours.
At a cost of $15 per hour, the total instructional cost
would be $60,000 for 100 students. Using a tuition rate
of $10 per semester hour as the student's portion of

this cost, or $15,000 tuition, the investigator sub-tracted this figure from the $60,000 and arrived at a cost of $45,000 for instructional time for optional students in primarily independent study.

Variables which may affect the budget quoted include the following:

1. Some optional students may need less than eight hours contact.

2. Some may do a unit of six or even nine hours with eight hours contact or a little more.

3. Two or three students may work a project on the same eight hours contact time.

4. Many optional students may take less than fifteen semester hours and some may take more.

5. Some may take proficiency examinations with a minimum of contact.

6. Some may work on a tutorial trade-off with other proficient students.

7. Some may take regular courses, perhaps on a marginal attendance basis, to complete course requirements.

8. Some may take part on the course load at another institution.

9. Some may organize their own seminars for mutual support.

10. Some faculty may, as they always have, work with students in projects which have mutual, special interest to them at no special charge to the sponsoring institution.

Certainly, the above listing does not exhaust all the possibilities, and there must be some point at which the amount of expensive, individualized contact time allotted to a student becomes prohibitive. This and many comparable problems can only be solved within a very flexible budget.

Another budget item deals with ways in which the efficiency of this individualized instructional time can be improved and, thereby, reduce cost and/or allow for more students. To the cost of instruction other costs must be added.

$45,000   Individualized instructional time.

$20,000   Director—a capable, very autonomous ombudsman-like person to continuously negotiate and renegotiate with all segments of the college community.

$10,000   Staff—expertise from outside the sponsoring institution. The $10,000 would be a carefully monitored, flexible account and available to the director. Advisement and admission would be included.

$10,000   <u>Secretarial and clerical</u>—proficient

to provide administrative assistance

to the director.

$10,000   <u>Adjunct Learning Facilitation Center</u>—

the establishement of which is a speci-

fic charge to the director. The money

so budgeted is to be spent for:

1. designing and improving learning con-
   tracts,

2. studying student problems and progress,

3. creating proficiency examinations,

4. diagnosing individualized instructional
   methods,

5. organizing an established individual
   learning seminar,

6. appraising and attracting adjunct
   faculty,

7. structuring annotated reading lists,

8. assessing, procurring, modifying, and
   adapting correspondence and other
   packaged learning material(s),

9. establishing close relationships with
   other optional programs,

10. designing optional components for
    extant courses,

11. designing cooperative units of 6-9-12-15
    semester hours in various disciplin-
    ary forms,

12. designing cooperative units of 6-9-12-15
    or more hours of interdisciplinary
    work,

13. helping in the assessment and vali-
    dation of nonformal learning exper-
    iences,

14. comparing efficiency of all kinds of
    instruction,

15. involving the local community and its
    resources with the academic community,

16. finally, and in general, establishing
    an atmosphere of commitment to life-
    long, individualized learning for op-
    tional and internal students.

TOTAL COST: $115,000 minus $15,000 tuition, or $100,000.

Perhaps, more than one hundred students could be
accommodated in the initial program, thereby lowering
the cost per student. The credit assigned by the eval-
uating committee would also have to be included in the
cost per credit equation. Also, to be considered is the
fact that the Learning Facilitation Center could in-
crease the options for learning opportunities in subse-
quent segments of the program and "spill over" into the
regular day program. Admissions would be "rolling," and
people would be accepted into the program at all times,
which, in itself, could alter the process.

Because of the rolling admissions concept, the
first group admitted would be available as advisors to
the newly accepted groups, thus, employing the concept
of "geographical cluster." With this concept the people
who live in proximity to other students could get to-
gether to form support groups, a concept which could

enrich learning and allow for a reduction in the number of hours spent with faculty advisors.

As the director and his staff become more familiar with the program, more group advisement would be possible, which could also diminish the amount of time spent per student. He would have broad authority but would apportion the larger fee for professional services only when the learning activity involving student and advisor closely approximated the traditional faculty function. The program could channel creative abilities toward improvement of all instructional modes and challenge students and faculty to deal with learning in all its facets. It would clearly identify goals and objectives. The optional degree process would give the academic community a new challenge.

C H A P T E R   I V
RECOMMENDATION OF ALTERNATIVE ROUTES IN
POST-SECONDARY EDUCATION

In order to get from "here" to "there" we must know where we are and where we want to go. The investigator is recommending changes to get to "there" and hence needs to state what he believes our educational climate to be.

The practitioner, when building curriculum, should first look to society to determine needs (Tyler, 1949). The investigator believes that the practitioner should also examine society to determine the milieu in which the educational delivery system operates. In 1957, Sputnik circled the earth. Americans were amazed—they were afraid and embarrassed; they wondered why the United States had been surpassed. Conventional wisdom led them to believe that the schools had failed. Education was in for a trying period. Criticism flew in all directions: "Johnny can't read, add, respect his elders. Teachers aren't what they were when I was a boy." These uniform outcries were rampant, and this nation salved its injured pride by blaming its second place finish on the schools.

Professionals educators used this current wisdom
to admit that the educative process was not all it could
or should be. They then used this admission as a
springboard to start vast amounts of governmental and
private funding for educational efforts at all levels—
an example of turning a problem into an opportunity.
Instead of defending the status quo, educators received
approbation and money to change it. They tried. Some
efforts were successful; many failed; many have yet to
be evaluated.

The prime difference between the climate surround-
ing education in the mid 70's as opposed to the mid 60's
is the "taxpayers' revolt." A scant ten years ago
money was readily available. But in 1978 the honeymoon
is over. Because citizens have been so subjected to
adverse criticism of the educational process and have
seen a definite lack of results from it, they are un-
willing to spend more money on its maintenance. Founda-
tion money is disappearing, perhaps as a result of the
social climate. New priorities are coming to the fore.
Education is no longer seen as the "open sesame" to all
of mankind's locked doors. And, rightly or wrongly,
this is a fact.

The result of this lack-of-funds syndrome is that
administrators of the educational process are trying to

get results from their resources in a climate where resources are fixed and their monetary value is declining because of inflation. The same amount of money is buying less. One specific reason for more-buying-less is that teachers at all levels are no longer willing to provide the hidden subsidy by working for less than the fair cost of their services. They have moved away from the "tea-and-cookies" teachers' associations to the hard-line union position, which now admits to little difference between the A.F.T. and the N.E.A. The members of both organizations are cognizant of their need to protect what they have won. The administrators have difficulty dealing with the reality of collective bargaining agreements, and, hence, conflicts are widely publicized. This situation is caused by the lack of sophistication and the immaturity of the people representing both sides of the issue. And sophistication and maturity can only come with time. In the interval the public is aware of the discord and is less likely to favor the spending of more money. The public wants to ask questions: "Did we get what we paid for?" "Did we want what we got?" "Did we pay more than it was worth?"

Since education is lumped into the whole economic anathema of rising taxes and since all people disapprove of high taxes, an attack on taxes gives a person a handle

on the current, bewildering reality of his life. If
education, as a process, cannot answer the citizen's
questions of worth, the citizen will not fund it. The
citizen finds himself assailed by all manner of emerg-
ing social priorities. He is warned by the pessimistic
environmentalists that it is already too late to save
himself and his world. He is told by the optimistic
ecologists that he must save his world, and, in order
ot do so, he must tax himself to pay the hidden costs
of environmental protection. He is told by the media,
and more concretely by his health insurance problems
and the concommitant bills for health care, that he is
paying more than he should for substandard service. He
is assailed by the local educational establishment with
calls for money and concern for his children. In short,
post-secondary education is not about to regain its
favored position of the 1960's unless there is some kind
of national catastrophe which is perceived by the citi-
zens as one which can be countered only by the resources
available in higher education.

Another aspect of the problem is the inability of
the federal government to support higher education as
opposed to research. The Brookings Institute in a 1972
report, stated that in post-peacetime years the economy
has always generated a sufficient increase in tax revenue

to cover increasing government costs (Schultze, 1972).
That is not the case now. They also reported that the
national debt would increase $15 to $20 billion per
year until 1975 even if the country showed full employ-
ment prosperity, which it did not. Revenues would
catch up in 1977 if no new spending programs were started.
Evidence of their prescience is now apparent. And in-
flation is more important to the citizen than higher
education.

The federal government is also disbursing already
allocated money resources to individual students rather
than to institutions. Research institutions are losing
more resources than others, and gaining are the propri-
etary, trade, or technical institutions which students
are choosing to attend.

Some states, including Georgia and Ohio, are asking
for accpetance of a plan which calls for the student to
pay back the full cost of his education after he has
graduated, thus indicating a trend toward redistribution
of the cost of education. This proposal is similar in
form to deferred tuition employed by some pretigious
private colleges. The question being asked is basic:
"Who shall pay for public, post-secondary education?"
No matter how it is phrased, that is the question. The
private colleges are pressuring government to increase

tuition at public colleges and universities to competitive levels, an occurrence which would create a more open market. However, even if it did not, the open-market syndrome would be in operation.

The student of the 70's is an education consumer. He is shopping for the educational opportunities which are most economical and most appropriate for his perceived needs. The crediting-credentialing monopoly is being removed from the hands of the established educational institutions. Despite the shift in the direction to the students' side of the balance sheet, more and more potential students in the traditional college age group are choosing not to attend college. Presently, the attendance level of 18 to 19 year old males in college has dropped to the 1962 level of this same group, a trend which started before the ending of the draft. Enrollment of women in the 18 to 19 age group leveld off at about 34% in 1969, and that of the 20 to 21 age group seems to have leveled off at about 25% in the last four years. This situation exists despite the fact that colleges and universities are expending many resources in the quest for more women students. It is important to note that, in the past two years, 85% of the increase in first-time freshmen entry into post-secondary education was recorded in community colleges.

The birth rate is at its lowest point in history, a rate below zero population growth (ZPG), and not yet stabilized. Between 1960 and 1970 the actual number of five-year-olds decreased 15%. These are the potential freshmen, or college entrants, of the 70's and beyond. The actual number of births decreased 3% between 1970 and 1971 and 9% between 1971 and 1972. These are the potential freshmen of 1988 through 1990. The census bureau estimates a sharp drop in college age youth after 1982, almost paralleling the sharp rise during the 1960's.

Non-traditional and non-institutional education is providing unsought after and unwanted competition for the established colleges and universities. When these institutions had the crediting and credentialing process "sewed up," students as a rite of passage sought or endured their ministrations. Now that options are open and opening up even more, students are not enduring —they are choosing.

Business institutions, like International Business Machines and General Electric, offer bachelor's degrees; the state of Massachusettts has authorized Arthur D. Little Company to grant a master's degree in management; profit-making proprietory schools are enjoying increasing enrollments. The National Center for Educational Statistics

estimates that over two million persons are enrolled in institutions like these. Adult and continuing education programs are presently booming with twelve to thirteen million students enrolled nationally. The porgrams for which students are opting are career and occupational training rather than the liberal arts (which, according to students, are successfully training academicians for a society that has no need for such great numbers of them). These students are seeking tangible benefits as soon after entry into the post-secondary system as is possible. Perhaps, after their shorter training for occupations or careers, they may wish to return for further general or liberal education, but, at the outset, they want immediate results and the promise of a job.

Because of the previously mentioned Labor Department prediction that only twenty percent of the jobs in the 1970's and beyond will require a college degree, the expectations of the graduating high school seniors have changed. About fifty percent of them are going to college, some for education, some to find a secure role for their present, and many to seek a career opportunity.

Summary of the Social Institution

Since 1957 education at all levels, but especially at the post-secondary level, has been taken seriously. The outcomes of this regard have been found wanting. Money has been thrown at problems, but results are not perceived as commensurate with cost. The people paying are questioning the prices. The institutions are suffering from reduced revenue resources. The unions are causing less flexibility. Calls for accountability are increasing. Other social priorities have risen, causing education to lose its favored position. Federal funds have been reduced dramatically, and the question, "Who shall pay?", is being asked. There is an open market for educational consumers, because college enrollments are decreasing. Community college and proprietary schools enrollments are increasing dramatically. The birth rate is at less than ZPG. The credentialing process is no longer as closely controlled by the colleges because some large companies are now granting degrees. Continuing and adult education programs are booming, but the liberal arts are perceived by students as not satisfying their personal needs.

Recommendations

"What is becoming increasingly apparent is that to solve social problems by changing people is more

expensive and usually less productive than approaches
that accept people as they are and seek to mend not
them but the circumstances around them" (Etzioni, 1973).

If educators continue to enter the future looking
in the rear-view mirror, they will be contracting for
more problems than they care to confront. If they merely
"tinker with the machine," they will only postpone
confrontation of the issues listed in the summary.
Educators have to cease their chauvenistic approach to
education by recognizing that elitism is not the goal.
They have to stop the pursuit of "Let's pretend," and
deal with the real issues, problems, and phenomena of
life, as did the liberal arts at their inception. Edu-
cators have to realize that there is no one best way
to learn or to teach. They have to embrace a holistic
view of education, a process which begins at birth and
ends only with death. They have to look at the arti-
ficial restraints of space, time, and appropriations
which have been imposed on the formal process and decide
whom they serve. Educators must look at the whole pic-
ture with "imaginative glasses."

In 1900 only six percent of the population had
the opportunity to pursue post-secondary education.
Something magical was perceived to be the result of
that education by people who did not receive one. "He's

a college man." was the statement made, well into the
1940's, by awed, envious, non-college people to de-
scribe and explain a person's obvious success in the
community. This statement is seldom heard in the 1970's
and, if it is, it stems from the early or mid-century
thinking of a person in his 60's or 70's.

The influx of returning veterans, followed by the
children of families who had never had the resources or
the temerity to consider college, followed by the child-
ren of these veterans have changed the college-man
mystique. Many in academia still yearn for the "good
old days," (which did or did not exist). Those were the
days when they were elite by reason of their association
with a select group whose functions were to become the
protectors of the status quo—which, in trun, would
preserve these elites. Others are in the lifeboats.
The "old days" are history.

Citizens are looking at the results of the typical
college experience and are asking questions about it.
Even though they are aware of the fact that there is
no "laying on of hands" as if something magical occurs
in a college career, they have a desire for the benefits
of this process for their children and, in some cases,
for themselves. The expectations of these people are
rising. They are the same individuals who are involved

in the taxpayer's revolt. They want and need more
from the educational establishment than they recognize
or how to request. And one of the functions of the
professional educator is to help them recognize and
formulate requests for the service they want and need.

Citizens of this country are assailed by problems,
and Toffler has stated many of them. Many citizens not
only have never identified the forces which are causing
the anomie or alienation they feel but also have never
even identified an/or named the feelings. Because of the
linear mode of thinking employed in this country, it is
difficult to confront anything which is not named. Psy-
chiatrists (and witch doctors) perhaps perform their
greatest service by helping clients name, and hence,
understand the problem confronting them.

If government is used as an example of the in-
creasingly complex problems faced by citizens, perhaps
the people can comprehend the situation. Government
allegedly provides services that the citizen cannot pro-
vide for himself. Like any institution set up to com-
plete specific services, government grows beyond its
specific charge and begins to exist for itself.

In 1929 one in ten American people worked for the
government; in 1947 one in six worked for the government
and in 1971, one in four. Since 1954 the size of the

federal government has tripled, and the state and local
governments have increased in size sixfold during the
same period of time. It is not surprising, therefore,
that forty percent of the national income is spent by
and for government (U.S. Bureau of Census).

Despite this increase in the size of government,
people are asking, "Why isn't the government doing the
job?" These people do not articulate the question,
"Can government do the job?" Public transit, the en-
vironment, consumer protection, legal services, public
safety, and education are all looked upon as expenses,
which somehow should disappear, rather than services,
which have to be ranked in order of priority.

Change has been rampant in both its numbers and
its speed. Little but change is constant. The old
benchmarks are not serving to stabilize situations.
Generations are being compressed in time. Conventional
wisdom has a truncated life and is placed in the "idea
compactor" before it is widely disseminated or agreed
upon. Because people need something from which to build
in order to make meaning from their confusing exper-
iences, education, in its most powerful sense, it is hope
to fill this need.

As with most organization, the educational estab-
lishment is more willing to penealize bad performance

than it is willing to reward, or even recognize, good performance. Because of this syndrome, many institutions are much more willing to engage in behavior which avoids failure than they are to engage in behavior which might result in the achievement of success. The people in most educational organizations are risk avoiders because our social system rewards this behavior. It does not reward risk-taking and sometimes even punishes it. (One of Edward Banfield's warnings about the danger of potentially delinquent youths is that they are "high risk takers", 1974).

If society is to provide new educational services, it has to recongize risk-taking behavior as desirable and expected on the part of educational institutions and the people in these institutions. Productivity, a word closely aligned with last year's catch phrase, accountability, is implicit in the performance of any real professional. The real pro does his job, is engrossed in it, tells people about it, becomes more adept at it, improves it methodology, shares his findings with anyone who will listen, appreciates recognition of his accomplishments, but does not need approbation in order to continue his growth. And he takes risks. The structure of educational institutions militates against this risk-taking behavior. Perhaps this militance

provides motivation for the behavior as the ban on
pornography in Germany caused Germans to but in Denmark
while the Danes, smiling knowlingly profitted. Maybe
bootlegging, risk-taking behavior is necessary.

Also, society needs to recognize the clear enun-
ciation of public objectives which are perceived as
worthy of attainment by all concerned. This is a risk-
taking behavior. In most educational organizations,
the practitioners are able to sit and hide behind a
"business as usual" facade, and few are ever asked what
it is they are doing. They are rewarded for this be-
havior by the system of which they are a part. It is
important to create a climate in which the pursuit of
success, rather than the avoidance of failure, is the
mode. In order to do this, society must be willing to
risk commitment to long-term rather than short-term gains,
and it must constantly renew this process.

Education, like many institutions, is operating
in a reactive manner. Whenever some crisis arises, all
segments of education react to that crisis in one way
or another, because crisis management is the standard
operating procedure. If society defines goals, obtains
commitment to them, and proceeds toward them with form-
ative evaluation providing input into the process, crisis
can be defined as a problem turned into opportunity.

This change is a difficult one to implement, and its results are difficult to measure. Educationalists favor processes which are easy to measure. Real people with real problems wish to be spoken to in real words. They will be able to accept the difficulty of measurement and deal with the ambiguities of this emergent process, but, first, they must be made aware of the issue(s). In order for people to deal with ideas, these ideas must be disseminated. Ideas do not necessarily have to be new to be good, but they must be in wide circulation.

If the taxpayers are confident that a public agency can deliver on its promises, they are willing to support higher taxes for any proposed service. As stated earlier, the public is buffeted with problems. Individuals are asking for accountability in its true sense. But educationalists are smokescreening and measuring the old in new ways. Because the low man in the hierarchy is threatened and frightened, he protects himself with his union membership. Thus, flexibility, adsptability, and genuine change for the better of all concerned are stymied or, at least, slowed.

The poison in this syndrome is fear and distrust, and the antidote is realism and candor on the part of all those concerned. There must be agreement as to what education thinks it is and should be doing and how

this is going to be measured. Education has to agree
on the needs and desires of the clients concerning the
services offered. Education has to provide as fear-
free a base as possible for all engaged in the process.

Summary

Circumstances, not people, must be changed. It
is no longer possible to merely tinker with the machine.
Society must abhor illusion and deal with the real
issues. There is no one best way to teach and/or to
learn. Education is a life-long process, but artificial
restraints are placed on it. We must ask, "Who is to be
served?" Only 6% of the population had the sollege
opportunity at the century's turn, but new populations
are being served now. Taxpayers question the results of
the education process because they have rising expecta-
tions, and they have unarticulated needs. Professionals
in education should aid the process of articulation.
What is needed is a real, all-embracing definition of
education.

Citizens have uncounted problems—government growth
being an example. Needs have to be placed in order of
priority. Since change is rampant, handles are needed,
and education is a place to start. Educators must re-
gard good performance rather than merely penalize bad
performance. They must develop a bent for success-oriented

behavior instead of failure-avoidance behavior. Real professionals have these qualities, and therefore, society must aid in the development of more real professionals.

Clear objectives and long-term goals are needed. Commitment to the goals by all concerned should be sought. Because education is managed form crisis to crisis, it is now a reactive institution. Clear goals and formative evaluation can change the crisis syndrome. Problems can be changed to opportunities. Although this process will be difficult to measure, taxpayers will accept the difficulty of measurement and will support this effort if they believe that the system can deliver. Therefore, ideas must be spread. Fear and distrust are the hallmarks of the present system, and unions are the result of this fear. It is mandatory to create a fear-free base from which to ask the simple questions: "What are educators going to do? How are they going to do it? How are they going to evaluate it?"

The preceeding is an overview of the current social milieu as the investigator perceives it along with some general recommendations for dealing with it. The following are some more specific recommendations.

If one accepts that education is a process which is life-long, one which helps a person make meaning of

his experience and aids him in becoming all that he is
capable of becoming, one can look at the dynamics of
it in a new way.   By looking at the change process
differently, one can alter it.   A person often asks and
wonders how by conscious human design change occurs.
This society is comprised of pragmatic, activist people
who want sets of cookbook instructions describing the
change process just as they want the same type of in-
structions for bread and butter pickles.   Change agents
are often asked, "What do I do Monday?"   This is a
difficult question, but it is also a fair one.   There is
no easy answer.   No stamped plactic blueprint can fit
every situation, yet some guidelines are needed.   Symp-
toms are the basis of syndromes; guidelines are the basis
of paradigms.   Rigid sets of instructions, which usually
lead to disappointment and/or failure, are not needed.

Humane, constructive change is multidimensional,
and springs from rational thinking and the results of
art, religion, and dreams.   It is difficult to compre-
hend the processes or results of any of the change
sources.   Even if society has difficulty in dealing with
these sources of change, it can attempt to identify the
process through which change occurs by using the follow-
ing four elements: (1) new perceptions, (2) positive
vision, myth "story," (3) new theory, and (4) specific
model or example.

New perceptions by significant people in a society can turn a culture around without the majority of people even recognizing it.. Before the Copernician revolution, assumptions were solidly earth based. Earth was the center of all. After Copernicus, however, western astronomers saw myriad changes in the night sky. "The very ease and rapidity with which astronomers saw new things when looking at old objects with old instruments may make us wish to say that, after Copernicus, astronomers lived in a different world." Not only astronomy changed, but the western world as well.

This society is at a similar point in its evolution. It is experiencing "revolutions" of the young, black, women, third world, elederly, students, consumers, and many other groups. "Revolution" is a word coined by journalists to describe a syndrome where business as usual is no longer being carried on by the groups they describe. Assumptions are being questioned, and new mind sets are being adopted. The rate at which these changes are taking place is mind boggling. "No exaggeration, no hyperbole, no outrage can realistically describe the extent and pace of change. . . .In fact, only the exaggerations appear to be true" (Bennis).

Social critics are placing old assumptions and values under the societal microscope. But before they

have finished their preliminary explorations, the
values and assumptions have cahnged for significant
numbers of people. Widely held beliefs about natural
aggression, competition, necessary expansion, and
separate and distinct life roles for men and women are
all being examined and, while they are being analyzed,
they are being changed by significant numbers of people.
One example is the warrior mentaity inculcated in Ameri-
can youth a mere ten to twenty years ago. Sportsman-
ship was mentioned, but winning was worshipped. Young
men were indoctrinated with ideas of manliness and were
taught to dehumanize their competition in order to "beat"
them with less trauma. Young men today are less likely
to succumb to this sort of teaching, and coaches are
less likely to try to indoctrinate them into doing so.
The late Vince Lombardi was the best and the last of a
long succession of surrogate "Life-with-Father" types
who controlled every aspect of the players' lives.
Since athletes at all stages of development are now
operating on new sets of assumptions, they are perceiv-
ing their worlds and their roles in it in new ways.

The "hole" that is left in the universe when a
bushman kills a giraffe in Africa is recognized by all
the bushmen, who engage in ceremonial activities to
honor the departed beast. They know that the absence in

the order of things created by the passing of such a
great creature changes the structure of their world.
This society can take chart from the bushmen's ceremony
and look to the "hole" that has been left in the uni-
verse by the disappearance of the warrior mentality,
the Wild-west Syndrome, or the Horatio Alger ladder of
success. "Where there is no vision the people perish."
is Biblical wisdom. It is also fact. A myth, a story,
or positive vision is necessary. Society has spent
years and uncounted millions of dollars in stamping out
racism, poverty, and drug abuse but, instead of being
eradicated, they are all "alive and well and living"
under different guises in the world of the 1970's. Purely
reactive and corrective reform is not enough. If a
people do not have a vision, a dream, a quest, then civil
libertarianism and rationalism are merely analgesics
which make the pain of a bursting society more bearable.
A sense of destiny appropriate to the times is needed.

If society develops this vision, it must have a
theory to implement its positive attributes. If social
action is to flow from this theory, parameters which
would become new starting points are necessary. People
need handles on concepts and ideas. The most valuable
ideas and experiments are of little value if they are
kept "in house" in a cabalistic attempt at conservation

instead of dissemination. Society does not need a new
priest-class who would handle the lives of the people.
But it does need a facilitator class who would help
with lives when help was needed. Because it gives mean-
ing to individual facts and serves as a guide to action,
the theory is necessary.

The fourth stage is a specific model, which makes
the general precise. By using a model, a seed from which
a new paradigm can grow, one can make better meaning
from experience adn the general ideas.

Having moved through the four stages of the ele-
ments of change and from the general to the specific,
the investigator now begins a process of moving from
the specific to the general through: stage 5, political
application; stage 6, mores, values, myth, story; and
stage 7, new institution.

Level I	1 New Perceptions	7 New Institution
Level II	2 Positive Vision, Myth, Story	6 Mores, Myth, Story, Values, Legislation
Level III	3 New Theory	5 Politics, Application
Level IV	Specific Model	

This grid was developed by cosmologist Arthur M.
Young and adapted by George B. Leonard and its present
form is an adaptation for the purposes of this dissertation

(Leonard, 1971). The sequence shown here is from the general to the specific back to the general, and its proceeds through seven stages and four levels. The sequence is not absolute, and activity may be going on at several levels simultaneously. All the models should be viewed not as linear but as dually gyroscopic because every aspect of the change process is affected by every other aspect of it.

Education in the United States offers an example of this model's use. For the last seventy to eighty years, education in the United States has scored triumph after triumph: it successfully provided the first step "up" for the children of immigrants; it perpetuated, if it did not start, the myth of the melting pot; it achieved one of the highest natioanl literacy rates in the world; it "disciplined" people who were usually undisciplinable. The school was the intellectual and cultural center of many communities: it created the goal of "more is better" in education; it slowly responded to an increasing and differing clientele and set of goals and objectives; it has "innovated" since the late 1950's. But despite all its obvious successes, public education is the target for major reform in the United States. It has been and is being criticized for being expensive and impersonal. The clients of the institution have doubts about its

purpose and about their purpose in being part of the
process. Many of these clients perceive education as
a "game called school," with steps in the ceremonial
dance successfully performed which results in less
discomfort, but not in more comfort. At best, many
clients merely endure their compulsory educational ex-
perience.

Many practitioners in the educational process
have doubts about its value. They are being paid for
their endurance and are also rewarded by the process for
their complimentary steps in the ceremonial dance by
less discomfort from the hierarchy. Consequently, pub-
lic education has become an institution marked by mind-
lessness, anomie, alienation, time serving, game playing,
vandalism, hate mail directed at the institutions and
the people who work in them, low expectations, and the
concommitent self-fulfilling prophesy—failure on all
fronts. The administrators, teachers, or professors are
no longer looked upon as the infallible dispensers of
information, wisdom, and/or miracles. The Jehovian
gestalt of the school no longer exists. Ex cathedra
pronouncements made by anyone in the system are as often
ignored as they are taken seriously because these edicts
seldom make any impact on the clients. If the schools
did not retain their credentialing function in society,
how many clients would be left to them?

The situation described above is an example of stage one in the change model, where the clients are still expanding on the new perceptions they have developed. Perhpas it is the very success of the system which has made it a target, but, for whatever reason, vision, myth, or story, is bound to appear during the next several years. A prototype of the educated person will be developed. Society is now operating in a milieu which defines being educated as being less ignorant, which was a successful, positive vision in an information poor society. However, it is less than valuable in an information rich society. While the quest of professional educators has been to eliminate ignorance, they have been unaware of what issues people are ignorant. They have been blinded by their quest to the possibilities of their clients' growth. Public education has to redefine itself positively and begin the process of helping people to become all that they are capable of becoming. Artificial beginning and ending times for education have to be examined and eliminated. Places where education occurs have to be examined and imaginatively expanded. Educated people have to be studied, and their c-mmon characteristics have to be identified and then set up as goals for the uneducated to achieve. The ways that these goals are achieved have to be consonant with

the latest theories of learning because learning, not
teaching, has to become central to the process. The
client has to become awakened to his potential and be
aided to take advantage of new opportunities for growth
in the mental, physical, spiritual, and emotional realms
of his life. If educators succeed in helping individ-
uals become all that they are capable of becoming,
society will be aided in becoming all that it is cap-
able of becoming. A society with a new style of life
would develop and emerge.

Stage three, with holistic and differential think-
ing and perceiving as its hallmark, would emerge here.
In a society that had actualized itself, one would seek
and find a new theory which would transcend the plebian
and work toward knowing what is now considered to be
unknowable. The present truncated and divisive disci-
plines would exist as tools for knowing, if they existed
at all. This was the function of these disciplines
before they took on a life of their own, before their
reason to be became their very existence. Individuals
would be communicating in ways which all could under-
stand, instead of using the cabalistic jargon with which
too many alleged professionals mask their dealings with
each other. They communicate only with each other as a
means toward advanced status and under the guise of

scholarship in order to prove their worth to the masses
and to themselves. They are much like the Egyptian
priests who perpetuated themselves by their exclusivity.
This is not an anti-intellectual statement, but a pro-
human statement. The discrete disciplines have to be-
come tools for further understanding, and communication
is necessary for this to occur.

Stage four would be reached when a number of in-
stitutions and learning networks became devoted to a
holistic approach to education. The experiences and
reflections which would occur in these new places of
education would be aimed at personal growth. The age-
old questions, Who am I? What am I doing here? Where
am I going?, would be given more than lip service.
Identity, connectedness, and power would be the vehicles
through which each learner would make his own negotia-
tions with his own existence. These working models
would effect stage three. Formative evaluation would be
employed in order to improve the process while it was
in progerss. This stage is not a polished and wrapped
product ready to be ice-tonged into every situation,
but it is a process which is always changing and growing
toward what is best for individual learners.

As new ideas are wont to do, the specific models
or examples gain recognition. As the ideas are dissem-
inated, people become aware of them and begin to use

them. The faction of society which is effected by the
new idea reacts to it. There are strategies and tactics
by interested parties to either encourage or impede the
progress of the idea based on the perceived self-interest
of the contending persons or groups. Cherished beliefs
are shaken by new approaches. Because change is a
frightening phenomenon to many people, the reality of
this situation requires that the change agent be aware
of the problem and allay as many of the unnecessary
fears as he is capable of handling. He must also point
up as many advantages to the people concerned as he can.
When self-interest and the aims of the program are in
close proximity, the success of the program is guar-
nateed.

In stage six the dissemination of the theory is
wide, and mores and values emanate from it. A signifi-
cant number of concerned people widely accept it. The
practice becomes legitimated by its wide acceptance.
The larger society within which it exists becomes inter-
ested in it, and it becomes the nexus for legislation.
The benefits from the theory accrue to all concerned.

In stage seven a new culture, or subculture,
arises from the theory and the practice of the theory
becomes an accepted part of the life of the society. The
change process has occurred. Like the Hegelian Triad,

this model for change sows the seed of its own change. When stage seven is reached, using input from the prior process, fertile ground is ready for the seeds fo a new stage one. New perceptions are generated by the process, new visions occur, new theories emerge, new models are created, the models are widely accepted, new values and mores emerge, and new cultures or subcultures are born.

This last step is where change agents fail. They have invested so much of themselves in a change process that they often become protective of the status quo. Because they become much like the people and instituions they originally set out to change, they become the protectors of self-interest. In short, they become institutionalized.

Perhaps the change model described here could be expanded into a three dimensional model for change. If change agents perceived change as an on-going process where their work is being built upon and not being negated, their perceived needs and self-interest would be brought into close proximity with the goals of the organization, thus ensuring success.

Prediction

Although some of the stages in the change model act alone, none are independent of the others, and none are sacrosanct or all-inclusive. The stages and levels

comprise a model that has helped the investigator make meaning from his experience and has enabled him to look at future prospects and risk a prediction. Schools, teachers, and students, as they are known today, will not exist for everyone in the proximate future. To de-school society is a revolutionary move which would serve little purpose, since the tradeoffs necessary would not be cost effective from any immediate viewpoint. To set in motion a process of change that recognizes education as a facet of personal growth which helps the "consumer" of education to become all he is capable of becoming is the goal. Education will no longer be the same number of hours spent in the same places to attain the same number of credits. It will be as pluralistic as is society. It will be a life-long process. It will be ad hoc in some cases pertaining to a needes skill or know-ledge. It will be many things to all people.

This is an optimistic and hope-filled prediction. In order for this to occur, therefore, it will be neces-sary for the larger society to become involved because education cannot and will not be left solely in the hands of professional educators. In today's "spaceship earth" or "lifeboat earth," chauvinism in all forms must end. People must be aware of the holistic process of life on earth. Society must work for the development

of adventurous spirits with increased powers of intui-
tion and empathy. The dedication to learning, growing,
and becoming might become the positive vision component
in the change process.

Flexibility and willingness to experiment would
be the hallmarks of the people in the new culture. They
would not be trapped by a single educational formula
toward which they felt protective. They would recognize
the comic side of life as well as the tragic. One might
look upon the comic as being closely allied with redemp-
tion and rebirth and the tragic as being closely allied
with death and civilization. These individuals would
not be afraid of failure—they would be success and
growth oriented not failure avoidant. Equilibrium,
harmony, centeredness, openness to experience, and a sense
of oneness with all existence would be qualities that
would be the springboard for moral actions. These people
would not use phrases like "my body" because they would
be aware that spirit, mind, and body are one.

The idea that education is not merely the lessen-
ing of ignorance but rather a process which results in
a positive state of being leading toward more growth
would yield a society characterized by the results of
people leading fascinating lives in the process of learn-
ing and growing. The exploitation of energy, individuals,

and nature, which characterizes the milieu in which civilization has reached its current position, would either be greatly reduced or completely eradicated.

The cries of "Idealist" can be heard as the investigator writes this. "You have to be realistic," is advice he is sure to receive. "Realism" is the mindset that has led the United States to Vietnam, Watergate, inflation, the energy crisis, and inequality. This society and its people need a vision to lead them to a new way of life.

REFERENCES

Banfield, E. C. *The Unheavenly City Revisited.* Boston: Little Brown & Co., 1974.

Baskin, S. *UWW—Summary Statement.* Yellow Springs, Ohio: Union for Experimenting Colleges and Universities, 1971.

Becker Associates, Natick, Mass. A Report on Citizen Satisfaction with Education, 1974.

Belanger, M. New Myths, Old Realities. *Harvard Educational Review*, Fall 1968.

Berman, L. *New Priorities in the Curriculum.* Columbus, Ohio: Charles E. Merrill Publishing Co., 1968.

Bettelheim, B. *The Children of the Dream.* London: The MacMillan Company, 1969.

Borton, T. *Reach, Touch and Teach.* New York: McGraw-Hill Paperbacks, 1970.

Bruner, J. *The Process of Education.* New York: Vintage Books, 1960.

Buber, M. *Between Man and Man.* London: The MacMillan Company, 1965.

Buchanan/Woffard. *Embers of the World.* Santa Barbara, California: Center for the Study of Democratic Institutions, 1970

Bugenthal, J. F. T. *Challenges of Humanistic Psychology.* New York: McGraw-Hill, 1967.

Burton, H. W. (Ed.) *Bernard Shaw: A Prose Anthology.* Connecticut: Fawcett Publications, Inc., 1965.

Carneqie Commission on Higher Education. *Less Time, More Options.* Highstown, New Jersey: McGraw-Hill, 1971

Clark, F. T. *Notes for Project Directors: UWW Report*. Amherst, MA: University of Massachusetts, 1972.

Clark, F. T. et al. *Massachusetts Open University—A Proposal Submitted to the Massachusetts Board of Higher Education*. Boston: Massachusetts Board of Higher Education, 1973.

College Board Review. *Five Articles on Non-traditional Educational Concepts*. New York: College Entrance Examination Board, 1972.

Crary, R. W. *Humanizing the School: Curriculum Development and Theory*. New York: Alfred A. Knopf, 1969.

Cremin, L. A. *The Genius of American Education*. New York: Vintage Books, 1965.

Dorko, K. *The Open University in Great Britain and Selected Examples of Similar Innovations in Higher Education in the United States*. Washington, DC: Congressional Research Service, 1972.

Etzioni, A., & Halvey, E. *Social Change: Sources, Patterns and Consequences*. Edited by Eva Etzioni-Halvey and Amitai Etzioni, 2nd Edition, New York: Basic Books, 1973.

Fantini, M., & Weinstein, G. *Making Urban Schools Work*. New York: Holt, Rhinehart and Winston, 1968.

Featherstone, J. *Schools Where Children Learn*. New York: Liverwright, 1971.

Framingham State College. *External Degree Program Bulletin of Information*. Framingham: Framingham State College, 1972.

Franconia College UWW. *Franconia College Catalog*. Franconia: Franconia College, 1972.

Friends World College. *Friends World College General Bulletin*. Huntington: Friends World College, 1972.

Fromm, E. *The Revolution of Hope*. New York: Bantam Books, 1968.

Gattegno, C. *Towards a Visual Culture*. New York: Outerbridge and Dienstfrey, 1969.

Gattegno, C. *What We Owe Children*. New York: Outer-bridge and Dienstfrey, 1970.

Giles, W. E. *A University Without Walls Plan for Southern Illinois University at Edwardsville*. Michigan: University Microfilsm, 1972. 15 institutions investigated:
    Bard College, New York, NY
    Chicago State University, Chicago, IL
    Howard University, Washington, DC
    Loretto Heights College, Denver, CO
    University of Minnesota, Minneapolis, MN
    Morgan State College, Baltimore, MD
    New York University, New York, NY
    Roger Williams College, Bristol, RI
    Northeastern Illinois State University, Chicago, IL
    Skidmore College, Saratoga Springs, NY
    Shaw University, Raleigh, NC
    Staten Island Community College, Staten Island, NY
    Stephens College, Columbia, MO
    Westminister College, Fulton, MO

Gable, F. *The Third Force*. New York: Grossman, 1970.

Goddard College. *The Goodard College Adult Degree Program*. Plainfield: Goddard College, 1971.

Goodman, P. *Compulsory Miseducation and the Community of Scholars*. New York: Vintage Books, 1962.

Goodman, P. *New Reformation: Notes of a Neolithic Conservative*. New York: Random House, 1970.

Gould, S. *Explorations in Nontraditional Study*. San Francisco: Jossey Bass, Inc., 1972.

Hart, L. A. *The Classroom Disaster*. New York: Teachers College Press, Teachers College, Columbia University, 1969.

Holt, J. *How Children Fail*. New York: Pitman Publishing Co., 1964.

Holt, J. *How Children Learn*. New York: Pitman Publishing Co., 1967.

Houle, C. D. *The External Degree*. San Francisco: Jossey Bass, Inc., 1973.

Howard University. *UWW—Howard University.* Washington, DC: Howard Univesrity, 1972.

Jefferson, L. *These Are My Sisters.* Tulsa: Vickers, 1948.

Jones, R. M. *Fantasy and Felling in Education.* New York: New York University Press, 1968.

Kohl, H. R. *The Open Classroom.* New York: New York Review, 1969.

Kozol, J. *Death at an Early Age.* New York: Houghton-Mifflin, 1967.

Kurtz, P. *Moral Problems in Contemporary Society.* Englewood Cliffs, NJ: Prentice-Hall, 1969.

Leonard, G. B. *How We Will Change.* New York: Jeff-Davis Pub., 1974.

Leonard, G. B. *Education and Ecxtacy.* New York: Delacorte Press, 1968.

Lewin, K. *Group Decision and Social Change.* New York: Henry Holt & Co., Inc., 1958.

Lippett, R., Walson, J., & Wesley, B. *The Dynamics of Planned Change.* New York: Harcourt, Brace & Co., 1958.

London, P. *Behavior Control.* New York: Harper & Row, 1969.

Maslow, A. H. *The Farther Reaches of Human Nature.* New York: Viking Compas, 1971.

Massachusetts State Educational Information Center. *ERIC Abstracts Concerning Education at College Level.* Bedford: Institute of Educational Services, 1973.

May, R. *The Courage to Create.* New York: W. W. Norton & Co., Inc., 1975.

Mayhew, L. B. *Changing the Curriculum.* San Francisco: Jossey Bass, Inc., 1971.

McIntire, R. W. *For Love of Children.* Del Mar, CA: C.R.M. Books, 1970.

McCluhan, M. *Understanding Media: The Extensions of Man.* New York: McGraw-Hill, 1964.

McCluhan, M. *The Gutenberg Galaxy.* Toronto, Ontario: Signet Books, University of Toronto Press, 1962.

Mead, M. *Culture and Commitment.* Garden City, NY: Natural History Press, Doubleday and Co., 1970.

Mead, M. *And Keep Your Powder Dry, An Anthropologist Looks at America.* New York: W. Morrow & Co., 1942.

Mellor, A. E. *The Open University.* New York: Harper and Row, 1973.

Middleman, R. R. *The Non-Verbal Method in Working with Groups.* New York: Association Press, 1968.

Milton, O. *Alternatives to the Traditional.* San Francisco: Jossey Bass, Inc., 1973.

Morgan State College. *UWW/Morgan State College.* Baltimore, MD: Morgan State College, 1972.

Neill, A. S. *Freedom—Not License!* New York: Hart Publishing Co., 1966.

New Hampshire College & University Council. *Student Exchange.* Concord: Evans Printing Co., 1972.

New Jersey Department of Higher Education. *Thomas A. Edison College—The External Degree Program of New Jersey 1973-74.* Trenton: Department of Higher Education, 1972.

Northeastern Illinois University. *Guidelines of the UWW.* Chicago, IL: Northeastern Illinois University, 1972.

The Open University. *The Open University BA Degree Handbook, 1972.* London: Oxley Press Ltd., 1971.

Palladino, J. R. *Overview, Background, and Programs in Continuing Studies.* Framingham, Massachusetts: Framingham State College, 1972.

Peddiwell, J. A. *The Saber-Tooth Curriculum.* New York: McGraw-Hill Book Co., 1939.

Pollock, C. S. *Video Taping Service for the Placement Service at Westfield State College.* Westfield, MA: Westfield State College, 1972.

Postman, N., & Weingartner, C. *Teaching as a Subversive Activity.* New York: Delacorte Press, 1969.

Repo, S. *This Book Is About Schools.* New York: Pantheon Books, 1970.

Roger Williams College. *UWW—To Bring Together Learning and Life.* Providence, RI: Roger Williams College, 1973.

Rogers, C. *Freedom to Learn.* Columbus, OH: Charles E. Merrill, 1969.

Runkel, P. *The Changing College Classroom.* San Francisco: Jossey Bass, Inc., 1972.

Salem State College. *Salem State's Open College (SSOC).* Salem, MA: Salem State College, 1972.

Schrag, P. *Voices in the Classroom.* Boston: Beacon Press, 1965.

Schultz, C. et al. *Setting National Priorities.* Brookings Institution, 1972.

Schutz, W. C. *Joy.* New York: Grove Press, 1967.

Silberman, C. E. *Crisis in the Classroom.* New York: Random House, Inc., 1970.

Simon, S. B., Raths, L. E., & Harmin, M. *Values and Teaching.* Columbus, OH: Charles E. Merrill, 1966.

The State University of Nebraska. *A New Sun Rises.* Lincoln: The State University of Nebraska, 1973.

Troutt, R. *Special Degree Programs for Adults—Exploring Nontraditional Degree Programs in Higher Education.* Iowa City: The American College Testing Program, 1971.

Tyler, R. W. *Basic Principles of Curriculum and Instruction.* Chicago: University of Chicago Press, 1949.

University of Massachusetts. *University Without Walls.* Amherst, MA: University of Massachusetts, 1972.

University of Massachusetts. *UWW Newsletter*. Amherst: University of Massachusetts, 1972-73.

University of Massachusetts. *UWW. Whole "W" catalog*. Amherst, University of Massachusetts, 1972.

University of Minnesota. *UWW*. Minneapolis: University of Minnesota, 1972.

U.S. Bureau of the Census. *Historical Statistics of the United States, Colonial Times to 1970*, Series Y272-289.

von Hilsheimer, G. *How to Live With Your Special Child*. Washington, DC: Acropolis Books, 1970.

Microfiche — United States Office of Education:

042 371 - Edith Kern. *The Television Teacher—How Near, How Far.*

049 649 - James R. Taylor et al. *Mediated Interaction through Television with Self and Others,* 1971.

054 737 - Nell Eurich and Barry Schwenkmeyer. *Great Britain's Open University—First Chance, Second Chance or Last Chance?* Academy for Educational Development Inc., 1971.

054 745 - W. Todd Furniss. *Degrees for Nontraditional Students: An Approach to New Model, A.C.E. Special Report.* Washington, DC: American Council on Education, 1971.

054 748 - Clark E. Himmel. *College Learning With and Without Formal Classroom Instruction: A Comparison.* Stevens Point: Wisconsin State Universities Consortium of Research Development, 1969.

057 296 - John R. Valley. *An Inventory of External Degree Programs and Proposals* (and) *A Supplement to an Inventory of External Degree Programs and Proposals.* Princeton, NJ: Educational Testing Service, 1971.

057 725 - University of California. *Degree Programs for Part-Time Students: A Proposal.* Berkeley, 1971.

057 744 - YMCA of Metropolitan Chicago. *Credit for Life and Work Experience.* Chicago: Career Options Research and Development, 1971.

158 816 - Roy Troutt. *Special Degree Programs for Adults: Exploring Nontraditional Degree Programs in Higher Education.* Iowa City: American College Testing Program, 1971.

058 670 - Noemy Wachtel and John S. Morehouse. *College Impact Studies: Hampden County and Amherst, Massachusetts.* Wellesley: New England Board of Higher Education, 1971.

061 872 - Samuel B. Gould. *Less Talk, More Action: The Dangers and Possibilities of the External Degree.* Washington, DC: American Association for Higher Education, 1972.

061 873 - Peter Venables. *Nontraditional Studies: What Can America Learn from Great Britain?* Washington, DC: American Association for Higher Education, 1972.

062 595 - Thurman J. White. *Higher Adult Education in North America.* 1972.

062 598 - College Entrance Examination Board. *External Study for Post-Secondary Students: A Brief Annotated Bibliography of Recent Publications.* New York, 1972.

063 880 - Union for Experimenting Colleges & Universities. *University Without Walls: A First Report.* Yellow Springs, Ohio, 1972.

064 552 - Wisconsin University. *RFD—The First Year Part I.* Madison, 1971.

064 571 - Naomi E. McIntosh. *Research for a New Institution.*

065 032 - Fred F. Harcleroad and Robert J. Armstrong. *New Dimensions of Continuing Studies Programs In the Massachusetts State College System.* Iowa City: American College Testing Program, 1972.

065 043 - S. P. Marland, Jr. *New Patterns in Higher Education.* Washington, DC: Office of Education (DHEW), 1972.

065 048 - Charles Davis. *The 1,000 Mile Campus.* Los Angeles: Office of the Chancellor, Education California State Universities and Colleges, 1972.

065 069 - Michael Anello. *The People's Colleges: The State Colleges of Massachusetts.* Boston: Massachusetts Advisory Council of Education, 1971.

066 107 - Marjorie Amos Fletcher. *The Open University, The External Degree and Nontraditional Study: A Selected Annotated Bibliography.* Bryn Mawr, Pennsylvania: Comp. American College of Life Underwriters, 1972.

066 920 - Esther Kitzes and Helen Knox. *Britain's Open University: A Report to the Task Force on External Studies of the University of Pittsburgh.* Pittsburgh: Pittsburgh University, 1972.

067 054 - School of Management. *External Degree Project: Summaries of Areas of Competency in Business Administration.* Syracuse: Syracuse University, 1972.

067 064 - Union for Experimenting Colleges and Universities. *University Without Walls: A Proposal for an Experimental Degree Program in Undergraduate Education.* Yellow Springs, Ohio, 1970.

067 125 - Walter S. Baer. *Interactive Television Prospects for Two-way Services on Cable.* Santa Monica: Rand Corp., 1971.

067 540 - Louise E. Phillips. *The Continuing Education Unit: A Compilation of Selected Readings.* Athens, Georgia: Education, Georgia University, Center for Continuing Education, 1972.

067 556 - Thomas H. Anderson. *A Survey of Time Required to Complete Uncergraduate Courses by Correspondence Students and by Residence Students,* 1971.

067 965 - Neal R. Berte. *Innovations in Undergraduate Education: Selected Institutional Profiles and Thoughts About Experimentalism.* Washington, DC: National Science Foundation, Education, Alabama University, Tuscaloosa New College, 1972.

067 966 - Louis W. Bender and James A. Davis. *Danger: Will External Degrees Reincarnate Bogus Degree Mills? A Challenge to State and National Agencies.* Tallahassee: Florida State University, Department of Higher Education, 1972.

067 967 - John A. Valentine. *So That People Will Not Perish for Want of Knowledge.* 1972.

067 989 - Samuel M. Burt and Herbert E. Striner. *The External Degree and Higher Education in the United States: An In Depth Overview As the Basis for a Non-Radical Independent Studies Program for an Urban University.* 1972.

068 004 - University of New York Bulletin. *Empire State College: The Non-Residential College of the State.* New York, 1971-72.

068 021 - David E. Sweet. *Minnesota Metropolitan State College: A New Institution for New Students.* 1972.

068 034 - New York State Education Department. *The Regents External Degree: Handbook of Information for Candidates.* Albany, 1972.

068 069 - California State Universities and Colleges. *Manual for Preparation of Proposals for External Degree Programs.* Rohnert Park, 1972.

068 780 - Henri Janne and Marie Laure Roggemans. *New Trends in Adult Education: Concepts and Recent Empirical Achievements.* Series C, Innovations No. 7, 1972.

068 792 - Matilda B. Paisley et al. *Reaching Adults for Lifelong Learning: Final Report and Summary.* Stanford University, 1972.

068 793 - Matilda B. Paisley et al. *Reaching Adults for Lifelond Learning: Case Studies of Exemplary Program.* Stanford University, 1972.

068 794 - Stanford University. *Reaching Adults for Lifelong Learning: Directory of Reporting Programs and Statistical Tables.*

068 801 - College Entrance Examination Board. *A Brief Annotated Bibliography of Recent Publications: A Supplement to External Study for Post-Secondary Students.* New York, 1972.

068 826 - Department of Defense. *Correspondence Courses Offered by Participating Colleges and Universities (PC&U) Through the United States Armed Forces Institute.* Washington, DC, 1972.

068 837 - Austin J. Lewinski. *Continuing Education for Adult Learners in Empire State College.* New York, 1972.

068 753 - Department of the Navy. *Educational Services Manual*. Washington, DC.

068 760 - John Lowe. *A Retrospective International Survey of Adult Education: Montreal 1960 to Tokyo 1972*. United Nations.

068 761 - United Nations Educational, Scientific & Cultural Organization. *Adult Education in the Context of Lifelong Education*.

069 217 - Agnes Martinko. *Nontraditional Innovations in Higher Education Classified by Mode of Operation*. Harrisburg: Pennsylvania State Department of Education, 1972.

069 234 - W. Todd Furness. *External Degrees: An Initial Report*. Washington, DC: American Council on Education, 1971.

069 238 - American Council on Education. *Higher Education and the Adult Student*. Washington, DC, 1972.

069 937 - Samuel S. Dubin. *Adolescence or Lifelong Education*. 1972.

069 962 - Richard W. Cortwright. *The Interaction of Adult Education and General Education*. 1972.

069 965 - Milton Stern. *A View from the Fifteenth Century*. 1972.

070 176 - *ERIC Abstracts: A Collection of ERIC Document Resumes on Alternative Schooling: New Patterns in Education*. 1972.

070 265 - Joseph Stern. *Cable Television and Education*. 1972.

070 294 - *Guidelines for Access: A Report by NCTA*. 1972.

070 301 - FCC. *Cable Television*. Washington, DC, 1972.

070 319 - Rudy Bretz. *Three Models for Home-based Instructional Systems Using Television*. Santa Monica: Rand Corp., 1972.

070 378 - College Entrance Examination Board. *Changing Patterns for Undergraduate Education*. 1972.

070 381 - Syracuse University. *External Degree Program Areas of Competency in Business Administration.* 1971.

070 411 - G. Ayers et al. *An Irregular Guide to MMSC.* St. Paul, 1972.

070 434 - E. Van Gelden. *The Three Year B.A.: A Wavering Idea.* Florida University, 1972.

ERIC Abstracts for Search Number 1290
SEIC, Bedford, Massachusetts.

Alford, Harold J. *Continuing Education in Action:
Residential Centers for Lifelong Learning.* (ED 026580)
New York: John Wiley and Sons, Inc., 1968.

Bonniwell, Hilton Thomas. *A Historical Analysis of Non-
credit Adult Education Program Development at the
University of Georgia, 1804-1968.* (ED 041206)
Ann Arbor, Michigan: University Microfilms, 1969.

Bright, Don Emerson. *A Critical Analysis and an Evaluation
of the Secretarial Programs in the University College
of the University of Cincinnati.* (ED 026595) Ann
Arbor: University Microfilms, 1967.

British Department of Education and Science. *The Open
University: Report of the Planning Committee to
the Secretary of State for Education and Science.*
(ED 031660) London, 1969.

Burch, Glen. *Challenge to the University: An Inquiry
into the University's Responsibility for Adult Edu-
cation. Notes and Essays on Education for Adults,
35.* (ED 028407) Brookline, Massachusetts: Center
for the Study of Liberal Education for Adults, 1961.

Buskey, John H. *The Development and Testing of a Typology
of Adult Education Programs in the University Resi-
dential Centers.* (ED 041235) July 1970.

Carey, James T. *Forms and Forces in University Adult
Education.* (ED 047286) 1961.

Child, Robert et al. *A Handbook of Background Information.*
(ED 018766) July 1966.

Coleman, David Stewart. *A Study of the Leader Behavior
of Selected Directors of University Conference
Operations.* (ED 037669) January 1969.

Court, Michael. *Community Development at the University
of Washington: A Case Study and Critique of Plan-
ning, Implementation and Evaluative Techniques,
1950-1969, with Recommendations for Future Proce-
dures.* (ED 047242) 1970.

Dennis, Lawrence E. *The Other End of Sesame Street.*
(ED 050672) March 15, 1971.

Driscoll, William Joseph. *A Rationale and Role for Independent Study in Higher Education.* (ED 040363) 1970.

Elliott, Richard B., Comp. *Report of the First Annual Conference of the Western Educational Society for Telecommunications.* (ED 055405) February 1971.

Eurich, Nell and Schwenkmeyer, Barry. *Great Britain's Open University: First Chance, Second Chance, or Last Chance?* (ED 054737) August 1971.

Farmer, Martha L. *Student Personnel Services for Adults in Higher Education.* (ED 013415) 1967.

Ford, James Harlan. *A Critical Study of the Continuing Adult Student Body at the Oklahoma Center for Continuing Education in Programs of Liberal Education.* (ED 026616) 1966.

Franklin, Richard et al. *Community Development in Developed Countries.* (ED 022141) 1964.

Frizzel, John Kitchener. *An Organizational Model for the Integration of Extension Systems in the State of Oregon.* (ED o24005) 1966.

Gaudray, Francine, Comp. *Multi-Media Systems. International Compedium. Eleven Project Descriptions of Combined Teaching Systems in Eight Countries.* (ED 047533) 1970.

Gordon, Hopeton L. A. *Some Background Considerations to the Establishment of an External Studies Programme.* (ED 049430)

Hale, Larry A. *Perceptions of University Academic Department Chairmen as Related to the Degree of Participation of University Departments in Continuing Education.* (ED 040361) May 1969.

Hartman, Joel and Brown, Emory J. *Evaluation of a Five-Year Demonstration Farm Program in Two Pennsylvania Counties.* (ED 060415) June 1970.

Hawkridge, David G. *Science for the Thousands: The Open University of Great Britain.* (ED 047489) 1970.

Hawkridge, David G. *The Teaching of Science to Students at a Distance.* (ED 047488) 1970.

Haygood, Kenneth. *Continuing Education and Community Service in Massachusetts.* (ED 035795) April 1968.

Henstrom, Richard Henry. *Scope and Characteristics of University Off-campus Centers in the United States.* (ED 037692) 1966.

Hyder, Charles M. *Model Cities Training Program. Evaluation Report.* (ED 043848) 1969.

Kapoor, Sudarshan. *A Model of University Extension Organiztion.* (ED 033284) 1968.

Knudsen, James G. and Stone, Solon A. *Use of Telelecture and Electrowriter Systems to Teach Engineering Courses. Final Report.* (ED 057611) July 1971.

Kreitlow, Burton W. and MacNeil, Teresa. *A Model for Educational Improvement in Extension. Theoretical Paper No. 26.* (ED 043 829) April 1970.

Library Association. *Annual Report of the Council of the Association for the Year Ending 31st December, 1970.* Presented at the Annual Meeting in London, 1971. (ED 050786) 1971.

Maness, Irving, et al. *Choosing a From of Business Organization.* (ED 059485) 1965.

McIntosh, Naomi E. *Research for a New Institution: The Open University.* (ED 064571).

Miller, James R. and McCormick, Robert W. *A Theoretical Model to Improve the Extension Education Outreach of the Ohio State University; Utilizing Marketing, Behavioral, Business, Management, and Systems Concepts. Research Series in Agricultural Education.* (ED 062516) January 1972.

National University Extension Association. *NUEA 1969 Award Winning Programs.* (ED 021372) April-May 1970.

Oliver, Leonard P. *Title I of the Higher Education Act of 1965: Its Promise and Performance.* (ED 042110) July 1970.

Open University. *The Open University. Prospectus 1971.* (ED 042411) Walton, Bletchley, Bucks, England: November 1969.

Paul, E. J. et al. *Drake University Pre-retirement Planning Center*. Annual Report, September 1, 1968 to August 31, 1969. (ED 043816) August 1970.

Porter, Lee. *Faculty Attitudes Toward Selected Aspects of a Multidimensional University Continuing Education College*. (ED 047204) 1969.

Sackett, Duane Harry. *A Descriptive Analysis of the Evening and Off-campus Pipulation, Temple University Fall Semester, 1966-67*. (ED 030819) 1967.

Shields, Reed Livingston. *Administrative Procedures to Graduate Education through University Extension*. (ED 037694) August 1965.

Starr, Karl Eugene. *Systems Analysis of the Brigham Young University Department of Home Study*. (ED 042100) 1969.

Sweet, David E. et al. *Minnesota Metropolitan State College*. *Prospectus II*. (ED 057340) November 1971.

Tennessee University. *Model Cities Training Program*. (ED 043847) 1969.

Treasury Board. *A Report on the Operation of the Evening and Correspondence Course Policy (TB 620135)*. (ED 034918) Ottawa, Canada, July 1968.

United Nations Educational, Scientific, and Cultural Organization. *Radio and Television in the Service of Education and Development in Asia*. *Reports and Papers on Mass Communication, No. 49*. (ED 018132) Paris, France, 1967.

Valley, John R. *An Inventory of External Degree Programs and Proposals* (and) *A Supplement to an Inventory of External Degree Programs and Proposals*. (ED 057296) 1971.

APPENDIX A

PROPOSED PLANNING BUDGET

PROPOSED PLANNING BUDGET
(one semester)

A. Personnel

    1. Director. . . . . $3,000.
        (20 hrs/week @ $10/hr, 15 weeks)

    2. Staff Assistants (2). . . . . 2,250.
        (15 hrs/week @ $5/hr, 15 weeks)

    3. Secretarial . . . . 2,200.
        (20 weeks @ $110/week)

    4. Workshop Participants . . . . 4,750.
        ($25/workshop session/participant)

    5. Consultants . . . . 3,750.
        (50/workshop session)

B. Travel

    1. Staff . . . . 1,500.

    2. Consultant. . . . . 1,000.

C. Supplies, Telephone, and Postage

    1. Office Supplies . . . . 250.

    2. Duplicating and Printing. . . . . 750.

    3. Telephone . . . . 150.

    4. Postage . . . . 100.

D. Educational Materials

    1. Library Reference Books and Materials . . 250.

E. Total. . . . .$19,950.

APPENDIX B

PROPOSED BUDGET

PROPOSED BUDGET
(based on 100 students for an academic year)

A. Personnel

   1. Director. . . . . $20,000.

   2. Staff . . . . 10,000.

      a. 500 hours @ $10/hour to be disbursed
         for staff assistance as needed . . . . . (5,000.)

      b. 200 hours @ $10/hour for consultants . . (2,000.)

      c. 200 hours @ $15/hour for faculty
         functions specifically . . . . (3,000.)

      (The director will have the discretionary
      authority to use a disbursement rate of
      $15/hour for the essentially humanistic
      services and functions which involve his
      staff in the intensive, supportive inter-
      action with students which is mandated by
      the highly individualized optional approach.)

   3. Secretarial

      a. 40 hours/week @ $4/hour. . . . . 8,000.

      b. 800 hours @ $2.50/hour for clerical
         assistance . . . . 2,000.

   4. Participation in Adjunct Learning
     Facilitation Center—750 hours @ $10/hr . . 7,500.

   5. Instructional personnel
     4,000 hours @ $15/hr. . . . . 60,000.

B. Travel—staff and consultant travel. . . . . — 600.

C. Supplies, Telephone, and Postage

   1. Office Supplies . . . . 900.

   2. Duplicating and Printing. . . . . 2,800.

   3. Telephone . . . . 400.

   4. Postage . . . . 300.

D. Educational Materials—any and all materials
    necessary for the production of learning
    facilation center. . . . . $2,500.

E. Total. . . . . $115,000.

    Less $15,000 tuition. . . . . -15,000.

    Total Budget Allotment . . . . $100,000.

APPENDIX C

SAMPLE LEARNING CONTRACT

SAMPLE LEARNING CONTRACT
Chicago State

This Educational Contract is made among the following parties:

(1) _____, UWW student at Chicago State University; (2) Attorney Alderman William Cousins, Jr.; (3) Assistant Professor of Political Science Peter Diaconoff; (4) Dr. William Charland, Director of the University Without Walls program.

_____, as part of his educational goals toward a Bachelor's Degree at Chicago State University, agrees to:

1. Work at the law office of Attorney William Cousins, Jr., doing legal research, filing, and assisting in the fact finding, preparation, and organization of legal work, in general, and other duties as assigned.

2. Work at the Ward 8 Aldermanic office of William Cousins, Jr., acting in the role of administrative assistant. This would include duties such as: (a) assisting in the problem solving and regular duties of an alderman; (b) attending political functions in connection with Alderman Cousins;

(c) working with Ward 8 community organizations;

(d) assisting in the preparation of proposals to be presented to the city council.

3. Complete and submit a series of three (3) articles based on social or political issues affecting either Alderman Cousins' members of the 8th Ward or the city of Chicago as a whole. The articles are to be submitted at the end of each month, beginning with the month of October.

4. Serving in part as background material for said articles mentioned in Section 3 of this contract shall be portions of the following books:

A. Somerville, John, and Santoni, Ronald E., *Social and Political Philosophy* (Doubleday and Co., Inc.) 1963.

B. Alinsky, Saul D., *Rules for Radicals* (Random House, Vintage) 1971.

C. Banfield, E., *Political Influence.*

D. Clayton, Edward T., *The Negro Politician: His Success and Failures* (Chicago, Johnson Publishing Company) 1964.

E. Greenberg, Edward S., *Black Politics: The Inevitability of Conflict* (Holt, Rhinehart & Winston, Inc.) 1971.

5. In addition to those things mentioned in sections
1, 2, 3, and 4 of this learning agreement, _____
_____ agrees to:

A. Attend a course at Chicago State University
in State Government, meeting once a week
(Political Science 351).

*B. Attend a music theory course at Chicago State
University meeting four times a week.

C. _____ also agrees to meet
with his faculty advisor, Peter Diaconoff,
twice monthly to confer with him on matters
relating to politics.

*Class represented being dropped as of 9/28/76.

_____   _____
                                              Date

_____   _____
Attorney William Cousins   Date

_____   _____
Peter Diaconoff   Date

_____   _____
Dr. William Charland   Date