

mitted to stunt the "late bloomer," perhaps of even more importance is the constant stimulation of the gifted and the nearly gifted.

Still better guidance in the high school, more stimulation of college attendance by such means as scholarships based on merit together with financial need, loan funds, self-help plans, and other devices, are of greatest importance in seeing that many more able students actually enroll and complete college work. There is gen-

eral agreement that these young people, once identified, are good investments.

The pressing question remains, however, as to who else should go to college, since the desire for an academic degree is obviously not limited to, say, the top 25% in mental ability, however measured. Nor is it probable that the needs for skilled personnel for the professions and the semi-professionals can be met entirely by educating this fraction of the

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WENDELL C. ALLEN

2. Differentiated Opportunities for the Many

Reasons why differentiated opportunities must continue to be made available to the many are presented and discussed in this statement.

THE GREAT debate concerning the extent to which there should be educational opportunity beyond the high school has not been concluded, else you would not be reading this symposium on "Who Should Go to College?" Yet, without referring specifically to the many summaries of lay and professional expressions on this question, it seems to me justifiable to say that the weight of judgment favors provision of educational opportunity beyond the high school now and in the future on at least as free and unrestricted a basis as in the recent past. The major reason for this view appears to be that the fabric of our society and its strength now and in the future depend upon continuation of our attempt to enhance the value and contribution of the individual citizen. Thus, it is vital to provide maximum educational oppor-

tunity to all our citizens, average and below average, as well as those above average.

A related and important reason for providing maximum educational opportunity for all should be noted. While agreeing we must be sure to provide education for our future "leaders," we must admit that despite significant advances in methods of scientific appraisal of human abilities and potential it is impossible for us to ascertain in advance those who are going to be influential people in later life. We cannot even identify with fair precision those who will complete successfully a college program in a multipurpose college.

In this latter connection, I should like to refer readers to a recent analysis of the characteristics of the 1955 graduating class of the University of Kansas

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prepared by George B. Smith, dean of the University.¹ In his analysis Dean Smith shows in detail what would have been the effect on the University's class of 1955 of using a "cutting score" of the 50th percentile on the basis of the A.C.E. and the English placement examination for admission to the University.² There were 1,134 graduates of the University in 1955. Entrance placement test data was available for 1,006 of these graduates. Of the graduates 208 had scored below the 50th percentile in the entrance tests. I should note that Dean Smith used the 50th percentile because it had been suggested as a logical "initial discussion" springboard in considering a basis for selective admission. In his conclusion Dean Smith states that if the "cutting score" of the 50th percentile had been used for the students in that class "the loss to the state and nation would have been forty teachers, twenty-two engineers, five journalists, seven lawyers, seven doctors, seven pharmacists, and ninety-six graduates from the College of Liberal Arts and Sciences and the School of Business who majored in areas where the supply of trained manpower is in equally short supply."

Only when selecting students for a well-delineated educational program can we hope to be reasonably successful in

¹ *Who Would Be Eliminated? A Study of Selective Admission to College.* By George B. Smith, dean of the University, University of Kansas. Kansas Studies in Education. Lawrence, Kansas: University of Kansas Publications, School of Education. Vol. 7, No. 1, December 1956.

² *American Council on Education (A.C.E.) Psychological Examination, 1948 College Form, and The Cooperative English Test, Form OM.*

securing those who have the pattern of abilities desired. Even in such cases we are certain to eliminate candidates who would succeed in the program. The extent of such elimination would depend upon the location of the "cutting point" in the selection devices.

Much has been said and written to the effect that the present high mortality of students in the freshman and sophomore years is wasteful of human and material resources. It is said also that the presence on the campus of the students who do not finish the four-year program greatly hampers the effort of the faculty to develop an intellectual climate and maintain desirable academic standards. Certainly, problems involved in providing educational opportunity for the many are complex; however, the problem of numbers is relative, since few, if any, of our colleges will be dealing with small numbers of students. Success in creating a favorable atmosphere for learning and in maintaining academic standards results from a number of conditions on a college campus, among which are the abilities, interests and effort of the students. We should be cautious about claiming that such waste as may be associated with attrition of our student bodies is due for the most part to the low ability of the students terminated.

From the point of view of the student as well as society it is moot indeed whether the high attrition in the first two years of college is even in large part wasteful. The students who drop out of their own accord or are otherwise terminated have had their opportunity at college and the benefits to be derived from this experience.

Acceptance of our responsibility for providing differentiated opportunity for the many means we must think in terms of flexible and diversified curricula for a

student body with as great a variety and range of abilities as at present. Acceptance of this opportunity to enrich the lives of an increasing proportion of a growing college-age population must not result in a lowering of the quality of the educational program. To meet the need we must examine our methods and our organization, build upon what we have that is good, and not hesitate to experiment and develop such new methods and organization as may be necessary to do the job.

As a preliminary to some suggestions of the direction in which I think we will move in an effort to provide differentiated opportunity for the many, the following statements are presented, which though probably not "self-evident" are, I believe, of sufficient validity to be given serious consideration:

1. The public and the profession do not want the occupational career direction of youth to be chosen irrevocably in the first years of high school with the result that alternate avenues of study will be either closed entirely or difficult to pursue at a later time.

2. Individual potentiality is so great and can be so varied in the nature and richness of its expression as to preclude conclusive prediction of the direction it should or will take.

3. The motivation of the individual has a significant effect upon his performance.

4. Students can and should take a much more active and responsible role in the educative process.

5. The clarity of objectives of a college and of the students as well as the educational climate influence student performance greatly.

6. The heavy increase in college enrollment which soon will be with us has now come to be recognized as an oppor-

tunity for higher education, a challenge to the ingenuity of American educators. The steady increase in the percentage of the college-age population attending college is evidence of the increased regard of youth and the public generally for higher education.

7. Tradition, vested interests, and reluctance of many faculty members to experiment with new approaches in curriculum organization, in teaching methods and in the organization of the college can block constructive effort to develop new approaches to meet new and serious problems which colleges now face.

8. Opportunity for a college education should be genuine, not theoretical. The opportunity is theoretical rather than real if overcrowding of college facilities in the next two decades, the cost of going to college or the standards for entrance are such that it is impossible for an even higher percentage of the college-age population than at present to plan for college.

What Direction Will Our Effort Take?

The statements which follow are in the form of predictions of the direction our effort will take in attempting to provide differentiated educational opportunity for the many. Despite the unqualified nature of these statements they are made without a feeling of prescience on my part; rather, it is hoped that as part of a brief discussion of this complex problem such an approach will help to stimulate and possibly sharpen thinking about the action that must be taken if we are to make a genuine effort to provide differentiated educational opportunities for the many.

1. The number and enrollment of four-year colleges will increase substan-

tially. This will be true of both public and private colleges, but especially of the former. The number and enrollment of community and junior colleges will increase greatly. Also, there will be an increase in the number and the enrollment of universities.

2. An important development will be the improved articulation of secondary schools, community and junior colleges, four-year colleges and universities. There will be more extensive and intelligent use of evaluative instruments as an aid to student guidance and student program planning.

3. In general, the present tendency to make college entrance more difficult on an across-the-board basis will be discarded. This will tend to result in more, rather than less, utilization of scientific means of individual appraisal in assisting college candidates and students in planning for their education.

4. The objective of four-year colleges will be more clearly recognized as provision of opportunity for students to secure a liberal education. Their curriculum will include opportunity for beginning studies in technical and vocational fields. The present trend toward broadening and liberalizing preprofessional studies and building professional preparation upon general education will be accelerated. Professional preparation per se increasingly will be a function of graduate education, and technical and vocational preparation will be completed in specialized schools and in educational programs of industry.

Junior and community colleges will offer liberal, technical, vocational and adult education programs. They will neither supplant the four-year college nor become "screening schools" for "highly selective" colleges. As at present, many of their graduates will choose to

continue their education in a four-year college or university. Only in the case of the large universities will there be a marked tendency for the enrollment of the first two years of the undergraduate program to be less than that of the last two years. The large institutions will put major emphasis on expansion of their graduate programs and upon public service contributions.

5. In all post-secondary institutions there will be a strong effort to improve the climate for learning. This will be achieved not through insistence on perpetuation of particular scholarly traditions but rather through emphasis upon the purposes of education as distinct from those paraphernalia of higher education intended originally to promote educational objectives. The college atmosphere in which course grades and degrees are ends in themselves will be attacked vigorously.

There will be far greater student responsibility and active participation in the teaching-learning process with extensive departures from the common pattern of regular classes based on one hour of class per week for one credit. Evaluation for college exit will be emphasized much more than piecemeal evaluation for purposes of credit accumulation. Extensive experimentation with teaching-learning approaches and with organization of curriculum content will result in a much more flexible curriculum but by no means in a proliferation of unrelated courses. There will be many different patterns of organization developed for the college day, week and year. The basis upon which degrees are granted will be changed, departing from the present standardized system of accumulation of approximately 120 semester or 180 quarter hours of credit.

6. The force of tradition and the re-

luctance of faculties to make rapid and radical changes can be relied upon to insure orderly change and sound experimentation. The end result will be a society tomorrow that is more soundly and liberally educated than today.

To provide differentiated educational opportunity for the many it will be necessary to provide each student with the best and most accessible assistance, i.e., guidance and leadership in learning. Ways must be developed to provide students individually and in small and large groups with more and better assistance in the educative process than they receive generally today.

I believe that our society will decide it is essential to insure that post-secondary school age youth in the future will have real, rather than theoretical, opportunity for further education on a differentiated basis. President Sproul of the University of California³ stated as a part of discussion of the problems with which we are concerned: "Nor is relief to be found in the setting of standards of admission that will eliminate the overwhelming majority of young people, as is the practice in most of the rest of the world. The development of American education has been motivated from the beginning, and increasingly throughout our history, by respect for all honest vocations and all useful labor, and

³ Address by Robert Gordon Sproul, president, University of California, Western Regional Conference, President's Committee for Education Beyond the High School, San Francisco, April 10, 1957.

by a desire to provide for equality of opportunity for all youth." The idea of the importance of the individual and that a vital function of the institutions of society is to foster his optimum development is central to the concept of a society which truly desires to realize democratic ideals. Clearly, a resolution of our growth problems through failure to provide differentiated educational opportunity for the many would be a turning away in this generation from the democratic ideals which are our heritage.

Further, if the record of past achievements in the field of education has any meaning for us, failure to seize the opportunity to develop our human resources which is presented by the growing numbers of college-age youth would show us to be something less indeed than our fathers. Dean Strevey of the University of Southern California⁴ puts it well when he says, "Surely we face problems and decisions . . . But let me point out that between 1900 and 1925 college enrollment increased five times. Between 1925 and 1940 it doubled and again it doubled between 1940 and 1955. Growth and flexibility have always been features of our system of education. The literature of those years reads much like the literature of today. We found answers then and we will find them again."

⁴ Address given by Tracey E. Strevey, dean, College of Letters, Arts, and Sciences, University of Southern California, Western Regional Conference on Education Beyond the High School, San Francisco, April 11, 1957.

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