

Vertical File
History Room
MCC

Annual Report



Mitchell College
STATESVILLE, NORTH CAROLINA

1972-73



Digitized by the Internet Archive
in 2019 with funding from
North Carolina Digital Heritage Center

<https://archive.org/details/annualreport19721972mitc>

MITCHELL COLLEGE

THE ANNUAL REPORT OF THE PRESIDENT TO THE BOARD OF TRUSTEES

for the year ending June 30 1973

Prepared by

Barton R. Herrscher

President

BOARD OF TRUSTEES

J. P. Huskins, Chairman
W. W. Rader, Vice Chairman
Mrs. David Andrews, Secretary

Garner Bagnal
Rex Beaver
E. E. Boyer
Robert E. Brady
R. A. Collier, Sr.
Henry C. Curlee, Jr.
K. C. Eller, Jr.
Joe S. Evans, Jr.
Thomas A. Fanjoy
H. B. Foster
J. F. Frank
Maury Gaston
T. Ray Gibbs
Melvin Gordon

J. Sam Holbrook
Avery Jones
Robert B. Kestler, Jr.
M. T. Lambeth
Robert N. Randall
Robert L. Rogers
Fielding Scarborough, Jr.
Mrs. Margaret Sherrill
Clarence N. Steele
Calvin E. Tyner
C. F. Williams
Thomas L. Wilson
Mrs. Chester York

COLLEGE ADMINISTRATION

Barton R. Herrscher
Kenneth Bradshaw
Mary Edna Matheson
James M. Storie
Marcia Bradshaw
Donald E. Spencer
Barbara Washburn

President
Dean of the College
Dean, Financial Affairs
Dean, Administrative Services
Dean, Instructional Resources
Dean, Student Services
Dean, Educational Development

CONTENTS

	Page
Introduction	1
Educational Philosophy	2
Students	3
Faculty	4
Instructional Program	5
Library/Instructional Resources	9
Financial Affairs	11
In-Service Development and Administrative Activities	15
Community Involvement.	16
Newsletters/Brochures	18

APPENDICES

Appendix A - Student Enrollment 1972-73	22
Appendix B - Summary of Recruitment Work	23
Appendix C - Faculty 1972-73	24
Appendix D - Course Load and Student Credit Hours	25
Appendix E - Grade Distributions by Department	29
Appendix F - Class Enrollments by Divisions	30

INTRODUCTION

The great thing in the world is not so much where we stand as in what direction we are moving. -- Oliver Wendell Holmes

The 1972-73 academic year at Mitchell College might be best summarized as "A Year of Movement." A tremendous amount of time and effort was devoted to achieving public community college status for Mitchell College. This goal was achieved, and represents a movement toward better educational service for Iredell County. And, in a sense, it ensured a "future for the past," as Mitchell's past century of service to the community is now assured future success as a result of state funding.

Herein will be presented a word picture of twelve months of activities at Mitchell College, July 1, 1972 to June 30, 1973, its final year as a privately-funded, independent community college.

The report is presented in eight sections, representing the college's major categories of concern: Educational Philosophy, Students, Faculty, Instructional Programs, Library/Instructional Resources, In-Service Development and Administrative Activities, Financial Affairs, and Community Involvement.

The goals toward which we strove during the year precede the discussion under each category. Supporting tables, charts, information items, and data are contained in the appendix section of the report, and are referred to in the narrative.

EDUCATIONAL PHILOSOPHY

Goal: To be a model of innovative education, a college looked to by the entire nation as one which is implementing those research-based principles of teaching and learning which are widely accepted in theory but are practiced little in higher education.

Mitchell has gained somewhat of a national reputation for its non-traditional approaches to education. A report from the Commission on Nontraditional Study explains the concept. "Nontraditional study is an attitude that puts the student first and the institution second, concentrates more on the former's need than the latter's convenience, encourages diversity of individual opportunity, and deemphasizes time and space or even course requirements in favor of competence and, where applicable, performance. It is not a new attitude; it is simply a more prevalent one than before. It is an attitude that can stimulate exciting and high quality educational progress . . ."

The educational philosophy which serves to guide policy and instruction at Mitchell College is unique in its concern for the individual student. We adhere to the belief that given honest effort on the part of students and teachers alike, with few exceptions, students can achieve success in the college endeavors. At Mitchell College, this philosophy is translated into a working policy known as a systematic approach to individualized instruction.*

Application of this approach means that each individual may proceed at his own rate toward mastering the objectives of each course. To ensure student success in learning, the faculty provides a variety of teaching methods to the students, including individualized instructional units, audio tutorial and audio visual aids, films and filmstrips, audio tapes and video tapes, lectures, laboratory work, discussions, and field trips.

The college is committed to a policy of accountability for the effectiveness of its educational programs. The policy stipulates that the administration, the faculty, and students share accountability for learning, rather than placing the entire burden on the shoulders of students alone. Therefore, if a student

*Cf. Barton R. Herrscher, Implementing Individualized Instruction, Houston: ArChem Company Publishers, 1971, p. 2.

complies with an instructor's policy and makes a valid effort to learn, but does not succeed, tuition for that course will be refunded. Eligibility for a refund is determined by each faculty member together with members of the administrative staff. Mitchell College is the only educational institution in the United States which offers such a guarantee.

To illustrate the outstanding reputation the College enjoys at the national level, the Community College Association for Instruction and Technology chose Mitchell as one of three sites for its second annual National Conference on Instructional Assessment.

Some 150 educators from throughout the South gathered in Statesville November 9 and 10, 1972 to discuss and explore the theme, "The Status of Individualized Instruction in the Community College." The purpose of the meeting was to assemble instructors from different disciplines and to give them an opportunity to share experiences with individualized instruction.

The other purpose was to explore the implications of an institutional commitment to individualized instruction, institutional planning, administrative accommodations, and classroom management.

The conference, coordinated by Dr. Barbara Washburn, Dean of Educational Development, was an overwhelming success. The participants were impressed with Mitchell and with Statesville as well.

2

STUDENTS

Goal: To maintain a level of enrollment which permits effective operation of the college.

Since over 90% of the funds needed to operate the college is derived from tuition and fees paid by students, it is imperative that Mitchell have

students in sufficient numbers to provide these funds.

The number of students enrolled in 1972-73 is shown in Appendix A. The figures represent a decrease from the 1971-72 academic year. Mr. James Storie served as student recruiter. A summary of his activities in this regard appears as Appendix B.

The names of all students are found in the 1973-74 college catalog. A total of 159 students graduated in 1972-73. Their names appear in the Commencement program, found on p.21 of this report.

The retention of students from freshman to sophomore years (48%) was down slightly from last year, but still higher than in previous years. The retention rates for the past 6 years are as follows:

Fall 1967	47%
Fall 1968	41%
Fall 1969	44%
Fall 1970	47%
Fall 1971	53%
Fall 1972	48%

3

FACULTY

Goal: To employ the finest faculty available to the college, and conduct a program of faculty development to assist each in remaining or becoming an outstanding teacher.

During 1972-73, Mitchell employed 19 full-time and 9 part-time faculty. Their names are found in Appendix C, and their course loads and student credit hours taught appear as Appendix D. In an attempt to keep administrators in closer touch with the instructional program, all full-time administrators with one exception* assumed teaching responsibilities.

* Mr. James Storie, due to his student recruitment travel schedule and his subsequent time away from campus, was assigned no teaching responsibilities.

This was found to be highly satisfactory, and plans are to continue the policy.

Federal funds (\$25,000) from Title III of the Higher Education Act of 1965 were obtained to supplement faculty salaries. To assist in the improvement of instruction Dean of Educational Development Dr. Barbara Washburn implemented a comprehensive faculty development and evaluation program.

4

INSTRUCTIONAL PROGRAM

Goal: To continue implementing individualized instruction, to evaluate policies and procedures that govern the instructional program, and to develop new policies and alter old ones that would better meet the needs of the students and assure greater academic achievement.

One of the most significant developments in the instructional program was the tremendous effort the staff and faculty made to offer sound instruction in all disciplines while working with the concepts of individualizing their courses. Funds from a Title III grant were used to supplement the salaries of faculty members for continuing to restructure courses.

Division of Business Education

Self-instructional tapes were prepared in various courses, and self-instructional materials were revised. Much more extensive use of local business executives as visiting speakers to present new ideas and to expand on previously presented materials was made. Members of the administration were used as critics for special class projects. Student assistants were used more extensively than they have been in the past.

Division of Communications

Based on statistics for English 101, phenomenal success was noted first semester; 254 students enrolled in this course. Eleven withdrew from school, nine received W's and eleven received I's. Since W's suggest failure, this would represent less than a five per-cent failure rate.

According to a report made by the Division Chairman, criticism is being lodged against the English Department by other departments in the school,

claiming that students are deficient in reading, writing, and spelling. No data to substantiate this claim has been submitted.

All courses listed in the catalog were offered this year.

Division of Humanities

A. Art

Much more creative activity was evident in this department this year. A kiln was purchased and installed which made it possible to teach the course in sculpturing, along with all the other courses listed in the catalog.

An on-going program in continuing education was held throughout the year. The art instructor assisted students and staff in many activities, such as May Day, the Spring Prom, the Dogwood Festival, the Mikado production, graduation, etc.

B. Foreign Languages

All courses listed in the catalog were taught except for French 212. An effort was made to gear the courses to the individual needs of the students. One instructor taught all French and Spanish courses.

C. Music

Instruction in this department continued to improve, and much more interest was shown through the year. In addition to the numerous student recitals, outstanding sophomore recitals were presented by Greg Pannell, Jeanie Moose, Christine Richardson, and Julia Lovelace.

Mrs. Artuso, Mrs. Alexander, Mr. Kirby, and Miss Moore presented a faculty recital that was very professionally done, and was well received.

The Choir had an excellent year. It presented the Christmas portion of Handel's Messiah fall semester, in addition to singing in assembly and for other local groups. In April the Fine Arts Division toured Statesville Senior, Mooresville Senior, West Rowan Senior, North Iredell Senior, and South Iredell Senior High Schools. The students responded beautifully, and the performers were given ovations at each program.

In May the Choir presented the Mikado for two performances on the campus. The production was beautifully and professionally performed. Miss Moore was choreographer for the show. The Choir also sang for graduation.

D. Dance

The addition of Miss Susan Moore to the faculty has greatly strengthened Mitchell's Fine Arts Division. She is instructor of ballet and modern dance, working both in the physical activity and fine arts departments. The students have responded well to this program.

Division of Math and Applied Science

A. Health and Physical Education

All courses listed in the catalog were made available. Some areas offered much higher caliber instruction this year, especially in golf and tennis.

B. Instructional Media

This course received much acclaim by students enrolled as being well presented and an excellent course for all students. Portions of the course were offered to students enrolled in freshman orientation.

C. Mathematics

All mathematics courses listed in the catalog were offered, except for calculus. College Algebra was taught by a part-time instructor.

Fundamentals of Mathematics for Liberal Arts Majors was taught in a laboratory setting which allowed each student to progress at his own rate through the ten units of the course. The instructional materials for the course included instructor-made mini-units; instructor prepared tutorial tapes and worksheets; and video-tapes.

Pre-testing was administered for the purpose of finding what materials the student had mastered. He could take the criterion test on a unit and pass off on the mastered objectives. He then studied the material on the objectives he did not know and later requested the criterion test on those items when he felt he was ready.

Post-testing was administered whenever the student felt he was ready to be tested on the objectives for which he had contracted for a grade. Standards are set for contracting for an A, B, or C.

The materials for the course were revised by two methods: student feedback and test item analysis of the criterion tests. Laboratory hours were established and the lab was open approximately 30 hours per week. Students

registered for a certain schedule of lab attendance.

Division of Sciences

All courses listed in the catalog were offered. The AV center was utilized extensively as an aid in software items. Much AV material and equipment was added to the department, including two new 16mm films, new 2x2 slide sets, as well as replacing and adding prepared microscope slides.

One new course in ecology was offered during the January interim. Laboratory exercises were revised for conciseness and clarity, and the chemistry laboratory was reorganized.

Division of Social Sciences

A total of 1,311 students were taught courses in this Division. Seven students did independent study in Economics, one in Greek History, ten in Introduction to Teaching, one in Sociology, and 24 in Psychology. Ten students became involved in a joint 299 Psychology course with the Statesville I-Care Program working with disadvantaged students on the job.

Some of the involvements of faculty of the Division include the following: participation in the North Carolina Community and Junior College Social Science Conferences, participation in the KCFCD Title III Consortium, planning for state Community College Status, and all faculty members were involved in a variety of professional, civic, and personal projects that brought favorable attention to the College.

College-wide Developments

A non-punitive (no "F") grading system adopted last year was continued this year. Students, unable to master a course by semester's end were given more time to do so rather than given an "F" on their permanent records. This practice is gaining wide acceptance in higher education.

Grade distributions are found in Appendix E. Class enrollment figures, revealing the course selection by the entire student body, are found in Appendix F.

A class schedule with no 8:00 a.m. classes and open Wednesdays, adopted in 1971 was continued in 1972-73. Classes began at 8:30 a.m. and met twice a week (Monday-Thursday, or Tuesday-Friday.) Wednesdays were used by students for in-depth study, field trips, conferences with instructors, testing and class and club meetings.

The academic calendar again was a flexible one in which students could register for and complete courses at any time during the year. A sufficient number of courses have been completely individualized creating this ideal calendar, which became operational during 1971.

The Cooperative Education Program was continued, with Mr. Dennis Sloan, Director of this program. Cooperative Education combines on-campus study with meaningful off-campus employment in providing greater educational relevance for college students.

5

LIBRARY/INSTRUCTIONAL RESOURCES

Goal: To provide the resources (books, films, tapes, and other instructional media) necessary to carry out an effective instructional program.

The following items of information summarize progress in the Library/ Instructional Resources area during 1972-73.

1. 1054 books have been processed and catalogued this year.
2. 105 volumes of periodicals have been bound, making a total of 1,549 bound volumes.
3. We now have a total of 20,033 books and bound periodicals.
4. 13 reels of microfilm have been added, making a total of 173 reels.
5. The library receives 110 magazines and 7 newspapers on subscription.
6. The authority file was started and over half completed this year.
7. We have begun cataloging audiovisual materials and have completed all filmstrips and recordings. Duplicate catalog cards are being filed in the main catalog.

CIRCULATION

Books - 6,129 Total for year

	<u>Fall Semester & Jan. Interim</u>	<u>Spring Semester & June Summer Session</u>
16 mm. movie projectors	228	264
8 mm. movie projectors	3	23
Filmstrip projectors	62	85
Slide projectors	180	170
Opaque projectors	2	20
Overhead projectors	420	460
Filmstrip previewers	28	75
Tape recorders	68	132
Record players	235	325
Cassette recorders	545	685
Audio tapes (in AV center)	1,150	1,440
Cameras	12	28
Dry mount press	4	22
P A system	20	12
Video equipment	17	75

LEARNING RESOURCES CENTER - INVENTORY

Books	20,033
Tapes, Audio	1,430
Records	656
Filmstrips - silent	88
Filmstrips - sound	84
Film loops	19
Slide sets	11
Films, 16 mm	43
Video tapes	
permanent -	38
blank -	18

LEARNING RESOURCES CENTER - INVENTORY - Continued

16 mm. projectors	4
8 mm. projectors	3
Filmstrip projectors - Silent	3
Filmstrip projectors - Sound	3
Record Players	8
Tape recorders - reel	11
Tape recorders - cassette	27
Slide projectors	6
Overhead projectors	10
Opaque projectors	2
Thermo-fax copier	1
Proto printer	1
Microfilm readers	4
Cameras	3
8 mm. movie cameras	1
Video equipment - cameras	2
Video equipment - recorders	3
Video equipment - monitars	3

6

FINANCIAL AFFAIRS

Goal: To operate the College within the limits of available financial resources.

Mitchell College emerged with a balanced budget (a surplus of approximately \$12,000) for fiscal 1972-73, just as it has every year since 1932.

The 1971-72 unaudited budget, expressed in broad categories of income and expenditures, appears on p. 12.

CURRENT INCOME FOR YEAR ENDED - June 30, 1973

EDUCATIONAL AND GENERAL

Tuition	\$ 344,549
Student Fees	52,126
Endowment	25,786
Gifts - Unrestricted	16,027
Gifts - Scholarships	8,162
North Carolina Scholarships	11,047
Federal Grants	82,851
Other	<u>23,993</u>

TOTAL EDUCATIONAL & GENERAL \$ 564,541

AUXILIARY ENTERPRISES 195,954

TOTAL INCOME \$ 760,495

CURRENT EXPENSES FOR YEAR ENDED - June 30, 1973

EDUCATIONAL AND GENERAL

General & Administrative	\$ 160,635
Instruction	253,213
Library	40,392
Plant Operation & Maintenance	56,171
Student Activities	12,311
Student Financial Aid	<u>43,918</u>

TOTAL EDUCATIONAL & GENERAL \$ 566,640

AUXILIARY ENTERPRISES 181,922

TOTAL EXPENSES \$ 748,562

7

IN-SERVICE DEVELOPMENT AND ADMINISTRATIVE ACTIVITIES

Goal: To improve the effectiveness of college personnel through carefully designed in-service development programs and activities.

A good deal of effort was devoted to in-service development of faculty and staff during 1972-73. The Office of Educational Development conducted a series of research studies and inservice staff development programs tuned to meet transitional steps needed to move from the role of a private junior college to that of a community college. Some of these efforts were reported in a written series issued by the College entitled Research Reports. An example appears on p. 32. The following is a listing of the titles:

Richard L. Morgan, Individualized Psychology Program.

Mary Edna Matheson, Mitchell College: A Century of Change.

Kenneth Bradshaw, Institutional Grade Analysis 1968-1972.

Barton R. Herrscher, The "Community College" Role of Mitchell College.

George J. Wilkerson, Defining the Parameters of Accountability: Some Implications from the Field of Special Education.

Aileen FitzPatrick, Communications Laboratory

Barton Herrscher, Mitchell College Growth Projections: 1973-1978.

Richard Lyon Morgan, Change in Attitude Toward Learning in Low Socioeconomic Students.

Steve Herman and Martha Linney, Institutional Assessment: Results of the Faculty Questionnaire.

Barbara P. Washburn, Setting Goals for Mitchell College.

The Diagnostic Review and Self-Study

Mitchell College's 120 year history has been one of accomplishment in the tradition of liberal arts education. In 1973, Mitchell was at a major turning point and at a moment of organizational soul searching. The urgency

of its position stemmed from several factors: a sense of unrealized potential; potential deficits; conflicts in the organization about its future; staff morale; major changes in the related educational and social environment; declining participation in or appeal of standard programs; an attempt to re-tool to be more relevant to community education problems; the desire to take new approaches as a remedy to existing situations.

These factors combined to make the College face a number of important management problems: how to assess educational needs, how to identify resources, how to articulate goals and objectives, how to organize effective programs, how to allocate resources, how to evaluate program effectiveness, how to establish information systems, and how to communicate with the public. Underlying all of these management problems were three fundamental questions: 1) Where are we now? 2) Where should we be going? 3) How do we get there?

The Mitchell College Diagnostic Review and Self-Study addressed itself to these three areas. Data for this report were gathered from various sources: existing documents of the College; interviews with faculty, staff, students, alumni, Statesville citizens and persons currently outside the college but with previous involvement; administrative staff; nationally known consultants in educational operation and organizational theory. The leader and designer of the Self-Study was Dr. Oscar G. Mink, Visiting Professor of Community College Education, University of Texas at Austin. He coordinated the efforts of the external consultants and the established Institutional Self-Study Committee (composed of representatives from the College -- students, staff, faculty, administration). A comprehensive interview instrument was developed and was used by the Institutional Self-Study Committee in its interviews of various constituent groups. The report contained a statement of the current status of the College; key issues which needed to be resolved; and a series of general and specific recommendations to help Mitchell accomplish its intended goals and continue to be responsive to the changing needs of the Iredell County community.

External Consultants:

Dr. Thomas Cottingham, President
Southeastern Community College
Whiteville, North Carolina

Dr. Oscar G. Mink, Visiting Professor
Community College Education, University of
Texas at Austin
Austin, Texas

Dr. Del Poling, Organization Development Consultant
South Florida Presbytery, Eckerd College, and
Association for Innovation in Higher Education

Dr. John Roueche, Professor
Community College Education, University of
Texas at Austin
Austin, Texas

Dr. James Vann, President
Sampson Technical Institute
Clinton, North Carolina

Institutional Self-Study Committee:

Mr. Steve Herman, Faculty

Miss Martha Linney, Faculty

Miss Susan Moore, Faculty

Mrs. Gaynell Peeler, Student

Mrs. Barbara Stafford, Staff

Dr. Barbara Washburn, Administration

Other In-Service and Administrative Activities

During the year, members of the administrative team have had several training sessions on Management by Objectives lead by consultant Dr. James O. Hammons, formerly Dean of Instruction at Burlington County College in New Jersey. These sessions were extremely valuable in helping Mitchell administrators define their roles and relationships with other members of the team.

The Institutional Self-Study Committee and the members of the administrative team participated in an exercise to help establish goals for the college as it moved toward becoming a comprehensive community college. The material used -- Goal-Setting for Organizational Accountability: A Leadership Strategy (GOALS) by George A. Baker -- is a tool by which communication is opened up among different segments of the college community. It is designed to produce a consensus on community college goals and their priorities. The GOALS exercise involves setting priorities in three areas.

1. Overall Purposes of the College
2. Instructional Ends Goals (instructional effort on specific outcomes that can be demonstrated by performance)

3. Management Support Goals (administrative commitments needed to support instructional ends)

The Board of Trustees in October 1972 authorized a request to the North Carolina State Board of Education for the establishment of Mitchell as a public community college for Iredell County. The document, Request for the Establishment of a Community College, was submitted to the State Board of Education and reflected a careful analysis of the educational needs and services in Iredell County as well as extensive documentation of community need and support for a public community college. The State Board acted favorably on the Request in February, 1973. The Request then went to the General Assembly in the form of a bill prepared by Representative J. P. Huskins. Through Mr. Huskins' efforts, the bill received favorable action in the various legislative committees, and was ratified in May, 1973. Mitchell College would thus become on July 1, 1973 Mitchell Community College, a unit of the North Carolina System of Community Colleges.



COMMUNITY INVOLVEMENT

Goal: To gain thru communication, greater community understanding of and involvement in college affairs, and greater college involvement in community affairs.

Several strategies were employed to reach this goal, including:

1. The publication of the periodic newsletter "From the President's Desk" with a 6000 copy distribution to alumni, board members, faculty, parents of students, Statesville community leaders, and friends and supporters of the college. Two 1972-73 issues of the newsletter are included herein on pp. 18-19
2. The employment of a part-time public information officer.
3. The production of 52 five-minute radio programs, "Take Five With the Maverick" heard weekly on stations in Iredell and Alexander Counties.
4. The Alumni Office maintained by the college put out numerous mailings to the 4500 alumni, and sponsored a very successful luncheon on May 5. The brochure is found on p. 20.

5. A speakers bureau was continued, and all speaking invitations from community groups were accepted.

6. The Maverick Press, Mitchell's student newspaper, was improved and given wider distribution. The May issue appeared as a special supplement in the Statesville Record and Landmark with a circulation of 17,000 copies.

7. Community use of college facilities was encouraged. Many community groups used classrooms, Shearer Hall, and Rotary Auditorium during the year.



From the President's Desk

AN INDEPENDENT COMMUNITY COLLEGE SERVING IREDELL COUNTY,
NORTH CAROLINA, AND THE NATION

Number 5

September 1972

MAIN BUILDING LOUNGE RENOVATED WITH ALUMNI GIFT - The Alumni, at the 1972 spring reunion, ear-marked their \$1000 gift for the renovation of the lounge in the Main Building. The refurbishing, completed during the summer, has created a pleasant atmosphere for student visitation and visitor reception.

MONEY BACK GUARANTEE RECEIVES NATIONAL ATTENTION - Mitchell's new "mastery learning or tuition refund" policy has generated much attention throughout the U. S. and Canada. The Wall Street Journal and many other newspapers, along with NBC radio news have carried stories on this revolutionary educational concept. The policy stipulates that students who study diligently, attend class, turn in assignments, and seek extra help from faculty but still are unable to learn enough to pass the course, will have their tuition for that course refunded. Mitchell is the only college in the country which is willing to stand behind its instructional program, just as a business stands behind its products or services, by offering such a guarantee.

NORTH CAROLINA'S ONLY PRIVATE COMMUNITY COLLEGE - Mitchell is the only non-publicly supported community college in the state. A recent college report reveals almost half of the students come from Iredell county, and 72% from Iredell and seven adjacent counties. No other private two-year college in the state comes anywhere near those figures in serving the youth of its geographical region. A community college seeks first to serve the population of its home county and near-by areas.

MATH LAB BECOMES OPERATIONAL - Following the lead of Mitchell's psychology and communications individualized learning laboratories, mathematics is now individualized. The Math Lab, developed by Dr. Barbara Washburn, permits each student to proceed at his own best learning rate toward mastery of the subject. This new instructional program was featured when the Statesville Rotary Club recently toured the campus.

BUSINESS EDUCATION ENROLLMENT UP - While the overall enrollment of the College is down nearly 20% from a year ago, enrollment in Mitchell's Business Education Programs is up over 18%. Two national trends are reflected here -- declining private college enrollments, and the trend toward student emphasis on career education of the type offered by Technical Institutes and Community Colleges. Mitchell is currently investigating the feasibility of including more career programs in its curricular offerings.

FUND RAISING CAMPAIGN BALANCES BUDGET - Mitchell emerged with a balanced budget for fiscal 1971-72, thanks in large measure to a spring fund raising campaign coordinated by J. P. Huskins, Board of Trustees Chairman. Twenty-four community leaders participated in the campaign, and raised \$30,145 in contributions from 65 generous individuals and businesses.

LOCAL RADIO STATIONS CARRY MITCHELL PROGRAM - Six radio stations in Iredell and Alexander counties are carrying the weekly, five minute Mitchell College program, "Take Five With The Maverick." Produced by Mr. Frank Stewart, Instructor of Journalism, the program deals with interesting aspects of campus life such as coming events, new instructional programs, distinguished visitors on campus, and extra-curricular activities. The weekly program is part of Mitchell's expanded public information efforts.

"MAVERICK CLUB" BOOSTS SPORTS PROGRAM - The Maverick Boosters Club, formed this spring, has attracted a membership of 32 friends and supporters of the sports program at Mitchell. Over \$1000 has been raised to undergird the program. Officers are: Mr. John Donaldson, Sr., President; Mr. Gene Osborne, Vice-President; Miss Mary Edna Matheson, Treasurer; Dr. Richard L. Morgan, Secretary.

LARGEST GRADUATING CLASS EVER - Mitchell's 116th commencement on May 20, 1972 saw 155 graduates receive degrees and diplomas. This was the largest class in history, topping the previous record of 149 in 1971.. Also, eight students completed degree requirements during the summer session, further adding to the 1972 record.

TWO FROM THE UNIVERSITY OF TEXAS JOIN STAFF - Mitchell is hosting, during the fall semester, George and Barbara Wilkerson as administrative and instructional media interns. Both are pursuing advanced degrees at The University of Texas at Austin. Mitchell is one of twenty community colleges in the nation cooperating with UT in this program of preparing specialists in higher education administration.

INCREASED TUITION STILL AMONG LOWEST - The Board of Trustees approved a tuition increase for the 1972-73 academic year. But, even with the increase, Mitchell still has the second lowest tuition of all private colleges in North Carolina.

"Where human institutions are concerned, love without criticism brings stagnation, and criticism without love brings destruction." -- John Gardner



Barton R. Herrscher, President



From the President's Desk

AN INDEPENDENT COMMUNITY COLLEGE SERVING IREDELL COUNTY,
NORTH CAROLINA, AND THE NATION

Number 6

May 1973

MITCHELL JOINS STATE SYSTEM - On July 1, 1973, Mitchell College will, by action of the State Legislature, become Mitchell Community College, a unit of the North Carolina System of Community Colleges. As a public two-year college, Mitchell will primarily serve Iredell County, and will provide low-cost education for all residents 18 years of age and older regardless of previous academic attainment.

NEW FUNDING PATTERN WILL REDUCE TUITION - Tuition and fees, currently around \$1000 per year, will be \$150 for full time students next year. Whereas student tuition has been the major source of college support in the past, as a community college Mitchell's operating costs for instruction and administration, including equipment, materials, and library books, will be funded by the State. County funds will provide primary support for capital outlay and operation and maintenance of the physical plant.

MAIN BUILDING HONORED - Mitchell's Main Building has been entered in the National Register of Historic Places, the nation's official list of significant historic properties. The nomination was submitted to the Department of the Interior by Dr. H. G. Jones, state historian and administrator of the Office of Archives and History, as part of the Office's long-range program to document the authenticity of all historic places in North Carolina.

VIDEOTAPE EQUIPMENT ACQUIRED - The College has obtained closed-circuit television equipment financed by a federal grant matched by local funds. The new equipment, valued at \$10,000, will greatly enhance the educational program in almost every academic discipline. This acquisition is considered the College's most significant addition of instructional media in recent years.

FOUR NAMED "OUTSTANDING EDUCATORS" - Named for inclusion in the 1973 edition of "Outstanding Educators of America" were four Mitchell faculty members: Carolyn Kelly, Marcia Bradshaw, Aileen FitzPatrick, and Catherine Cline. This annual awards program honors distinguished men and women for their exceptional service, achievements, and leadership in the field of education.

NONTRADITIONAL STUDY - Mitchell has gained somewhat of a national reputation for its nontraditional approaches to education. A report from the Commission on Nontraditional Study explains the concept. "Nontraditional study is an attitude that puts the student first and the institution second, concentrates more on the former's need than the latter's convenience, encourages diversity of individual opportunity, and deemphasizes time and space or even course requirements in favor of competence and, where applicable, performance. It is not a new attitude; it is simply a more prevalent one than before. It is an attitude that can stimulate exciting and high quality educational progress . . ."

FINE ARTS PROGRAM EXPANDED - The addition of Miss Susan Moore to the faculty has greatly strengthened Mitchell's Fine Arts program. Miss Moore teaches ballet and modern dance. The Board of Trustees recently endorsed, in concept, the expansion of Mitchell's curricular offerings in the creative and cultural arts (music, dance, drama, and visual arts).

DR. MORGAN'S PSYCHOLOGY TEXTBOOK - Westinghouse Learning Press reports that its number one selling textbook is Psychology: An Individualized Course by Dr. Richard L. Morgan, Chairman of the Social Sciences Division at Mitchell College. The book has been adopted by more than 200 colleges and universities nationwide. It was first published in 1970, and revised in 1972.

BASEBALL TEAM WINS CHAMPIONSHIP - In only their second year of competition in the Western Carolinas Junior College Conference, the Mavericks captured the 1973 baseball title. Mitchell's Don Spencer was named Coach of the Year, and receiving all-conference honors were Jay Cline, Steve Adams, Johnny Ray Gordon, Alan Smith and Butch Sigmon. The team had an overall record of 29-9.

COMMENCEMENT 1973 - Associate in Arts degrees were conferred on 141 students at the May 26 commencement ceremonies held in Shearer Hall on the campus. Michael Wayne Shook received the "President's Medal of Honor" presented annually to the graduate compiling the highest academic average. The Honorable J. P. Huskins delivered the commencement address.

"Let each become all that he was created capable of being; expand if possible, to his full growth; and show himself at length, in his own shape and stature, be these what they may." -- Thomas Carlyle



Barton R. Herrscher, President

Alumni Homecoming

THE ALUMNI ASSOCIATION

OF

MITCHELL COLLEGE

CORDIALLY INVITES YOU TO ATTEND

ANNUAL HOMECOMING

ON THE CAMPUS

OF

MITCHELL COLLEGE

STATESVILLE, NORTH CAROLINA

Homecoming Program

SATURDAY, MAY 5, 1973

10:00 A.M. — Alumni Registration — Lobby
Student Union Building

Art Show — Library
"Super Mud '73"

Alumni Coffee Hour, Student
Union Building

All dormitories and campus buildings open for visitors

11:00 A.M. — May Day Program
Mitchell College Circle

12:30 P.M. — Alumni Luncheon
Student Union Building

1:30 P.M. — Alumni Business Meeting
Student Union Building

Presentation of Annual Giving Fund

2:30 P.M. — Baseball Game, I-40 Field
Mitchell vs. Wingate

8:00 P.M. — Operetta, Mikado
Shearer Hall

REUNION FOR THE CLASSES OF:

'08 '13 '18 '23 '28 '33 '38
'43 '48 '53 '58 '63 '68

LUNCHEON — \$2.50 PER PERSON



Saturday
May 5, 1973

As a result of your contributions to the Annual Giving Fund, the Alumni Association will, for the fourth time, be able to present a substantial and meaningful gift to Mitchell College. For those of you who have presented your gift — *Thank You!* If you haven't, please try to do so before May 5. We want to make our gift just as meaningful as possible. If you care to present your gift at this time, please return the card printed below along with your check.

ALUMNI ANNUAL GIVING

As My Gift to Mitchell College I enclose my check for \$.....

DATE.....

NAME.....

CLASS OF.....

MAIDEN NAME.....

ADDRESS.....

Please make checks payable to Mitchell College. This gift constitutes a deduction under income tax laws.

RESERVATION FOR ALUMNI LUNCHEON

NAME.....

CLASS OF.....

ADDRESS.....

NUMBER OF RESERVATIONS.....

OTHER PERSONS ATTENDING EXCLUDING MYSELF:

.....

MAIDEN NAME.....

AMOUNT ENCLOSED \$.....

Schedule of Events

Monday, April 30

BASEBALL—MC vs Broyhill CHIEFS
Away—8 p.m.

Tuesday, May 1

SPRING PROM, Elks Lodge, 8 p.m.

Wednesday, May 2

BASEBALL—MC vs SPARTANBURG
I-40 Field, 6:30 p.m.

Thursday, May 3

OPERETTA—MIKADO
Shearer Hall, 8:00 p.m.

Saturday, May 5

BASEBALL—MC vs WINGATE
I-40 Field, 2:30 p.m.
OPEN HOUSE, 10 a.m.

MAY DAY CEREMONIES, 11:00 a.m.

ALUMNI LUNCHEON, 12:30 p.m.

OPERETTA—MIKADO
Shearer Hall, 8:00 p.m.

MITCHELL COLLEGE
West Broad Street
Statesville, North Carolina 28677

Nonprofit Org.
U.S. Postage Paid
Statesville, N. C.
Permit No. 136

Alumni
Homecoming
May 5, 1973

Commencement

IN THE ONE HUNDRED AND SEVENTEENTH YEAR OF

Mitchell College



Saturday, May Twenty-Sixth
Nineteen Hundred Seventy-Three

ELEVEN O'CLOCK A.M.

SHEARER HALL

Program

- PRELUDE—"Concerto del Signr. Meck
appropriato all Organo". *Johann Gottfried Walther*
Allegro C. A. Kirby, III, *Organist*
Adagio
Allegro
- †PROCESSIONAL—"Processional on Praise My Soul the
King of Heaven" *Donald Hustad*
- †INVOCATION The Reverend Earle R. Haire
Minister, Broad Street United Methodist Church
Statesville, North Carolina
- †HYMN—"God of our Fathers" Greg Pannell
Conductor
- WELCOME Bernard Robertson
President, S. G. A.
- INTRODUCTIONS Barton R. Herrscher, Ed. D.
President
- ANTHEM—"Lord, Thou Art Mighty" *Valinoff*
Mitchell College Choir
- REMARKS Susan Lynnette Woods
President, Sophomore Class
- INTRODUCTION OF SPEAKER Mr. R. D. Grier
President, Mitchell College Foundation
- ADDRESS The Honorable J. P. Huskins
Chairman, Board of Trustees
- PRESENTATION OF CANDIDATES M. Kenneth Bradshaw
Dean
- PRESENTATION OF DIPLOMAS
AND CERTIFICATES Dr. Herrscher
Mr. Bradshaw
- PRESENTATION OF PRESIDENT'S
MEDAL OF HONOR Dr. Herrscher
- †BENEDICTION The Reverend Richard L. Morgan, Th. D.
Chaplain
- †RECESSIONAL—"Postlude" *Buryl Red*
(from "Celebrate Life")

†Audience will please stand

Graduating Classes

CLASS OF AUGUST, 1972

Gary Leech Grogan †
William Patrick Henderson †
Roy Sidney Lanier †
James Kenneth Leitch †

Gary Alton Reddick †
Martin Ray Ridge †
Randy Alan Setzer †

CLASS OF JANUARY, 1973

Earl Eugene Barber, Jr. †
Suzann Blair Brawley †
Harry Earl Christian †
Richard Edward Dunn †
Deborah Marlene Fisher †
Aaron Nelson Fox †
Gloretta Lanier Gabriel †
Steven Edwyn Hammock †
Anthony Gaston Harris †
Diana Hedgecock High †

Jane Ann Hustrulid †
Randy Earl Lail †
Roger David Neill †
Michael Terry Overcash †
Lewis Clark Reid †
Wilson Eric Riddle †
Jack Keith Stokes, Jr. †
Gary Lee Taylor †
Gloria Gayle Ward †

CLASS OF MAY, 1973

** Stephen Brian Adams
John Clark Alexander
William Locke Allison, III
** Pamela Jean Ambrose
Otis Franklin Anthony
Michael Craig Arney
Karen Eileen Bain
Jeremy Brooks Ballance
** Judy Faye Barringer
Randy Darrell Beacham
Patricia Nell Beatty
Ronald Francis Benjamin †
John Calvin Black
Melbourne Ray Blakley, Jr.
* Mary Christine Bowers
* Brenda Karen Brewer
Ronald Jeffery Brown
Edgar Joseph Burns, II
James Robert Campbell, Jr.
* Earl Burton Carney, Jr.
Everette Lee Carson
** John Stephen Cockerham
** Auburn Justin Collins
** Gary Lynn Comer
** Alton Granville Cook

* James Franklin Cooke
Diane Frances Cooley
Ruth Priscilla Couch
Elizabeth Adele Crane
Martha LaRue Crotts
** Carol Watts Davis
Donnie A. Davis
Jerry Dean Deal
* James McNeely Deaton, III
Laura Lyon Dickson
Benjamin Culp Dobson
John Withers Donaldson, Jr.
Freddie Lamont Dunlap
Janice Emanuel
* Richard Lynn Ervin
Anita Louise Eudy
Robert Ellis Eudy
Margaret Jane Felz
Lillie Frances Fitzgerald
** Judith Glenn Fox
John Alvin Furr, Jr.
Averette Lynch Gainey
** Beverly Anne Glenn
Richard Joseph Grant
Susan Ann Grose
Mrs. Pauline B. Gunter †

- Randall Eugene Hamilton
- ** Sue Anne Harden
- ** Kenneth Dale Harris
Randall Lee Hensley
- ** Dennis Ray Hepler
Ronald Vance Herman
Frances Corrine Higgins
- ** Jan Marie Hilderbrand
Paul Wayne Horton
- ** Henry Marshall Howard
Evelyn Theresa Inabinett
Dennis Wade Jacobs
Charles Edward Johnson
- ** Mark Eugene Johnson
- ** Cynthia Ann Jones
- ** Raymond Paul Kiser
- ** Walter Otis Lackey
- * Samuel Eugene Lethcoe
- ** Mrs. Aleha Johnston Little
- ** Julia Marie Lovelace
Pamela Elizabeth Lyda
Russell Eugene McBride
John Robert McConnell
Wanda Luann McLeod
- ** John Thomas Manning
- * John Paul Medica, Jr.
William Carl Moore, III
- * Mrs. Jeannie B. Moose
- ** Mrs. Susan Cavendish Moose
- ** Dennis Gary Morrison
- ** Mrs. Elizabeth Bowers Morrison
Stephen Watt Nash, Jr.
Terry Eugene Osborne
- ** Billy Craig Overcash
Rodney Mims Page
- ** Greg Thomas Pannell
Debra Lynn Parker
- ** Pamela Annette Peeler
Andrew Lewis Pendleton
- * Dana Gay Porter
Virginia Ann Prince
- * Susan Kathryn Raines
John Whitaker Reich, Jr.
- ** Richard Hall Reich
- ** Joan Adele Reid
- * Deborah Joan Renegar
Thomas William Renegar
- * Brian Charles Richardson
- ** Christine Alwilda Richardson
Robert Michael Roberts
Bernard Robertson
David Wayne Rogers, Jr.
Larry Wayne Safrit
Suzanne Cowan Shafer
Aretta Wrenn Shaw
- ** Michael Wayne Shook
Donald Wayne Shreve
Richard Franklin Sigmon, Jr.
Jane Carolyn Simpson
Arthur Ray Sims
William Norvell Slagsvol
- * Clyde Royster Slate, Jr.
Richard Lee Smith
Bonnie Sue Speaks
- ** Thomas Warren Spencer
Timothy Clay Stevenson
Philip Sterling Strauss
Sonya Stroud
- * Terry Elizabeth Timmons
Rommie Winfred Tyndall, Jr.
Denver Michael Viars
Benjamin Garland Walsh
Marvin Henry Waugh, Jr.
Andrew Nathan Wilder, Jr.
- ** Alda Lynn Wilhelm
Mary Ann Williams
Luther Marshall Williamson
Jerry Keith Wilson
Susan Lynnette Woods
- * Scott Tolan Yancey
Paulette Eckard Yates

EXECUTIVE SECRETARY CERTIFICATE (Two-Year)

Judy Faye Barringer
Patricia Nell Beatty

Martha LaRue Crotts
Anita Louise Eudy

DATA PROCESSING CERTIFICATE (One-Year)

Judy Faye Barringer
Ruth Priscilla Couch

Anita Louise Eudy
Brian Charles Richardson

TEACHER AIDE (Two-Year)

Evelyn Theresa Inabinett

SECRETARIAL CERTIFICATE (One-Year)

Debra Lynne Oliphant

Susan Lynnette Woods

**College Honors

*Class Honors

‡ In Absentia

Trustees

Officers:

J. P. Huskins	<i>Chairman</i>
W. W. Rader	<i>Vice-Chairman</i>
Mrs. David H. Andrews	<i>Secretary</i>

Members:

Garner Bagnal	H. B. Foster	Fielding Scarborough, Jr.
Rex Beaver	J. F. Frank	Mrs. Margaret Sherrill
E. E. Boyer	Maury Gaston	Clarence N. Steele
Robert E. Brady	T. Ray Gibbs	Calvin E. Tyner
R. A. Collier, Sr.	Melvin Gordon	C. F. Williams
Henry C. Curlee, Jr.	J. Sam Holbrook	Thomas L. Wilson
K. C. Eller, Jr.	Avery Jones	Mrs. Chester York
Joe S. Evans, Jr.	Robert B. Kestler, Jr.	Robert N. Randall
Thomas A. Fanjoy	M. T. Lambeth	Robert L. Rogers

Faculty

Mrs. Jo Anne Alexander	<i>Music</i>
Mrs. Marthe Artuso	<i>Music</i>
Mr. Kenneth Bradshaw	<i>Dean of the College</i>
Mrs. Marcia Bradshaw	<i>Dean, Instructional Resources</i>
Mr. Louis Brown	<i>Social Sciences</i>
Mrs. Catherine Cline	<i>English</i>
Mrs. Aileen FitzPatrick	<i>English</i>
Mr. Jay Hall	<i>English, Instructor Emeritus</i>
Mrs. Julia Hall	<i>English</i>
Mr. Thad Harris	<i>Physical Education</i>
Mr. Stephen Herman	<i>Social Sciences</i>
Dr. Barton Herrscher	<i>President</i>
Mrs. Sara Hester	<i>Mathematics</i>
Mrs. Marie Holman	<i>Art</i>
Mr. John Ide	<i>Science</i>
Mrs. Carolyn Kelly	<i>Business Education</i>
Mr. Charles Kelly	<i>Science</i>
Mrs. Betty King	<i>Physical Education</i>
Mr. C. A. Kirby, III	<i>Music</i>
Mr. Eugene Kridler	<i>Art</i>
Miss Margaret Lane	<i>Business Education</i>
Miss Martha Linney	<i>English</i>
Mr. Lawrence J. Marangos	<i>Languages</i>
Miss Mary Edna Matheson	<i>Dean, Financial Affairs</i>
Mr. John Montgomery	<i>President Emeritus</i>
Miss Susan Moore	<i>Dance</i>
Dr. Richard Morgan	<i>Social Sciences</i>
Mr. Thomas Myers	<i>Physical Education</i>
Mrs. Doris Pickett	<i>Social Sciences</i>
Mr. Joseph Pickett	<i>Social Sciences</i>
Mrs. Pat Reavis	<i>Cashier</i>
Mr. Stephen Sallee	<i>Science</i>
Mrs. Betty Sherrill	<i>Business Education</i>
Mr. Dennis Sloan	<i>Business Education</i>
Mr. Donald Spencer	<i>Dean, Student Services</i>
Mrs. Elaine Steele	<i>Physical Education</i>
Mr. Frank Stewart	<i>English</i>
Mr. James Storie	<i>Dean, Administrative Services</i>
Mr. Oscar Stradley	<i>Social Sciences</i>
Mrs. Phyllis Travis	<i>Recorder</i>
The Rev. Clay Turner	<i>Counselor</i>
Dr. Barbara Washburn	<i>Dean, Educational Development</i>

Marshals

Don Livingston Bailey, Chief

Brenda Kay Hill

Deborah Faye Loyd

Mary Alice Moore

Warren Cameron Parker

James Lester Taylor, Jr.

Glenda Faye Wilhelm

“God of our Fathers”

God of our fathers, whose almighty hand
Leads forth in beauty all the starry band
Of shining worlds in splendor through the skies,
Our grateful songs before Thy throne arise.

Thy love divine hath led us in the past;
In this free land by Thee our lot is cast;
Be Thou our Ruler, Guardian, Guide, and Stay;
Thy word our law, Thy paths our chosen way.

History

Mitchell College was founded in 1852. It began operations as a Presbyterian Female Academy under the control of the Concord Presbytery. For more than 100 years, its record reflected a fairly common pattern of educational development and service for a private junior college, including several changes in sponsorship or ownership, fluctuations in the scope and content of its programs and even different names. Overall, however, its identity remained constant and, by and large, the quality of its facilities and curriculum kept pace with the times as well as the needs of its constituency. After a brief period as a teachers college offering the A. B. and B. S. degrees, it became a standard junior college in the early 1920's, went coeducational in 1932, and operated a coordinate high school academy until 1943.

The 1950's and 1960's were for Mitchell College, as for most institutions of higher learning throughout the country, periods of relative prosperity and real progress. Among other things, the college raised a respectable endowment, became accredited, acquired new property, and built a new Student Union and Library partially financed by the local community.

In 1959, the Concord Presbytery relinquished control of the college. Mitchell became a non-sectarian, non-tax supported community college. On July 1 upcoming, a new phase in the evolution will begin as Mitchell College becomes Mitchell Community College, a unit of the North Carolina System of Public Community Colleges.

Appendix A

STUDENT ENROLLMENT 1972-73

FALL SEMESTER 1972

	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Full-Time Equivalency</u>
Sophomore	96	61	157	157.00
Freshmen	149	110	259	259.00
Part-time	<u>9</u>	<u>52</u>	<u>61</u>	<u>36.00</u>
Totals	254	223	477	452.00

INTERIM 1973

Sophomore	58	21	79	79.00
Freshmen	31	27	58	58.00
Part-time	<u>6</u>	<u>4</u>	<u>10</u>	<u>4.00</u>
Totals	95	52	147	141.00

SPRING SEMESTER 1973

Sophomore	104	61	165	165.00
Freshmen	117	85	202	202.00
Part-time	<u>12</u>	<u>44</u>	<u>56</u>	<u>26.91</u>
Totals	233	190	423	393.91

SUMMER SESSION 1973

Sophomore	13	12	25	25.00
Freshmen	3	3	6	6.00
Part-time	<u>--</u>	<u>2</u>	<u>2</u>	<u>.67</u>
Totals	16	17	33	31.67

Appendix B

SUMMARY OF RECRUITMENT WORK

	<u>May 15, 1972</u> to <u>June 30, 1973</u>	<u>May 15, 1971</u> to <u>May 12, 1972</u>
Number of College Days Attended	87	107
Number of Conferences, Conventions and Career Days Attended	5	4
Number of North Carolina High Schools Visited on College Days and Individually	275	300
Number of South Carolina High Schools Visited	7	17
Number of Virginia High Schools Visited	6	18
Number of High School Seniors Interviewed	584	732
Number of High School Sophomores and Juniors Interviewed	290	439
Number of Letters Written to High School Principals and Counselors	350	349
Number of Letters Written to High School Seniors Interviewed	648	731
Number of Letters Written in Answer to Requests for Information	1,599	1,501
Number of Letters to Equal Opportunities Information Inquiries	125	0
Number of Letters to NCAICU Inquiries	1,054	0
Number of Letters Written to Veterans	712	516
Number of College Catalogs Requested and Mailed	5,727	4,668
Number of Annuals Given to Area High Schools	30	30
Number of Mitchell College Bulletins Issued and Mailed to High School Seniors	0	118,000
Number of Interviews Held on Campus for Prospective Students	568	500

Appendix C

FACULTY 1972-73

Business Education	Mr. Dennis Sloan (acting head)	M.A.
	Mrs. Carolyn Kelly	M.A.
	Miss Margaret Lane	M.Ed.
	**Miss Mary Edna Matheson	M.A.
	Mrs. Betty Sherrill	M.A.
Communications	Miss Martha Linney (acting head)	M.A.
	Mrs. Catherine Cline	M.A.
	Mrs. Aileen FitzPatrick	M.A.
	Mrs. Julia Hall	M.A.
	*Mr. Frank Stewart	B.S.
	**Mr. George Wilkerson	M.A.
Humanities	**Mr. Kenneth Bradshaw (acting head)	M.A.
	*Mrs. Jo Anne Alexander	B.M.
	Dr. Marthe Artuso	Ph.D.
	*Mrs. Marie Holman	B.A.
	*Mr. C. A. Kirby III	M.M.
	*Mr. Gene Krider	
	Mr. Lawrence Marangos	M.A.
Math and Applied Science	**Dr. Barbara Washburn (head)	Ed.D.
	**Mrs. Marcia Bradshaw	M.A.
	*Mrs. Sara O. Hester	M.A.
	*Miss Susan Moore	
	**Mr. Thomas Myers	M.A.
	**Mr. Donald Spencer	M.A.
*Mrs. Elaine Steele	M.A.	
Sciences	Mr. Charles Kelly (acting head)	M.A.
	Mr. John Ide	M.A.
	Mr. Stephen Sallee	M.A.
Social Sciences	Dr. Richard Morgan (head)	Th.D.
	Mr. Louis Brown	M.A.
	Mr. Stephen Herman	M.A.
	**Dr. Barton R. Herrscher	Ed.D.
	Dr. Doris Pickett	Ed.D.
	Dr. Joseph Pickett	Ed.D.
	Mr. Oscar Stradley	M.A.
	Mr. Clay Turner	M.A.

* Part-time with the College

** Combination instructor and administrator

Appendix D

COURSE LOAD AND STUDENT CREDIT HOURS

1972-73

		Sections		Student Credit Hours	
		<u>Fall</u>	<u>Spring</u>	<u>Fall</u>	<u>Spring</u>
BUSINESS EDUCATION					
Miss Lane	Typewriting	1	1	264	90
	Business Math	1			
	Business Management	1			
	Office Management		1		
	Advanced Shorthand	1	1		
	Office Machines	1	1		
Mrs. Sherrill	Typewriting	1	1	360	207
	Advanced Typewriting	1	1		
	Shorthand	1	1		
	Office Practice	1	1		
Mrs. Kelly	Business Math	1		363	318
	Principles of Selling	1			
	Intro. to Business	1	1		
	Business Communication		2		
	Principles of Marketing		1		
Mr. Sloan	Principles of Accounting	2	2	261	186
	Data Processing	1	1		
	Business Math		1		
HUMANITIES					
Mr. Bradshaw	Choir	1	1	33	43
	Conducting		1		
Dr. Artuso	Music Theory	1	2	237	272
	Advanced Music Theory	1	1		
	Music Appreciation	1	2		
	Music Literature	1	1		
	Piano	1	1		
Mrs. Alexander	Voice	1	1	31	43
Mr. Kirby	Organ	1	1	6	5
Mr. Wilkerson	Drama	1		10	

COURSE LOAD AND STUDENT CREDIT HOURS - Continued

		Sections		Student Credit Hours	
		<u>Fall</u>	<u>Spring</u>	<u>Fall</u>	<u>Spring</u>
HUMANITIES - continued					
Mr. Marangos	Elementary French	1	1	189	189
	Intermediate French	2	2		
	French Literature	1	1		
	Elementary Spanish	2	2		
	Intermediate Spanish	1	2		
	Spanish Literature	1	2		
Mrs. Holman	Basic Art	2	2	90	135
	Painting	2	2		
	Sculpturing	2	2		
Mr. Krider	Mechanical Drawing	2	2	15	30
COMMUNICATIONS					
Miss Linney	English Literature	1	2	183	75
	English Composition	5			
Mrs. Cline/ Mrs. FitzPatrick	English Composition	6	5	762	630
			4		
Mrs. FitzPatrick	American Literature		2		270
	English 299		1		
Mrs. Hall	English Composition	1	1	633	317
	Freshman Orientation	1	1		
	Speech	3	3		
Mr. Stewart	Journalism	1	1	10	11
	Journalism 299	1	1		
Mr. Wilkerson	American Literature	2		240	
MATH AND APPLIED SCIENCE					
Dr. Washburn	Fundamentals of Math	8	8	285	246
Mr. Ide	Fundamentals of Math	3	2	141	87
Mrs. Hester	College Algebra	1		66	33
	Trigonometry		1		
Mrs. Bradshaw	Instructional Media		1		48
	Education 299		1		

COURSE LOAD AND STUDENT CREDIT HOURS - Continued

		Sections		Student Credit Hours	
		<u>Fall</u>	<u>Spring</u>	<u>Fall</u>	<u>Spring</u>
MATH AND APPLIED SCIENCE- continued					
Miss Moore	Ballet and Modern Dance		1		24
	P. E. Activity		1		
Mr. Myers	P. E. Activity	6	3	204	240
	First Aid	1	1		
	Personal Health	1	1		
	Community Health	1	1		
Mr. Spencer	P. E. Activity	6	6	157	119
Mrs. Steele	P. E. Activity	3	3	33	51
SCIENCES					
Mr. Kelly	Biology	4	4	268	204
Mr. Sallee	Biology	4	4	268	280
Mr. Ide	Chemistry	2	1	212	52
SOCIAL SCIENCES					
Dr. Morgan	Psychology	6	5	453	245
	Psychology 299	1	1		
	Religion				
Dr. Herrscher	Dynamics of Leadership	1		27	
Dr. Joseph Pickett	History-Civilization	4	4	282	320
	Education 299	2	1		
	Current Affairs		1		
Dr. Doris Pickett	*Government	3	3	396	402
	Economics	2	2		
	Education 299				
Mr. Herman	History-Civilization	3	3	165	141
Mr. Stradley	U. S. History	1	1	291	393
	Geography	1	1		
Mr. Brown	Sociology	4	4	279	306
	Anthropology	1	1		
	Education 299 (Soc.)		1		

*Two sections of Independent Study

COURSE LOAD AND STUDENT CREDIT HOURS - Continued

		Sections		Student Credit Hours	
		<u>Fall</u>	<u>Spring</u>	<u>Fall</u>	<u>Spring</u>
MISCELLANEOUS					
Mr. Sloan	Co-Op Education				
Mr. Turner	Counseling				

Appendix E

GRADE DISTRIBUTIONS BY DEPARTMENTS

<u>Fall 1972</u>	No. of Students	(Percentages)					
		A	B	C	D	I	W
Art	36	92	4	--	--	--	4
Biology	135	11	15	29	9	13	23
Business Education	448	10	27	28	3	13	19
Chemistry	53	8	35	32	10	2	12
Communications	470	18	29	38	3	6	6
Health and P. E.	38	24	50	11	5	2	8
Mathematics	164	20	21	30	4	12	13
Modern Foreign Languages	63	50	31	9	2	4	4
Music	154	73	13	3	--	7	4
Orientation	233	58	27	7	1	2	5
Physical Activity	279	56	24	12	1	4	7
Psychology	119	40	40	9	--	4	7
Religion	28	46	36	18	--	--	--
Social Sciences	<u>497</u>	<u>58</u>	<u>27</u>	<u>7</u>	<u>1</u>	<u>2</u>	<u>5</u>
TOTALS	2,676	38	28	18	3	5	8

<u>Spring 1973</u>	No. of Students	(Percentages)					
		A	B	C	D	I	W
Art	55	47	25	13	--	9	6
Biology	121	16	26	25	15	3	15
Business Education	294	13	25	36	10	5	11
Chemistry	13	23	23	15	8	8	23
Communications	422	25	32	33	5	1	4
Education	16	38	38	18	--	3	6
Health and P.E.	75	29	54	12	--	4	1
Mathematics	122	19	27	23	2	12	21
Modern Foreign Languages	63	51	27	10	--	6	6
Music	193	70	20	2	1	--	7
Orientation	23	26	52	10	--	4	8
Physical Activity	205	58	18	7	5	5	7
Psychology	67	48	33	7	--	4	8
Religion	15	27	47	13	--	--	13
Social Sciences	<u>531</u>	<u>42</u>	<u>27</u>	<u>20</u>	<u>2</u>	<u>6</u>	<u>3</u>
TOTALS	2,215	36	31	16	3	5	9

Appendix F

CLASS ENROLLMENTS BY DIVISIONS
1972-73

	<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>		<u>FALL SEMESTER</u>		<u>SPRING SEMESTER</u>		
BUSINESS EDUCATION:				HUMANITIES - continued					
	100	30	100	11	Spanish	103	22	103	2
	101	18	102	10		104	1	104	15
	103	38	104	15		203	20	203	5
	133A	53	112A	10		213	5	213	1
	133B	26	112B	30				214	2
	141A	34	133	18	Drama		10		
	141B	33	142A	20					
	151	18	142B	11	COMMUNICATIONS:				
	161	29	151	11		101A	37	101	19
	171	47	162	20		101B	43	102A	50
	181	34	172	36		101C	42	102B	29
	191	24	182	11		101D	48	102C	49
	201	35	194	30		101E	40	102D	51
	203	11	202	23		101F	44	102E	31
	221	32	204	7		102	14	103A	24
	291	11	221	27		103A	22	103B	24
			294	2		103B	21	103C	19
						103C	22	201	1
HUMANITIES:						201	35	202	24
Art	101A	8	102A	8		203A	31	204A	37
	101B	10	102B	16		203B	49	204B	48
	103	4	103	8		299	2	299	5
	104	1	104	2	Journalism		4		10
	201	4	201	6	MATH AND APPLIED SCIENCE:				
	202	2	202	5	Math	101A	13	101A	8
	203	7	203	7		101B	25	101B	10
			204	3		101C	19	101C	8
						101D	17	101D	4
Music	101	17	101	6		101E	14	102A	8
	105	7	102	14		101F	30	102B	20
	111	38	104	9		102A	7	102C	13
	201	6	105	1		102B	3	102D	11
			106	9		102C	5	102E	11
			111	37		102D	2	102F	18
			112	9		102E	3		
			202	34		201	22	202	11
	Voice	24	Voice	29					
	Piano	27	Piano	34					
	Choir	35	Choir	34					
	Organ	8	Organ	6					
French	101	12	102	8					
	201	7	201	1					
			202	7					
			211	1					

CLASS ENROLLMENTS BY DIVISIONS - Continued

	<u>Fall Semester</u>		<u>Spring Semester</u>		<u>Fall Semester</u>		<u>Spring Semester</u>	
MATH AND APPLIED SCIENCE - continued								
Physical Education	1	23	1	5				
	2	25	2	13				
	6	23	4	13				
	8	11	7	7				
	9	15	8	13				
	10	16	9	7				
	12	22	10	9				
	13	27	13	22				
	14	14	14	11				
	15	24	15	12				
	19	45	16	12				
	20	29	17	4				
	21	4	19	33				
	22	4	20	35				
	23	3	101	11				
	201	21	201	25				
	203	15	203	4				
	204	2	204	2				
Instructional Media				15				
			299	1				
SOCIAL SCIENCES - continued								
Dynamics of Leadership 203					9			
Religion					101	28	101	15
Social Sciences					101A	35	100	14
					101B	12	101A	22
					101C	23	101B	1
					101D	33	102A	28
					101E	12	102B	13
					102	12	102C	39
					201	63	102D	34
					211	51	102E	12
					221	62	202	73
					221	62	211	1
					222	2	212	60
					231A	26	221	5
					231B	11	222	51
					231C	19	232A	29
					231D	8	232B	16
					241	34	232C	29
					251	30	233D	10
					299	16	251	17
							292	5
							299	7
SCIENCES:								
Biology	101A	20	101A	8				
	101B	10	101B	14				
	101C	14	102A	16				
	101D	23	102B	4				
	101E	26	102C	24				
	101F	12	102D	24				
	101G	24						
	102	6						
Chemistry	101A	27	102	13				
	101B	26						
SOCIAL SCIENCES:								
Orientation								
	100	233	100	23				
Psychology								
	101A	20	101A	4				
	101B	19	101B	17				
	101C	19	101C	18				
	101D	20	101D	10				
	101E	17	101E	9				
	101F	18	299	9				
	299	16						
MISCELLANEOUS:								
Co-Op Education								
Counseling								

research report

OFFICE OF EDUCATIONAL DEVELOPMENT
MITCHELL COLLEGE, STATESVILLE, N. C.



Number 8

February, 1973

Change in Attitude Toward Learning in Low and Moderately Low Socioeconomic Students

Dr. Richard Lyon Morgan

One of the basic challenges of a community college is to cause learning for the non-traditional student who comes to college with a failure identity, and a negative attitude toward education. A survey was conducted of 100 Mitchell College students in a general psychology course to discover whether individualized instruction has any effect on changing student attitudes toward learning.

Sixty-eight percent of the students in the survey come from a "low" or "moderately low" socioeconomic status (31 of the students are classified as low socioeconomic status, see Table 1). They come from homes where their parents have only a grade school education, and an annual income of \$5,000 to \$7,000 (71% of these students come from rural communities, and 29% from the inner city - 60% of the inner city group being black). Thirty-seven students are classified as moderately low socioeconomic status (SES). Their parents have a high school education, and an annual income of \$7,000 to \$9,000 (54% come from rural communities, and 46% from small towns). The survey shows that socioeconomic status determines (1) the students' estimate of their ability to learn; and (2) their previous academic record (measured by their high school performance).

Table 1

SES	N	Estimate of Ability to Learn		
		High	Moderate	Low
Low	31	2	13	16
Moderately Low	37	4	26	7
Moderately High	19	7	12	0
High	13	4	9	0
Totals	100	17	60	23

Fifty-two percent of the students from a low socioeconomic status estimated their ability to learn as low, while only 10% of the remaining students did so. Nineteen percent of students from a moderately low socioeconomic status estimated their ability to learn as low. The survey also indicates that students from either a low or moderately low socioeconomic status do poorer in high school than the other students. Seventy-one percent of the students who had a "D" average in high school are from a low socioeconomic status.

The survey attempted to discover why these students from a low socioeconomic status have such poor attitudes toward learning, and had performed so poorly in high school. The results indicate that there are three basic reasons for their failures:

(1) Outmoded teaching methods. Invariably the students complained of the traditional classroom techniques which are based on the 19th century industrial or factory model.¹ The factory model conceived of the schools as business enterprises instead of centers of learning. Rigid scheduling, teacher-dominated classrooms, lock-step instruction dominated the schools. Students indicated that this authoritarian approach to learning had killed their initiative to learn.

(2) Many students complained that schooling had been dehumanizing. They said that schools had caused them to be docile; give teachers what they want; and expect ridicule and criticism if they attempted to express their own creative ideas. This documents what Ivan Illich calls "the hidden curriculum,"² i. e. that students soon learn to shut up, sit down, or get out of the traditional school.

(3) A self-fulfilling prophecy of failure. Many students said they had failed because teachers expected them to fail. Under the threat of tests and the constant punishment of a failing grade, many students had simply given up all hope of succeeding. This validates the thesis of Benjamin Bloom that the traditional grading system fosters the expectation by both teachers and

¹ See Alvin Toffler, Future Shock, pp. 400ff. and Raymond Callahan, Education and the Cult of Efficiency. (Chicago, Illinois: University of Chicago Press, 1962).

² Ivan Illich, Deschooling Society (New York: Harper and Row, 1971).

students that only a third of the students will adequately learn what is being taught.

After 10 weeks experiencing an individualized course in general psychology with an open learning center approach, the students were asked to evaluate this approach, and reassess their attitudes toward learning. The results of this survey follow:

1. Students prefer a more flexible learning environment

The traditional classroom with desks in a row, and the teacher at the front as the dispenser of knowledge is losing favor with the students. This arrangement mirrors the old top-down hierarchical structure of industry. But as Gross and Murphy have pointed out, "The egg-crate school, composed of identical, self-enclosed classrooms is giving way to a more flexible, functional arrangement."³ Seventy-two percent of the students indicated that they did not like the traditional classroom structure at all, and 28% said they liked it "some of the time." An open learning center with media and materials available for the students, and teachers present for individual help was highly preferred to the old classrooms.

2. Students prefer a variety of learning experiences

The students were asked to rank three models of instruction: the traditional, teacher-dominated classroom; an open, unstructured learning experience; and a system that provided for a variety of instruction and learning experiences. In every instance, the students ranked the system that provided a variety of learning experiences first, unstructured learning second, and the traditional classroom last. The results indicate that the students have a mature understanding of education; they do not want learning without structure and content, as some might have believed. It is significant also, that students prefer self-paced instructional units with small group interaction as the most dominant mode of instruction.

3. Student's self image improved by individualized learning

One of the major criteria for evaluating an effective teaching system

³Ronald Gross and Judith Murphy, Revolution in the Schools (New York: Harcourt, Brace and World, 1964), p. 4.

is the impact it has on the student's self concept. Fifty-two percent of the students said that their previous schooling had not given them a positive self concept (58% of the students from a low socioeconomic status were in this category). Due to the emphasis put upon succeeding, not failing in the course, maximum interaction between teacher and students, and student with student, 69% of the students said that this approach to learning improved their self image all of the time. Significantly, 74% of the students from a low socioeconomic status feel this way, and 73% of those from a moderately low socioeconomic status. The basic reason for this improvement in self concept is success in learning and a learning environment that is satisfying and enjoyable, not depressing and mindless.

4. Student attitude toward learning changed.

The basic question of this report is whether individualized learning can change the negative attitude toward learning of so many non-traditional students and salvage them from educational failure. The data are reported in Table 2. Only 1% said their attitude toward learning was more negative because of this approach, 32% said it remained the same, 55% said it was more positive, and 12% much more positive. Thus, 67% of the students had a positive change in attitude toward learning.

What about the non-traditional student? Seventy-eight percent reported their attitude toward schooling was more positive.

Table 2

SES	N	Attitude Toward Learning				
		Much More Neg.	More Neg.	About Same	More Positive	Much More Positive
Low	31	0	0	5	18	8
Mod. Low	37	0	0	10	23	4
Mod. High	19	0	1	10	8	0
High	13	0	0	7	6	0
Totals		0	1	32	55	12

You may recall that students from a low or moderately low socioeconomic status had a moderate or low estimate of their ability to learn when they came to Mitchell College. Does individualized learning alter in any way this lack

of self confidence? To investigate this the following question was posed: "As a result of the open learning center approach of this course, estimate your ability to learn at a four year college?" Students from the low or moderately low SES felt the course had given them a more positive estimate of their ability to learn at the four year college than did the high or moderately high socioeconomic level student. Eighty percent of the low socioeconomic level students were more positive about their confidence to learn at a four year college, and 47% of the moderately low socioeconomic level students.

Table 3

Attitude Toward Learning Ability
At A Four Year College

SES	More Negative	About the Same	More Positive	Much More Positive
Low	0	9	18	4
Mod. Low	5	18	20	0
Mod. High	1	10	8	0
High	0	7	6	0

Conclusion

The research indicates that students from low or moderately low socioeconomic levels with past records of failure can be salvaged and experience a more positive attitude toward learning. The tragic cycle of change which confronts the disadvantaged student, i. e. acceptance and high interest in early years, growing boredom in middle years, and downright rejection in adolescent years can be broken. A learning system build upon a philosophy of student success, utilizing individualized instruction and an open learning center can cause students from low and moderately low socioeconomic levels to learn effectively.

research report

OFFICE OF EDUCATIONAL DEVELOPMENT
MITCHELL COLLEGE, STATESVILLE, N. C.



Number 8

February, 1973

Change in Attitude Toward Learning in Low and Moderately Low Socioeconomic Students

Dr. Richard Lyon Morgan

One of the basic challenges of a community college is to cause learning for the non-traditional student who comes to college with a failure identity, and a negative attitude toward education. A survey was conducted of 100 Mitchell College students in a general psychology course to discover whether individualized instruction has any effect on changing student attitudes toward learning.

Sixty-eight percent of the students in the survey come from a "low" or "moderately low" socioeconomic status (31 of the students are classified as low socioeconomic status, see Table 1). They come from homes where their parents have only a grade school education, and an annual income of \$5,000 to \$7,000 (71% of these students come from rural communities, and 29% from the inner city - 60% of the inner city group being black). Thirty-seven students are classified as moderately low socioeconomic status (SES). Their parents have a high school education, and an annual income of \$7,000 to \$9,000 (54% come from rural communities, and 46% from small towns). The survey shows that socioeconomic status determines (1) the students' estimate of their ability to learn; and (2) their previous academic record (measured by their high school performance).

Table 1

SES	N	Estimate of Ability to Learn		
		High	Moderate	Low
Low	31	2	13	16
Moderately Low	37	4	26	7
Moderately High	19	7	12	0
High	13	4	9	0
Totals	100	17	60	23

Fifty-two percent of the students from a low socioeconomic status estimated their ability to learn as low, while only 10% of the remaining students did so. Nineteen percent of students from a moderately low socioeconomic status estimated their ability to learn as low. The survey also indicates that students from either a low or moderately low socioeconomic status do poorer in high school than the other students. Seventy-one percent of the students who had a "D" average in high school are from a low socioeconomic status.

The survey attempted to discover why these students from a low socioeconomic status have such poor attitudes toward learning, and had performed so poorly in high school. The results indicate that there are three basic reasons for their failures:

(1) Outmoded teaching methods. Invariably the students complained of the traditional classroom techniques which are based on the 19th century industrial or factory model.¹ The factory model conceived of the schools as business enterprises instead of centers of learning. Rigid scheduling, teacher-dominated classrooms, lock-step instruction dominated the schools. Students indicated that this authoritarian approach to learning had killed their initiative to learn.

(2) Many students complained that schooling had been dehumanizing. They said that schools had caused them to be docile; give teachers what they want; and expect ridicule and criticism if they attempted to express their own creative ideas. This documents what Ivan Illich calls "the hidden curriculum,"² i. e. that students soon learn to shut up, sit down, or get out of the traditional school.

(3) A self-fulfilling prophecy of failure. Many students said they had failed because teachers expected them to fail. Under the threat of tests and the constant punishment of a failing grade, many students had simply given up all hope of succeeding. This validates the thesis of Benjamin Bloom that the traditional grading system fosters the expectation by both teachers and

¹ See Alvin Toffler, Future Shock, pp. 400ff. and Raymond Callahan, Education and the Cult of Efficiency. (Chicago, Illinois: University of Chicago Press, 1962).

² Ivan Illich, Deschooling Society (New York: Harper and Row, 1971).

students that only a third of the students will adequately learn what is being taught.

After 10 weeks experiencing an individualized course in general psychology with an open learning center approach, the students were asked to evaluate this approach, and reassess their attitudes toward learning. The results of this survey follow:

1. Students prefer a more flexible learning environment

The traditional classroom with desks in a row, and the teacher at the front as the dispenser of knowledge is losing favor with the students. This arrangement mirrors the old top-down hierrarchical structure of industry. But as Gross and Murphy have pointed out, "The egg-crate school, composed of identical, self-enclosed classrooms is giving way to a more flexible, functional arrangement."³ Seventy-two percent of the students indicated that they did not like the traditional classroom structure at all, and 28% said they liked it "some of the time." An open learning center with media and materials available for the students, and teachers present for individual help was highly preferred to the old classrooms.

2. Students prefer a variety of learning experiences

The students were asked to rank three models of instruction: the traditional, teacher-dominated classroom; an open, unstructured learning experience; and a system that provided for a variety of instruction and learning experiences. In every instance, the students ranked the system that provided a variety of learning experiences first, unstructured learning second, and the traditional classroom last. The results indicate that the students have a mature understanding of education; they do not want learning without structure and content, as some might have believed. It is significant also, that students prefer self-paced instructional units with small group interaction as the most dominant mode of instruction.

3. Student's self image improved by individualized learning

One of the major criteria for evaluating an effective teaching system

³Ronald Gross and Judith Murphy, Revolution in the Schools (New York: Harcourt, Brace and World, 1964), p. 4.

is the impact it has on the student's self concept. Fifty-two percent of the students said that their previous schooling had not given them a positive self concept (58% of the students from a low socioeconomic status were in this category). Due to the emphasis put upon succeeding, not failing in the course, maximum interaction between teacher and students, and student with student, 69% of the students said that this approach to learning improved their self image all of the time. Significantly, 74% of the students from a low socioeconomic status feel this way, and 73% of those from a moderately low socioeconomic status. The basic reason for this improvement in self concept is success in learning and a learning environment that is satisfying and enjoyable, not depressing and mindless.

4. Student attitude toward learning changed.

The basic question of this report is whether individualized learning can change the negative attitude toward learning of so many non-traditional students and salvage them from educational failure. The data are reported in Table 2. Only 1% said their attitude toward learning was more negative because of this approach, 32% said it remained the same, 55% said it was more positive, and 12% much more positive. Thus, 67% of the students had a positive change in attitude toward learning.

What about the non-traditional student? Seventy-eight percent reported their attitude toward schooling was more positive.

Table 2

SES	N	Attitude Toward Learning				
		Much More Neg.	More Neg.	About Same	More Positive	Much More Positive
Low	31	0	0	5	18	8
Mod. Low	37	0	0	10	23	4
Mod. High	19	0	1	10	8	0
High	13	0	0	7	6	0
Totals		0	1	32	55	12

You may recall that students from a low or moderately low socioeconomic status had a moderate or low estimate of their ability to learn when they came to Mitchell College. Does individualized learning alter in any way this lack

of self confidence? To investigate this the following question was posed: "As a result of the open learning center approach of this course, estimate your ability to learn at a four year college?" Students from the low or moderately low SES felt the course had given them a more positive estimate of their ability to learn at the four year college than did the high or moderately high socioeconomic level student. Eighty percent of the low socioeconomic level students were more positive about their confidence to learn at a four year college, and 47% of the moderately low socioeconomic level students.

Table 3

Attitude Toward Learning Ability
At A Four Year College

SES	More Negative	About the Same	More Positive	Much More Positive
Low	0	9	18	4
Mod. Low	5	18	20	0
Mod. High	1	10	8	0
High	0	7	6	0

Conclusion

The research indicates that students from low or moderately low socioeconomic levels with past records of failure can be salvaged and experience a more positive attitude toward learning. The tragic cycle of change which confronts the disadvantaged student, i. e. acceptance and high interest in early years, growing boredom in middle years, and downright rejection in adolescent years can be broken. A learning system build upon a philosophy of student success, utilizing individualized instruction and an open learning center can cause students from low and moderately low socioeconomic levels to learn effectively.

