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ABSTRACT

The Thirteen-College Curriculum Program (TCCP) is a massive innovative curriculum program that focuses on the curriculum needs of freshmen and sophomores in predominantly black colleges, and through this curriculum and its development seeks to effect educational changes within the institutions participating in the program. The developmental efforts of the TCCP have been focused on developing course content in English, mathematics, social science, physical science, and biology in the freshman year and humanities and philosophy in the sophomore year. This paper presents discussions of the history, development and accomplishments of the program, and individual descriptions of the curricular components within the fields mentioned above. (Author/HS)

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- C O N T E N T S -

## INTRODUCTION

The Thirteen-College Curriculum Program is a massive innovative curriculum program that focuses on the curriculum needs of freshmen and sophomores in predominately Black colleges and through this curriculum and its development seeks to effect educational changes within the institutions participating in the program.

Over the past ten years the total number of Black students enrolling in college has steadily increased. The growth rate of enrollment, however, in Black colleges has remained fairly constant. The net result is that the percentage of Black youth enrolling in Black colleges has dropped from 60 to 48 per cent of the total. It is projected that a significantly higher number of Black youth will seek higher education in the coming years. This coupled with the restrictive admissions practices of predominately white institutions and the problems faced by Black students on those campuses points to the indisputable need for the survival of predominately Black colleges. Historically it has been and for the immediate future it will be the role of Black colleges to meet the specific needs of Black youth seeking higher education.

The Black youth seeking a college education in the 1970's brings a background and experience with him that demands a serious examination of traditional educational procedures. Previous research clearly indicates that the Black student enters college with feelings and concepts about his ability that prove self defeating in the traditional classroom. He is also often faced with serious financial problems. On the other hand, Black students have persisted in gaining an education against severe odds; their level of aspiration is high; they have a desire to change these social forces, (judging by student

activity in the civil rights movement) which have hindered Black people in the past.

Accordingly, the specific goals of the TCCP, then are:

- to produce a learning environment that takes advantage of the nature and background of the student in the predominately Black college and thus results in: a) lower attrition rates; b) intellectual achievement that will be at least equal to or, possibly, greater than that gained by students enrolled in traditional classes.
- to produce the kind of educational leadership which creates within the institution a climate of self analysis and evaluation that will bring about meaningful change.
- to develop attitudes within teachers such that curriculum changes will be made and sustained.

The developmental efforts of the TCCP, therefore, have been focused upon developing course content in English, mathematics, social science, physical science, and biology in the freshman year and humanities and philosophy in the sophomore year. The catalytic element in this developmental process has been the Institute for Services to Education (ISE).

## - HISTORY -

The Institute for Services to Education (ISE) is a private non-profit corporation devoted to the principle that American education requires a fresh examination of what is worth teaching and how it is most effectively taught.

ISE was established in 1964 and incorporated in 1965 with Dr. Samuel D. Proctor as President. He was succeeded in that position by Dr. Elias Blake, Jr.; Dr. Frederick S. Humphries now serves as the Vice-President, and Director of the Thirteen-College Curriculum Program.

The Institute's first task was in program development. In 1965, ISE established Pre-College Centers for high school students at six institutions; Fisk, Howard and Texas Southern Universities; Dillard, Morehouse and Webster Colleges. The centers conducted Saturday sessions during the school year and residential programs during the summer in English and mathematics. These programs used materials developed by the ISE-directed summer curriculum writing conferences. The centers were successful in accomplishing their mission and the Office of Economic Opportunity used them as its most influential model in the design of what has become the Upward Bound Program.

ISE agreed to perform educational planning, support and consultation services in the initial expansion of the Upward Bound Program. This commitment proved to divert the Institute from its primary mission. Thus, in the summer of 1966 it turned its efforts back to being a catalyst for curriculum change in Black colleges. Plans, therefore, were immediately started for a cooperative effort in curriculum innovation at the college level based upon the prior experience of ISE and the expressed need of the colleges.

## WHAT THE PROGRAM HAS ACCOMPLISHED

Colleges in the various consortia may find it necessary from time to time to re-evaluate the overall successes of the curriculum program. Many factors influence this task and the degree of success may vary from campus to campus. However, it can be shown that in general the Thirteen-College Curriculum Program has:

- provided an opportunity for program teachers, in conjunction with ISE, to produce innovative instructional materials and strategies which have enhanced student interest and creativity.

- allowed for the development of student-centered classrooms whereby students are active participants and contributors in the search for knowledge.

- made valuable contributions to students who, due to their expertise gained through constant encouragement of self-expression and self-esteem in TCCP classes, have won top campus leadership and scholarship roles.

- provided classroom situations whereby students are encouraged to make sound disagreements and criticisms with the teacher and other students.

-provided for relevant program courses which give considerations to contemporary issues and problems of Black students.

In addition, quantitative studies and analyses of the TCCP (e.g. Progress Report - Thirteen College Curriculum Program, 1967-71) have shown that program students have demonstrated superior developments as compared to their peers. These accomplishments include the following:

- more than 60% of the program students who entered college in 1967 are approaching graduation or have graduated as compared to

approximately 45% of the regular college students when the program began.

- program student grade performance has generally been significantly better than regular college students.

- program students have shown consistently higher gains on a general test of verbal ability after both the freshman and sophomore years.

- program students have shown marked significant gains in their personality traits as compared to regular college students as measured at the end of both the freshman and sophomore years.

- program students have shown significantly higher results on both mathematics and science sub-tests of the ACT after completing the freshman and sophomore years.

- based on factor analytic results and statistical tests of the resulting factors, program students have increased in general self-concept strength as compared to regular college students, and their self-concepts have more clearly differentiated than those of regular college students.

- program students showed higher mean self-ratings on knowledge and performance in science areas.

- program students more typically perceived their freshman year as academically helpful, more intellectually stimulating, and as a major factor in their successfully completing college than did the regular college students.

DEVELOPMENT OF THE TCCP

The basic idea was to form a consortium of colleges interested in an experimental freshman year and to submit an application to the Developing Colleges Program of the Office of Education. The proposal for the colleges was funded with ISE in the role of third party. ISE, however, sought and secured funds elsewhere in the Office of Education and from the National Science Foundation.

The plans of 1966-67 led to the 1967 Summer Conference held at Pine Manor Junior College in Boston and the 1967-68 experimental freshman year with the thirteen colleges, having determined the nature of the program in which they wanted to involve their staffs.

What came out of that conference was a basic freshman program which included English, social science, mathematics and science (one semester of physical science and one semester of biology). Two courses, humanities and philosophy, were added the second year.

What developed as a curriculum was a programmatic approach to teaching freshman based upon the assumptions that: education is not static; educational materials should not present a feeling of finality; the teacher-student relationship must be one of vigorous interchange and interaction with student participation in both the means and object of study if learning is to be most effective; the teacher is the model for learning and a resource to the student and his method of drawing students into an active participation in the means and object of study is based upon the teacher's profound respect for each student's unique perspective.

The results of the program were exhilarating: students' rate of attrition dropped (it was lowered by more than half); students' excitement about learning rose; their aspirations rose; teacher's sense

of accomplishment and sense of confidence in their own creativity and innovation rose; finally, the program provided a body of demographic information about the nature of students in the participating colleges that is essential for the development of freshman and upper level curriculum courses.

TCCP COURSES

The curriculum for the freshman year consists of English, social science, mathematics, biology and physical science. Humanities and philosophy are the curriculum courses for the sophomore year.

- BIOLOGY -

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

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

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

Laboratory investigations chosen by the ISE staff and the teachers are geared to the eight units. They are described in a special workbook for students and a guide for teachers. These materials are written to permit inductive approaches to laboratory

work, use of the scientific method, and the concurrent study of plant and animal organisms.

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

## - ENGLISH -

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

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

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

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

## HUMANITIES

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

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

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

The sequences are as follows:

African and Afro-American Writing: Students deal with African and Afro-American literature in a manner that will show the similarities and differences between the two; their explorations include readings of African and Afro-American novels, short stories, poetry, and drama. Numerous student projects are described.

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

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

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

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

1. Mythmaker - through the identification (both conscious and unconscious) of heroes and heroic acts, and in the use of stories to develop their religious and philosophical ideals.
2. Protester - against the particular order in which he finds himself, whether social, psychological, moral, religious, or political.
3. Witness - to the essential order and coherence that he finds beneath the apparent chaos around himself.

## - MATHEMATICS -

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

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

The Thirteen-College approach makes considerably more use of physical equipment than the traditional freshman and introductory

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

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

## PHILOSOPHY

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

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

African World-View undertakes the consideration of African myths of creation,of God, of death; African religion; African philosophy;

and African moral and jurisdictive principles.

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

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

## - PHYSICAL SCIENCE -

The core of the physical science course was developed from the basic philosophy of a student-centered classroom and is designed chiefly as a one semester introductory physical science course which incorporates balanced emphasis on effective teaching methodology and basic concepts.

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

The formal fundamental objectives of the physical science course are:

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

2. To allow the development of an appreciation for the features

of science that distinguishes it from the other major disciplines, namely: a. The ability to establish a clear and testable criterion for the value of concepts.

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

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

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

These topics were chosen because they lend themselves to studies that contained all of the essential elements of the complete scientific process. In each, students are introduced to new concepts which they discover by gathering and analyzing data first hand in the classroom and laboratory. Each unit begins with a fundamental physical concept which is dealt with in a simple fashion and is subsequently developed in a spiral fashion through a hierarchy of increasing difficult levels. Each level contains the development of at least one fundamental idea from empirical data obtained in the laboratory. This involves the demonstration of the utility of the concept and a natural termination point that permits a praticular study to end at a variety of levels always with a sense of completion. By virtue of their self-containment, a given unit may be interchanged in a course sequence with almost any other. Consequently, a teacher has the freedom to construct his

course around the sequence of units that best fits his own interests and the background of his students

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

- SOCIAL SCIENCE -

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

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

The many activities developed for use in studying these themes include--community studies, that is, talking with members of the town or college community about common concerns and attending community

meetings; community projects, such as voter registration, tutoring in local schools; surveys of fellow students and townspeople, using questionnaires and interviews on such contemporary issues as drugs, urban renewal, and strikes; investigative reporting on the same question: simulation games, for example, simulation of a group of people founding a new community under special government charter; mock trials, conventions, and elections; debates in which students represent themselves, or viewpoints of historical figures; and dramatizations.

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

COUNSELING

The program counselor has, over the past four years, become the central unifying element between students, program faculty, and administration. In order to reinforce the concept of "total" student development, counseling must go beyond the textbook in regard to educational and social development as well as psychological adjustment. Therefore, the counselor must be cognizant of external forces in society that influence individual growth and maturation and use this knowledge to stimulate self-improvement, self-direction, continuance of education, analytical and critical thinking, as well as develop concepts that will enable the student to have a successful social and family life in this ever changing world of today.

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

--Tutorial Programs that are in many instances student directed

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

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

--Student Involvement Programs for those students who are concerned

with utilizing their education to attack problems and meet the needs of the community or similar communities to those from which they originated.

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

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

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

## THE DIRECTOR

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

Planner. Most directors may wish to maintain close personal contact with their faculty members during the initial stages of the program. To this end the director would want them to share a large office, equipped with files, duplicating and copying machines, office desks and storage facilities. Also, each desk location would provide space and privacy for individual conferences with students or teaching colleagues. One advantage of this type of arrangement is that it provides a group atmosphere which is supportive for the individual teacher; on the other hand, there is the disadvantage of separating the teacher from his departmental colleagues. The director makes the decision on the basis of how he conceives the direction the program should take.

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

ciplines, and as a total group.

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

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

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

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

A director must be prepared to provide some form of leadership to each discipline included in the program. It is unlikely that he will have detailed knowledge of the content in each curriculum area to the same degree that the teachers should have. He should, however, know enough about each subject area and the psychology of teaching to hold responsible dialogue and present challenges to any of the teachers.

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

SUMMER CONFERENCE

Since its inception, an integral part of the program has been the TCCP Summer Conference. While the focus of the Summer Conference has shifted from that of basic exploration and experimentation of materials and techniques to that of introduction and explanation of the philosophy and concepts that have led to the development of successful program materials and techniques, the Summer Conference is still considered by both ISE staff and teachers from participating institutions as an essential element in learning about the Program.

The conference is a six-week residential workshop, which enables teachers, counselors and administrators the necessary periods of extended time to think and to review the curriculum and techniques they use in their classes.

New teachers are primarily introduced to the program's philosophy and concepts; to the course methodologies and content; and to an opportunity to examine curriculum materials, already developed, in addition to developing their own curriculum materials.

For teachers with a year or more of experience in the Program, it is an opportunity to examine and revise methodologies used the previous year as well as to develop and test new curriculum materials and ideas.

Through an arrangement between North Carolina A and T State University and the Institute for Services to Education ( and with payment by the teacher of an appropriate fee to the college) teachers can receive six graduate credit hours for their work in the Summer Conference.

EVALUATION CONFERENCE

While ISE staff maintains contact with each of the teachers in the program in all of the participating institutions, experience over the years has proved that it is helpful for teachers and counselors from the several schools to come together during the academic year to evaluate and discuss their efforts. This conference is usually held mid-year and over the years the conference has been of great assistance to teachers. The conference is usually three days.

## ISE'S RELATIONSHIP TO PARTICIPATING INSTITUTIONS

There are at present four consortia making upt he group of 36 participating institutions in the TCCP.

The original consortium was called the Thirteen-College Curriculum Program and consisted of the following institutions:

Alabama A and M University

Bennett College

Bishop College

Clark College

Florida A and M University

Jackson State College

Lincoln University

Norfolk State College

North Carolina A and T State University

Southern University at Baton Rouge

Talladega College

Tennessee State University

Voorhees College

This group of consortia members along with ISE staff developed the basic curricular materials now distributed by ISE and assisted in the process of identifying, developing and refining those teaching techniques which engender a positive self concept in students; a thirst for knowledge and develop critical thinking by making associations between life in general and the academic experience.

In 1968 a fourteenth college, Mary Holmes, joined the original thirteen colleges.

The success of the original consortium the first three years

brought about the organization of a second consortium the Five College Consortium:

Elizabeth City State University

Langston University

Southern University at Shreveport

Saint Augustine's College

Texas Southern University

A sixth college joined the consortium in 1971, Fayetteville State University, Fayetteville, North Carolina.

A third consortium, the Eight College Consortium was organized in the 1971-72 academic year and includes:

Alcorn A and M College

Bethune-Cookman College

Grambling College

Jarvis Christian College

LeMoyne-Owen College

Southern University in New Orleans

University of Maryland, Eastern Shore

Virginia Inion University

A fourth consortium, The Consortium for Curriculum Change is being organized for the 1972-73 academic year. Members of this consortium are:

Coppin State College

Shaw in Detroit

Mississippi Valley State College

Houston-Tillotson College

Bowie State College

Livingstone College

Lincoln University in Missouri

Lane College

## INSTITUTE FOR SERVICES TO EDUCATION STAFF

The development and evaluation of specific courses in the program are provided by the following staff at the Institute for Services to Education:

| COURSE | ISE STAFF |
|---|---|
| English | Mr. Sloan Williams, Senior Program Associate<br>Mrs. Carolyn Fitchett Bins, Program Associate<br>Mrs. Eleanor Murrell, Program Associate<br>Mrs. Jo-Ann Wells, Research Assistant |
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In addition, Miss Patricia Parrish serves as general editor of the curriculum materials as well as the Administrative Assistant to the Director. Mrs. Joan Cooke is Secretary to the Director.