



8-1972

A Comparison of Selected Students in the Honors College and in the General Degree Program at Western Michigan University

Clara H. Brainard
Western Michigan University

Follow this and additional works at: https://scholarworks.wmich.edu/masters_theses



Part of the Student Counseling and Personnel Services Commons

Recommended Citation

Brainard, Clara H., "A Comparison of Selected Students in the Honors College and in the General Degree Program at Western Michigan University" (1972). *Masters Theses*. 2733.

https://scholarworks.wmich.edu/masters_theses/2733

This Masters Thesis-Open Access is brought to you for free and open access by the Graduate College at ScholarWorks at WMU. It has been accepted for inclusion in Masters Theses by an authorized administrator of ScholarWorks at WMU. For more information, please contact wmu-scholarworks@wmich.edu.



A COMPARISON OF SELECTED STUDENTS
IN THE HONORS COLLEGE AND
IN THE GENERAL DEGREE PROGRAM
AT WESTERN MICHIGAN UNIVERSITY

by

Clara H. Brainard

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
Specialist in Education Degree

Western Michigan University
Kalamazoo, Michigan
August 1972

ACKNOWLEDGEMENTS

I wish to express my deep appreciation to the people who gave generously their time and energy in helping me complete this thesis.

I am especially indebted to Dr. Gilbert Mazer for continuous faith and counsel and encouragement as my major advisor.

My hearty thanks are also given to Dr. Fred Hartenstein and Dr. Robert Brashear as my committee members, who helped me with advice and constructive criticism.

My sincere gratitude goes to Dr. Michael R. Stoline, whose technical assistance and statistical knowledge were invaluable for careful analysis of the data collected.

I am most grateful to Dr. Flora Mendoza, whose help and devoted encouragement led to the final completion of this manuscript.

Special appreciation is extended to Dr. Sam Clark and the secretaries at the Honors College at Western Michigan University; Marie Wagar, typist; Sandy Morgan, Director of Records; and the staff at the Computer Center. Also, other friends who assisted me in collecting the data. Their names are too numerous to mention here, but my thanks for their assistance are most sincere.

MASTERS THESIS

M-3753

BRAINARD, Clara H.

A COMPARISON OF SELECTED STUDENTS IN THE
HONORS COLLEGE AND IN THE GENERAL DEGREE
PROGRAM AT WESTERN MICHIGAN UNIVERSITY.

Western Michigan University, Ed.S., 1972
Education, guidance and counseling

University Microfilms, A XEROX Company, Ann Arbor, Michigan

PLEASE NOTE:

Some pages may have

indistinct print.

Filmed as received.

University Microfilms, A Xerox Education Company

TABLE OF CONTENTS

CHAPTER		PAGE
I	INTRODUCTION	1
	Purpose of the Study	5
	Importance of the Study	12
	Limitations of the Study	13
	Definition of Terms	15
II	REVIEW OF RELATED LITERATURE	17
	Dropout - The General Problem	18
	Curriculum	23
	Honors Programs	28
	Summary	32
III	DESIGN AND METHODOLOGY	34
	Sample and Procedures	35
	Null Hypotheses	38
	Table I	42
	Table II	45
	Table III	45
	Table IV	46
	Table V	46
IV	ANALYSIS OF RESULTS	48
	Summary	48
	Conclusions	50
	Discussion	51

	PAGE
APPENDIX A	53
APPENDIX B	55
APPENDIX C	56
APPENDIX D	57
BIBLIOGRAPHY	59

INTRODUCTION

The American and British universities have for years successfully defended their "first class" students against critics of high selectivity in the U. S. educational system and cricketeering aristocrats in Great Britain.

Since the American universities inherited this elitist system from across the Atlantic, it is not too suppositional that, like the British system, the American Honors College, which houses the cloistered few, would indeed fall under close scrutiny by those wishing to bring a "oneness" into the classroom and a liberalized paternalization for the select few who belong to the Honors College and attend regular or specially formulated classes.

As Honors Colleges in America did have their embryonic pulse fed by the upper social class, it lends credence to the question of the appropriateness of honor universities, (i.e., Harvard University), in contrast to state universities when the honor universities are indeed attended primarily by students from the high income social strata. What is left for the masses of high achieving students from the middle and low income groups other than state universities? Ultimately, these students must participate in a regular college program or an honors program within that structure. Honors programs have as their objective to encourage student participation in a special stimulating

program set up primarily to meet the academic needs of these students.

"In the course of the last generation or so, the mission of the colleges changed from serving the aristocratic elite to providing opportunity for an 'intellectual elite'."¹

It is reasonable to assume that if the appropriate opportunities, interest and challenge are not offered an individual college student, he will either change his curriculum, searching for interest and challenge, or drop out of college.

Cook² revealed that 32 percent of the students who enrolled in Auburn University in the Summer and Fall of 1959 changed their major one or more times by the Fall of 1962. He also noted that nearly 43 percent of the students who entered in the Fall of 1957 changed their major at least once before graduation.

Colleges and universities cannot afford to lose the "intellectual elite." As knowledge has become the single most valuable commodity in our developing "meritocracy,"³ it behooves those operating in a student advisory capacity to know what certain types of programs offer that will

¹Austin, Alexander W., "Folklore of Selectivity." Saturday Review, (December 20, 1969), 57.

²Cook, M. O., "College Students Change Majors." School and Society, (1965), 93, 271-273.

³ibid.

encourage intellectual development and fulfillment for the "gifted" students.

According to Austin,¹ admission officers are forced to function as racetrack handicappers, primarily concerned with picking winners. It can be assumed, says Strong,² that a person does well those activities which he likes to do best and is happier while engaged in them.

But whether or not an individual does enjoy this academic work and related activities depends greatly upon his interests as well as the opportunities available to him. Hall relates:

". . . Did anyone . . . ever succeed who did not love his work better than anything?"³

Birdie⁴ feels that the colleges have the responsibility of not only educating a high achieving individual, but also of providing him with a fulfilling challenge that will be synonymous with his ability and interest. This challenge should, therefore, make him more willing to work toward a meaningful futuristic goal while fulfilling his functional needs.

¹Austin, op. cit., p.57-70.

²Strong, E. K., Jr., revised by Campbell, D., Strong Vocational Interest Blanks Manual, (1966), 72.

³Hall, G. S., Educational Problems, Vol. 1, (1911), 288.

⁴Birdie, R. F., Scores on the Strong Vocational Interest Blank and the Reader Preference Record in Relation to Self Ratings, (1950), 34, 42-49.

What it all boils down to, according to Healy,¹ lies not in less stringent exculsionary admissions, but to the best attraction that could be offered to a bright student to get him or her into college and keep them there.

This attraction, most definitely, is to offer a challenge in the classroom, along with individual attention, individually tailored programs, accelerated schedules and all the variety of learning and involvement that only a farsighted university can offer. "There are many areas of talent and ability that entrance tests never reach. Unless colleges and universities are careful about where they plant their standards, they could be guilty of accepting the fact that our educational system leaves many students untouched and unfulfilled."²

The Western Michigan University Honors College, in an effort to meet the needs of high achieving students, emphasizes the educational progression of the student. In doing so, it is assumed this will give the individual student a challenge that will encourage him to realize his potential more fully.

"If the needs of the students are not met, the student will more than likely drop out of college."³

¹Healy, Timothy S., "Will Every Man Destroy the University?" Saturday Review, (December 20, 1969), 54-69.

²loc. cit., p.55.

³Strong, op. cit.

Purpose of the Study

In January, 1965, over 300 freshmen at Western Michigan University, who had been identified by the registrar as being in the upper five percent of their high school class, were sent information on the honors programs at the University. One hundred and twenty-three students replied.

Of the 123 students, 53 had applied to other institutions while 20 had not. Offhand, this would seem to be a low rate of multiple applications considering the high school class ranking of the students polled.

Thirty of the 123 indicated proximity to home a reason for choosing Western Michigan University. Considering the regional character of the University, this seems to be a low figure.

Only 12 of the 123 indicated that the opportunity to enter honors programs was of importance in choosing Western. This is a low figure, also. Thirty of the 123 indicated the importance of financial aid. This, too, seems low.

Eighteen students indicated that the availability of special curriculum was important. None of the students indicated failure to be accepted at another institution as a factor.

Forty-four (the largest single reason) students indicated they generally preferred Western.

The general conclusion drawn from a study conducted by the Honors College at Western Michigan University is that even our ablest students are not markedly ambitious, (i.e., they do not seek admission to many institutions and are not often interested in honors programs or special curricula).¹ The reason for this can only be hypothesized without the proper evidence from which to draw conclusions for the reasons gifted students do not seek a challenge similar to that offered in special programs such as the Honors College at Western Michigan University.

To look at some recent developments in thoughts concerning Honors Colleges, it might be said that the traditional approach to honors has been the grade approach, the post-facto award of honors on the basis of high marks achieved over four years in separate courses. This does little for the student and less for the faculty and the curriculum.

The grade approach to honors is invisible except to the readers of commencement programs and graduation lists. It is only a record-office bookkeeping device that taxes nobody's imagination and provides no cumulative challenge or stimulation in the educational process. It establishes no positive tradition of excellence. At best it generates a mechanical emulation rather than a genuine liberalization or enrichment of the student community. (The grade approach

¹ _____, "Why Bright Students Come to Western Michigan University." An Incidental Study of the Honors College, (April 1965).

often fashions the mere hunter for A's and B's with few integrated insights; it can establish no counter-trend away from the myriad "activities" which sometimes distract even the best students from the central purpose of academic life.) Grades that should be cues to something bigger tend, thus, to become and remain the be-all and end-all of academic superiority.

These shortcomings of the grade approach have become well recognized. Other alternatives have recently been sought, particularly those involving little or no additional cost.

First, there is, of course, mere verbal exhortation to excellence, to deduction and to learning by most colleges. The student becomes increasingly allergic to such talk from the beginning of orientation week, and student motivation and enthusiasm is wasted in the absence of concrete curricular and other embodiment.

Second, there has been the frequent resort to independent work, particularly in the senior year or upper division, nearly always within the department of specialization. Important and fruitful as this often is, it is to be remembered that if independent work is the only approach, it can isolate good students from each other and may, in reality, affect very few. This approach is generally too limited in scope and outcome.

Third, a generally more recent development is the inauguration of special sections for superior students in

particular lower division, multiple-section introductory courses. (An advantage here is that a beginning is made in searching out and doing something early for the good student.) But a disadvantage is that all other sections tend to be denuded of the brightest minds that should spark every class discussion. Moreover, this method affects only a few mass courses, and the conception of teaching in the special section may be limited to covering more subject matter. The good student is often averse to the greater competition in what may be, after all, a regulation course and sometimes deliberately evades selection for the special section. Nonetheless, special sections with new techniques are often indispensable and may play an important role in most fully elaborated honors programs.

A fourth approach has been that of acceleration for the superior student. The idea here is to have them cover the undergraduate curriculum more rapidly, take advanced courses earlier and graduate sooner. Advanced placement from high school is closely related to this trend. Yet a program of acceleration is not in itself an honors program. It can provide additional time during the undergraduate years for the enrichment at which an honors program aims. But it is also important to make sure that acceleration does not go on within the same unchanged curriculum of courses and the same unmodified climate of teaching that heretofore has existed in the college or university due to the fact that the superior student is

actively sought out and brought to a fuller consciousness of his potentialities. He is under continuous challenge and stimulation to develop and maintain an honors outlook in all of his work, in purposive scholarship and growing cultural insights. His perspectives of thought and value are enlarged; his powers of communication increased; his sense of dedication sharpened. He not only emulates his peers, his fellow honors students, but he competes with himself and meets the challenge of his own widening horizons.

The existence of the honors program from the beginning can reduce the attraction of mere "activities" and conceivably could become an antidote to anti-intellectualism, the spread of which, even within the universities, has recently been so much deplored.

These benefits can reach down to the secondary schools and up to the graduate school because both the search for the superior student and the search for the superior scholar-teacher involves both student and teacher and at a higher level of urgency and awareness than ever before.

In addition, the "academic lockstep" can be broken by new conceptions of teaching, by controlled curricular innovation and experimentation, by disciplined conference and discussion methods whose effects can radiate over the whole range of class work beyond the honors programs as such.

A solid tradition of excellence transcending the meager criterion of grades can be established within the

college to serve as an example of quality for all and to leaven the realms of average and mediocre performance. This would be a tradition with a specific content applying within each field of learning and of professional training and between all fields, a tradition of what is to be in search of an education, to confront ideas, to manifest their impact in thought and imagination. Such a tradition, once established, can, and should, be given visibility throughout the university and publicized proudly over the state and nation.

Finally, the directing staff and the Honors Council can be constantly recruiting the superior scholar-teacher who will be adequate to the superior student. The good teacher can thus be given the opportunity to transcend ordinary routines of teaching. All such instructors can be given the excitement of working with the best young minds. Standards of teaching excellence and of student achievement can be refined, raised and clarified for all instructors both in general and in the several departments. Many a teacher in honors will discover to his surprise that some techniques that work with honor students can also work with large classes of ordinary students. Many professors, unfortunately, never have a chance to aim at excellence because they are never with a group in which excellence is expected.

But the primary advantage is, after all, that such a program can provide the superior student himself with what he most wants and needs, with what can reconcile him to those things in his education that fall short of his expectations. It can encourage more good students who should be doing so to go on to graduate work, and it can diminish the great fall-off both from high school and from the lower division of the university. Honors programs, in short, can serve the students, universities and nation well if properly planned and administered.¹

Due to these findings and rationale, the present study was undertaken in order to find out whether sex, GPA, locale and curriculum had an effect on enrollment status.

¹Cohen, Joseph W., Address presented at the Utah Conference of Higher Education, (September 1958), at Salt Lake City.

Importance of the Study

The importance of this study is:

1. It would point to the need to collect data useful for students interested in going into the honors program.

- (a) To help predict which students are more likely to stay in college and why.
- (b) For career development.
- (c) To serve as an indicator that dropout rate is affected by cultural background, sex, age and grade point average.
- (d) For education in general to better relate student needs to the opportunities available to them after completing college.

2. It would help the institution to be more aware of the importance of clarifying the functions of an honors program, pointing out the contributions and attributes, if any, such a program may add to the overall educational career of the student and the academic image it will give to the university.

3. It would enhance the ability of a counselor or academic advisor to help the "gifted" student in choices concerning his academic progression.

Limitations of the Study

Adaptation of the broad definition for dropouts in this study necessitates an imposition of limitations to allow for more specific identifications.

The primary classification identifying the dropout was withdrawal from the university. The second, third and fourth categories--involuntary, voluntary and no information--were noted where voluntary information was given by the student upon withdrawal from the Honors College. But classification of the data due to scantiness was not deemed relevant enough to warrant further investigation. (See Appendix A) Therefore, due to these limitations, complete withdrawal from the university was used as the determining factor for dropout data in this study.

The study will be limited to the investigation of attrition of two groups of students: those in the Honors College and a randomly selected number of students who qualified and were asked to join the Honors College but chose instead to enter the General Degree program at WMU. Both groups of 122 students each will be investigated using only the following criteria: (a) sex, (b) GPA, (c) locale and (d) specific curriculum choice, if any, and enrollment status.

The generalizability of this study is limited by the uniqueness of the Honors College at Western Michigan University. Careful attention should be given to specific characteristics of each honors program one might wish to compare with the program at Western.

This study includes students who dropped completely out of college but not those who transferred from the honors program to the general curriculum.

Definition of Terms

In order to clarify the terminology used in this study, the definition of terms is listed as follows:

Cultural Background. Cultural background will be operationally defined as either rural or urban.

- Rural Cultural Background, i.e., farming area
- Urban Cultural Background, i.e., primarily industrial and business community

Dropout. A review of the literature on dropouts conceives them as pupils who withdraw from college before completing the required four years of formal study which terminates with graduation. In this study this term refers to a student who has withdrawn from Western Michigan University prior to completion of a normal program of studies and who has no immediate intentions of continuing his education at WMU.

Honors. To include whatever may be done in colleges and universities on behalf of the more able student--whatever may be accomplished in terms of special needs of such students during undergraduate years.¹

Non-Honors. Non-honors will be operationally defined for this study to be those students who, through the screening procedure used for selection to the Honors College

¹ibid.

at WMU (see Appendix B) and were asked to join the Honors College program, but chose instead to enter the General Degree program.

GPA. A mark indicating a student's level of accomplishment. The scale used in this study relates "A" to four points, "B" to three points, "C" to two points and "D" to one point. A 1-9 scale within each of these four levels was used to pinpoint exact GPA.

Chapter I presented the introduction and rationale for the present study. In the following chapter, selected literature relevant to this research study will be reviewed and discussed. Chapter III will include procedures and results, followed by Chapter IV, which will include analysis of the data, summary, conclusions and discussion.

REVIEW OF RELATED LITERATURE

Dropouts, as defined in the previous chapter, can be categorized as those students who did not choose to remain in the Honors College and, subsequently, dropped out of college altogether.

There are a number of articles and books written and studies reported that deal primarily with the dropout in the grades and high school. In comparison, few studies or articles have been reported on Honors College dropouts and even less dealing with the particular research project under investigation in this study. Hence, only the following were found to represent studies relevant to this particular research study. They can be categorized under three headings.

1. Dropout - The General Problem
2. Curriculum
3. Honors Programs

Dropout - The General Problem

Students who drop out of college are affected by the same disillusionment as students who drop out at an earlier age. Institutions have failed miserably in developing programs that may keep students at all chronological and intellectual levels interested in aggressive and stimulating learning.

The following statement made by the late President John F. Kennedy clearly defines the extent and importance of the dropout problem at all levels of education.

"The end of this summer of 1963 will be an especially critical time for 400,000 young Americans who, according to experience of earlier years, will not return to school. We're now talking about the lives of a million young American boys and girls who will fail to meet their educational requirements in the next few months and years unless we do something about it. This is a serious national problem."¹

Current statistics released by the National Education Association Research Division reveal that approximately 64 percent of children enrolled in fifth grade eventually graduate from high school, and only four percent of those remaining will enroll in college.²

¹President John F. Kennedy's news conference as reported by The New York Times, (August 2, 1963), 1-2.

²National Education Association, N.E.A. Research Division, School Dropouts Bulletin, (April 1963), 2.

Investigators who have studied the causes of students leaving the institutions generally agree that poor grades, subject failure (especially reading), dislike of teachers, poor social relationships, financial need, curriculum and lack of cooperation from parents are all factors that decrease the holding power of the educational institutions.¹

According to the United States Department of Labor statistics, there are:

"61 million Americans who haven't completed high school;

44 million who failed to complete the ninth grade;

two million who never went to school at all.

In 1945, 65 percent of youngsters 16-17 were in school. In 1970, 77 percent of youngsters 16-17 were in school."²

The President's Committee on Juvenile Delinquency and Youth Crime reported:

"50-60 percent of prison inmates are dropouts.

80-90 percent of welfare cases are dropouts."³

¹loc cit., p.1-8.

²United States Department of Labor, High School Diploma: Passport to Progress, (1971), 2.

³National Education Association, President's Committee on Juvenile Delinquency and Youth Crime, (July 1971), 2.

Job pay differential accents the need for greater attention to the problem of student retention, in not only the first 12 years of school, but higher education as well. The median income of males 25 years of age and over varies from 1,000 to 10,000 dollars for those who have completed from 8-16 or more years of formal education (see Appendix C).

More specifically, the grade levels attained and weekly earnings reveal:

Less than eight years of elementary	- \$ 48.00/week
Eight years of elementary school	- 76.00/week
One to three years of high school	- 90.00/week
High school graduate	- 110.00/week
One to three years of college	- 125.00/week ¹
Four years of college or more	- 155.00/week ¹

". . . Discussions about dropouts seem to assume they are all alike. This is not true,"² maintains Miller. It could be that while adequate information on dropouts is lacking, we are prone to shove all students who leave an institution into one basket for the proverbial shaking. Some facts are known, however, e.g., dropouts are not exclusively from working-class, low-class or low income families. "We are in danger of making dropouts a problem of personal inadequacy, subcultural values and the like,

¹ibid.

²Miller, S. M., "National Education Association Project on School Dropout - A Symposium." School Dropouts Newsletter, Vol. I, No. 2, (February 1963), 9.

but most dropouts are neither knights nor hoods. We must be concerned only with the individual."¹

In the years ahead the nation can expect a 79 percent increase in the number of employed persons (from 64.6 million in 1970 to 115.8 million in 1985) and a 70 percent increase in the number of children and young adults going to school or college (from 43.8 million to 74.5 million).²

Many believe it is reasonable to foresee a continued replacement of unskilled workers by skilled personnel, an increase in the number of sales and service people, and a decline in the number of farmers and farm workers. There will be fewer jobs for unskilled people than there were when the country was primarily an agriculture economy.³

A conservative estimate is that the number of persons who are able to do post-high school work, and seeking to go to colleges and universities full or part time, can be expected to double between 1960 and 1970, triple by 1980 and continue upward thereafter for many years to come.

Private colleges and universities can be expected to expand from 1.5 million students in 1960 to 2.3 million students in 1970, an increase of 53 percent in ten years, and then grow rather slowly in years beyond.⁴

¹loc. cit., p.10.

²loc. cit., p.11.

³loc. cit., p.14.

⁴loc. cit., p.16.

This large influx in college students is due to:

(1) more college age people, 18-20 years of age, and (2) a larger percent of these young people attending colleges.¹

This means that there will be 79 percent more people seeking jobs who may or may not have had the opportunity to complete the minimum 12 years of education. More importantly, only four percent will have completed college. It would appear that while our culture is advocating "specialization" in training, our institutions of learning are not offering programs and curriculum choices that will keep these 79 percent in the schools and colleges so they might become more fully trained.² The relevance and importance of student retention at all levels of learning is unmistakable. Comparison of dropouts at all levels can be equated and values drawn that lend credence to the assumption that similar formulas may be drawn up to find solutions for the dropout problem in institutions housing Honors Colleges, and all other facets of education as well.

¹loc. cit., p.19.

²loc. cit., p.20.

Curriculum

Educational institutions and their respective curriculums have many attributes that must be looked at separately. Recently, Stakes stated:

"Educational programs are characterized by their purpose, their content, their environment, their methods and the changes that they bring about. Usually there are messages to be conveyed, relationships to be demonstrated, concepts to be symbolized, and understandings and skills to be acquired."¹

It is difficult, however, to see the relevance of this type of program, Stakes revealed, until the concepts are interwoven into the curriculum with the needs of the individual student in mind.

Jones² concluded that the present generation of college youth is much less orientated to the future than the older generation; therefore, their stress is on "means" rather than "ends" and on programs of involvement rather than goals. Ohanion³ relates that: (1) learning is highly

¹Stakes, Robert, ed., Perspectives on Curriculum Evaluation. AERA Monograph Series on Curriculum Evaluation, (1967), 102.

²Jones, Orville E., "What Are Today's College-Age Counselors Really Like?" Camping, (January 1971), 11-12.

³Ohanion, Vera, "Educational Technology: A Critique." The Elementary School Journal, (January 1971), 183-197.

personal. Therefore, individual differences are best met on an individual basis. (2) Technology can provide the wherewithal, the hardware, and the software to do the job. In essence, technology of today can make self-instruction feasible to help upgrade a program and enhance the curriculum.

The days of the Homeric lecture method of learning did not take into account the newness of ideas that students are asking for in the college programs across the country. There have been some attempts to meet the individual needs of students in certain programs; but all too often it was done under pressure and patchwork revisions resulted instead of total innovations.¹

Harmer² reveals that there is no question many changes have been made in education in the last decade. The question is--have these changes been improvements? Each institution must know what it is doing now before it can predict that change will be an improvement.

Kowitz³ feels that the computer is the "tiger" in today's curriculum. Its major contribution to education

¹Harmer, H. M., "Improvements in Education: Critique for Change." Educational Technology, (November 1971), 46-50.

²ibid.

³Kowitz, Gerald T., "The Tiger in Curriculum." The Educational Forum, (November 1970), 55-63.

will be to focus the attention upon the nature of information and the distortions which may result from methods used to process and transmit information. Perhaps this is one way the special programs can meet the needs of the individual student. The relationship of this to honors programs is obvious. The objectives of each program has to take into account changes and implementation for the individual student if he or she is to remain in college.

McCarthy writes:

"Educational objectives and responsibilities must take into account professional obligations and make adjustments to cope with changes in society."¹

Vacca contends that:

"If the public is continuing to demand more accountability from its institutions, perhaps the reality of a teacher surplus will require more certainty of quality instruction and curriculum changes."²

"The non-profit institutes are places of intellectual excitement today,"³ says Dr. William L. Garrison, Director of the Center for Urban Studies at the University of Illinois. "Unless universities can change themselves--

¹McCarthy, Raymond G., Alcohol and Social Responsibilities, (1953), 146.

²Vacca, Richard S., "Teacher Supply: A Blessing in Disguise?" Virginia Journal of Education, (November 1970), 10-11.

³Garrison, Dr. William L., "Universities' Status Wobbles." Kalamazoo Gazette, (November 29, 1968), 84.

reforge the traditional discipline into shape more relevant to contemporary life--they will turn into simple diploma mills,"¹ says Dr. Garrison. Still, he feels the chances are very slim that traditional-bound universities and specific departments therein will be able to reshape themselves to meet the needs placed on them by society.

Dr. James T. Bonnen, Michigan State University economist who headed an investigation into the role of universities in meeting the needs of students, stated: "There is a real threat that in the long run human resources will dribble away from the universities due in part to the lack of a challenging curriculum."²

O'Kelly contends that opening the doors to more students and starting new colleges resulted in "a serious disequilibrium between enrollment and instructional capabilities in the early 1950's."³ The results were that students do get less adequate instruction due partly to an inadequate curriculum.

Parker feels, however, that it's too late for evolution.

"We now either produce a revolution in schooling and curriculum or take the consequences: anarchy in our institutions."⁴

¹ibid.

²Bonnen, Dr. James T., Quoted in Garrison's speech, *ibid.*

³O'Kelly, James, "Student Problems." State Journal, (April 1, 1969), 8.

⁴Parker, Don H., "Dropout - The Problem School." Wisconsin Journal of Education, (November 1970), 14.

The heart of the matter is that the university is the natural home of those kinds of highly trained, specialized talent on which the larger society is heavily dependent. In the university's science and social science department, in its engineering and medical schools, and in many other places within its walls are housed the individuals best qualified to solve, or at least investigate, some of the nation's most difficult problems through an updated curriculum. Since it is the national will that these problems be attacked, pressure on the university to "produce" is becoming even more intense.¹

¹ _____, "The University at the Service of Society." A summary of a discussion by the trustees of the Carnegie Foundation for the advancement of teaching, 1966-67 Annual Report, 5.

Honors Programs

Honors, as defined in the previous chapter, is a perspective devised by faculty and administration and refined with the cooperation of students over a period of years. The core of this outlook as it relates to this study is the readiness to confront and explore ideas both new and those long in existence.

Each institution may find it useful to consider some general propositions about appropriate and inappropriate kinds of programs. "First, the university can look carefully at its own practices and adhere to high standards on its own campus. Second, the university can play a role as an objective agency of society in providing contending forces for a place to meet under dispassionate and intellectual sponsorship. Third, a rather different type of program can be offered to entice the gifted student to share in decision-making powers sponsored by the administration or special colleges within the university. (The old French proverb, "Il n'y a rien qui dure comme le provisoire," may apply to this situation.)"¹

Cohen exemplifies the feeling of many educators that the gifted student has long been overlooked in comparison

¹loc. cit., p.10.

to other categories such as the average or slow learner.

"Until now we in the United States have spent approximately nine times as much in time and money on the inferior student as on the superior. We have failed to master the implications of superiority and of the 'Pursuit of Excellence,' to use John W. Gardner's felicitous title for the Rockefeller Brothers' report. As a result, we have mishandled the ablest students at all levels of the educational process. In short, we have come perilously close to dereliction in the pursuit of excellence."¹

He further emphasizes that: "The phrase 'to pursue excellence' is indeed an exact directive and prescription for our whole educational system. To pursue it means to discover, identify, nurture and fructify it at all levels. And there is a way of doing it, namely, by the honors program which transcends mere rhetoric on behalf of excellence. Undeniably, other means exist too, but the most practical, I submit, is an honors program. This is an educational action on the part of administration, faculty and students, a mode of behavior, a patterning of the curriculum, in school, college and university that ends in good and substantial results."²

¹Cohen, op. cit.

²ibid.

In stressing the need for immediate change, Cohen relates that: "It is the view of the Inter-university Committee on the Superior Student that our educational institutions are ready for, and urgently need the type of honors programs that will help them discover, save, challenge, motivate, mature and, if possible, bewitch the promising, the fitted, the superior, wherever they are to be found."¹

Even more important, however, is the availability of proper and continuous counseling for the students in such a program. "Counseling, needless to say, is of the first importance in all honors programs,"² relates Cotton. "The time spent in it by any member should also be subject to budgeting as soon as it extends beyond the limits of normal expectation."³

Conclusions reached in respect to the administration of such programs warrant a concise look. Cohen states that: "Directors of honors programs should, according to the range of the program, be on quarter or half time. To make the directorship a full-time commitment is rarely desirable since the academic vitality of the director is of the first order of importance. The director should be

¹ibid.

²Cotton, Burdell, The Role of the Counselor in Attaining Conditions Favorable to School Continuance, University of Buffalo, (1950), 70.

³ibid.

continuously involved in teaching, writing and research. In large universities two directors on half time are preferable to one on full time."¹

Reemphasizing the role of the university and the staff of an honors program, Snepp concludes that: "The superior students in each professional school can be expected to respond to a program that takes advantage of their will and capacity to be stretched to the maximum of their potentialities. An all-university program or, failing that, a program in one or two of the professional schools on a campus, could pioneer in the exploration of new avenues of approach with respect both to content and method. Faculties of various colleges could cross-fertilize each other as they work out what is desirable and feasible."²

¹Cohen, op. cit.

²Snepp, Daniel W., "Can We Salvage the Dropouts?" Clearing House, Vol. 31, (September 1956), 50.

Summary

Statistics on dropouts at all levels of education are staggering. Only 64 percent of children enrolled in fifth grade will eventually graduate, and only four percent of these children will enroll in college.

Yet the number of persons able to do post-high school work is expected to triple by 1980. Due to dissatisfaction with college from a personal or individualistic viewpoint of a student, i.e., curriculum, financial needs, dislike of teachers, many of them will not complete four years at an institution of higher learning.

Learning is highly personal. There have been some attempts to meet the individual needs of students in certain programs, but all too often it was done under pressure and a patchwork revision resulted instead of total innovation. Perhaps one of the keys to student retention and interest-holding power is computerization of academic subjects and the use of the media to transmit information to accelerate individualized learning.

What seems most relevant to special honors programs is the concern for "quality" within each individual program. It was generally emphasized that, once a full-fledged honors program becomes established in a college or university, then special sections, independent study, approach to honors

is indispensable. This is necessary for the very reason that our state and municipal universities grow so large. Programs can be diversified and adapted to varying conditions. They need not all be the same in every detail. What is central is that an honors outlook can be established and maintained so that it can work its leaven continuously throughout each educational institution.

Chapter II reviewed literature pertinent to the study. Chapter III presents data gathered in support of this study. Conclusions based on these data are presented with each Table.

DESIGN AND METHODOLOGY

The design and methods used in this study are described under these headings:

1. Sample and Procedures
2. Acquisition of Data
3. Null Hypotheses
4. Presentation of Data

Sample and Procedures

The data for two groups of students were compared and analyzed. The first group consisted of students who qualified and joined the Honors College at Western Michigan University as freshmen and, subsequently, registered for their sophomore year of college. The second comparative group under investigation consisted of students who qualified and were invited to join the Honors College but preferred instead to register for the General Degree program as freshmen and sophomores.

The total sample used in this study consisted of 228 students, classified into the two groups. The first group consisted of 114 students, who joined the Honors College at WMU in 1968, and 114 qualified students, who were asked to join but preferred instead to register for the General Degree program.

Data were sorted by group membership in either the Honors College or General Degree program. Both groups were compared on the following variables: sex (male or female), locale (urban or rural), GPA, specific curriculum choice (if any), and enrollment status.

Separate sample means and standard deviation and probability scores of the grade point average (GPA) were obtained for locale, sex, curriculum, plus student honors and admission status.

Of the Honors College students, there were 60 males and 54 females. Fifty-seven of these students were urban area dwellers, and 57 were rural area dwellers. Of the non-Honor College students, 53 were males and 61 females. Fifty-one of these students were urban area dwellers, and 63 were rural area dwellers.

In terms of attrition, 15 males and 14 females dropped out of WMU and the Honors College program by the end of their fourth semester. Forty-five males and 40 females remained. In terms of retention, of the total enrollment who entered the Honors College in 1968, 85 remained. Of the non-Honors College students, 12 males and 21 females dropped out of the General Degree program after four semesters. Forty-one males and 40 females remained. In terms of retention of the total enrollment who entered the General Degree program in 1968, 81 remained.

Thus, of the total group in terms of attrition, 27 males and 35 females dropped out of the college. In terms of retention, 87 males and 80 females remained for the two-year period.

It may be noted that the comparison group of 114 non-Honors group had a greater proportion of female population and tended to dwell in rural areas. The dropout rate was also higher in this group.

Complete data for the 228 students were acquired from the Honors College and the Records Office files at WMU.

The total 1968 enrollment for the Honors College was observed. The names of an equal number of students who had initial qualifications, but had preferred not to join the honors program, were selected at random. (This sample represented 48.5 percent of the total population in this category.) The second group of students was chosen for the study because it was assumed a more accurate comparison of dropouts could be made with groups having similar characteristics.

Selection for the Honors College include: students who were in the top one percent of their high school class and who rated high on the National Merit Scholarship Test, American College Testing Program (ACT), Scholastic Aptitude Test (SAT), and who experienced satisfactory interviews intended to appraise each student's particular interests, talents and commitment to pursue honors work. (See Appendix B for selection correspondence) Each group of students was then categorized by sex, GPA, locale, curriculum and enrollment status.

Null Hypotheses

The specific hypotheses which were investigated are stated in null form below:

Ho₁: There is no significant difference in GPA due to the effects of group membership. Analysis was performed on the following levels:

- (a) Total group
- (b) Dropout groups
- (c) Non-dropout or remained group

Ho₂: There is no significant difference in the mean GPA due to the effects of sex. Analysis was performed on the following levels:

- (a) Total group
- (b) Total Honors group
- (c) Total non-Honors group

Ho₃: There is no significant difference in mean GPA due to the effects of dropout. Analysis was performed on the following levels:

- (a) Total group
- (b) Honors College group
- (c) Non-Honors group

Ho₄: There is no significant difference in enrollment status among Honor and non-Honor students due to the effects of sex, locale and curricula.

To test the hypotheses, the following statistical methods were used:

1. Analysis of variance
2. t test for significance
3. Chi Square analysis

The major criteria under investigation as indicated in the study were basically the abilities of the curriculum to retain students.

The first comparative study was undertaken by making an analysis of GPA scores. To test the relationship of GPA and group membership hypotheses, one, two and three were investigated.

In the study male and female subjects from both Honors and non-Honors College were grouped and investigated. Within groups and between groups, comparisons were made using the t test. Two sample t ratios were calculated so that mean GPA differences between various combinations of the factors could be statistically compared.

In addition, male and female subjects from both Honors College and non-Honors College originating from different locales were compared. Within groups and between groups, comparisons were made using the t test, also. In this study, the .05 level of confidence was accepted.

The second statistical method used was a Chi Square analysis on the observed frequencies of the number of students in various combinations of locale, sex and curriculum choice. The Chi Square was applied to the data to determine whether observed frequencies deviated significantly from those expected by chance.

The following criteria were used:

1. Number of male and female students in both the Honors and non-Honors College.
2. Number of dropouts in both the Honors and non-Honors College.
3. Number of enrollees from city and rural districts in both the Honors and non-Honors College.
4. Number of male and female dropouts from both the Honors and non-Honors College.
5. Number of dropouts from city and rural areas in both the Honors College and non-Honors College.
6. An analysis of having a specific curriculum choice as related to dropping out was also attempted.

A 2 x 3 design was utilized to measure the departure, if any, of obtained frequencies from the frequencies expected by chance with the .05 level of confidence accepted as significant, noting that any value that is greater than 3.84 is considered significant. Any value below 3.84 will be considered due to chance.

All obtained Chi Square data as shown in Tables III, IV and V are much below the value required for significance of differences. The frequencies observed among Honors and non-Honors College students related to the choice of dropping out or remaining in college are not significant and could have arisen from chance.

An attempt was made to investigate whether or not Honors and non-Honors students who had chosen a curriculum

before entering college and, subsequently, enrolled in that curriculum were more apt to stay in college than those who did not have a curriculum chosen and enrolled in the general curriculum.

A Chi Square analysis was made utilizing frequencies obtained from choices of students from 93 undergraduate curricula (see Appendix D).

A 2 x 21 design was used and a Chi Square of 26.07 was obtained. To be significant at the .05 level, data obtained should be 31.41. The obtained results indicated that specific curriculum choice, i.e., speech, was not significant in determining whether or not a student will drop out or remain in college. It was interesting to note, however, that those who did have a curriculum chosen when entering college were more apt to remain than if they had no curriculum chosen at that time. Chi Square means obtained in this study were computed in Table VI.

Inspection of the Table will reveal a significance in mean differences of GPA only for those Honors College students who remained or dropped out, or of those who just remained. The differences of means of GPA's of Honors College and non-Honors College students were in favor of the Honors College students.

TABLE I
Number, Mean, Standard Deviation
and Critical Ratio of GPA's of
Honors and Non-Honors College
Students at WMU

Criteria	N	Mean	SD	t
Total Group				
Honors	114	3.19	.50	3.68**
Non-Honors	114	2.96	.42	
Total Honors Group				
Male	113	3.13	.46	1.68
Female	115	3.02	.49	
Total Honors Group				
Dropped Out	29	3.04	.50	2.009*
Remained	85	3.21	.48	
Total Non-Honors Group				
Dropped Out	33	3.04	.50	.755
Remained	81	2.97	.48	
Total Dropouts				
Honors	29	3.38	.60	2.475*
Non-Honors	33	2.94	.44	
Total Group				
Those Who Remained				
Honors	85	3.22	.48	3.584**
Non-Honors	81	2.97	.42	

*P less than .05

**P less than .01

It will be noted that in this Table, grade point comparison of total Honors and non-Honors groups studied show a mean difference significant at the .01 level with the students in the Honors College scoring the higher grade point average. Thus, Hypothesis Number 1 is not accepted.

GPA comparisons of male and female students in the Honors College showed no significant difference. Thus, Hypothesis Number 2 is accepted.

GPA comparison of total Honor groups who dropped out and remained showed a mean difference significant beyond the .05 level with the GPA of those who remained found to be higher. Thus, Hypothesis Number 3 is not accepted.

It is interesting to note that of the total non-Honors who dropped out and those who remained in college, the GPA of those who dropped out is significantly higher beyond the .01 level than those who chose to remain, again Hypothesis Number 3 is not accepted.

Of the total dropout from both the Honors and non-Honors groups regarding both male and female, the GPA of the Honors group is significantly higher beyond the .05 level than the non-Honors dropouts--therefore, again Hypothesis Number 2 is not accepted.

Of the total group in the Honors and non-Honors Colleges, the comparative GPA study indicated a GPA score significantly higher beyond the .01 level than the non-Honors' GPA score.

Those who chose to be in the Honors College had a GPA of 3.22, and there was a significantly higher GPA in the remaining Honors students than non-Honors. Hypothesis Number 1 is again not accepted.

Of the 144 Honors College students who registered for the school year 1968-69, 29 dropped out of college and 85 stayed in college.

Of 170 students who were qualified to join the Honors College (due to the selection criteria of the Honors College, see Appendix A) and chose instead to go into the General Degree program, the same number, 114 of these students, was selected at random for this study. Of this group, 33 dropped out of college and 81 stayed in college.

The greater the divergency of the obtained frequencies from the hypothesized frequencies, the greater the likelihood that the differences among the two groups tested were not a matter of chance.

Results of computations were entered in Tables II, III, IV and V respectfully. In Table II the Chi Square values obtained are shown to be insignificant and that the Honors College at WMU is not predominated by students from either rural or city areas. Data collected revealed that chances are that every student who attends the Honors College could be from either area and, therefore, would have the same chance in regards to locale of remaining or dropping out of college. There is no significant difference between the dropout rate and environmental background of students in either the Honors or non-Honors program at WMU.

The Chi Square was computed, testing for proportioned differences in sex and locale among Honor and non-Honor dropouts sampled to determine the significance, if any, of the frequencies observed in Table II as compared to those expected by chance.

TABLE II

Chi Square Analysis of Honors and
Non-Honors Students by Sex,
Locale and Enrollment Status at WMU

Criteria	Observed Frequencies of		χ^2
	Honors	Non-Honors	
Male	60	53	.85
Female	54	56	
Total Dropped Out	29	33	.35
Remained	5	81	
Total City	57	51	.63
Rural	57	63	

TABLE III

Chi Square Analysis of Honors College
and Non-Honors College Males or
Females Who Dropped Out of College or
Remained at WMU

Criteria	Observed Frequencies of		χ^2
	Male	Female	
Honors College			.039
Dropped Out	15	14	
Remained	99	100	
Non-Honors			1.91
Dropped Out	12	21	
Remained	41	40	

Sex (or being male or female) is not significant in respect to the dropout rate of both Honors and non-Honors students as shown in Table III.

TABLE IV

Chi Square Analysis of Total Honors
or Non-Honors Group Sampled Who Dropped
Out of College or Remained at WMU

Criteria	Observed Frequencies of		χ^2
	City	Rural	
Honors			
Dropped Out	15	14	
Remained	42	43	.046
Non-Honors			
Dropped Out	13	20	
Remained	38	43	.536

TABLE V

Chi Square Analysis of Total Group,
Both Honors and Non-Honors, Male and
Female Sampled Who Dropped Out
or Remained at WMU

Criteria	Observed Frequencies of		χ^2
	Male	Female	
Total Group			
Dropped Out	27	35	
Remained	87	79	1.417

It will be further noted from Table II that the Chi Squares computed were not of great enough magnitude to be significant on any of the three criteria of sex, locale and curriculum.

Chapter III has presented the design and methodology of the study. Chapter IV will review the analysis of results.

ANALYSIS OF RESULTS

Summary

The main purpose of this research study was to investigate the ability of the curriculum offered by the General Degree program and Honors College at Western Michigan University to discourage students from dropping out of college.

The total sample used consisted of two groups of students. Each group totaled 114 students, which was compared and analyzed. The first group consisted of students who qualified and joined the Honors College at WMU as freshmen and, subsequently, registered for their sophomore year of college. The second group compared and investigated consisted of students who qualified and were invited to join the Honors College using a specific selection procedure (see Appendix B) but preferred instead to register for the General Degree program as freshmen and sophomores.

Data were sorted by group membership in either Honors College or the General Degree program. Both groups were compared on the following variables: sex (male or female), locale (urban or rural), GPA (grade point average), specific curriculum choice, if any, and enrollment status.

The first comparative study was undertaken by making an analysis of GPA scores using the t test. Separate sample means, standard deviation and probability of chance occurrence were obtained for sex and locale for both groups.

The second portion of the study employed the Chi Square procedure to test whether students participating in an Honors Program were less likely to drop out of college than students who qualified and were asked to join the Honors College but declined in favor of the General Degree program.

Conclusions

The following conclusions have been reached within the limitations of the study.

It was found that (a) in the total group, honors and non-Honors differed significantly; (b) of the total Honors group, those who dropped out and those who remained differed significantly; (c) and of those who dropped out, the Honors and non-Honors students differed significantly in GPA.

It was further found that males and females did not differ significantly and of the total non-Honors group, those who remained and those who dropped out did not differ significantly in GPA.

The Chi Square analysis revealed that whether the total Honors or non-Honors group was considered together or separately, differences in sex, enrollment status and locale were not significant.

Discussion

In completing this investigation, several recommendations for further study and research seem logical.

1. A clearly defined criterion for entrance to an honors program be established and known to high school students as early as their sophomore year might enable interested students to become more goal directed.

2. There is a need for a standard scholastic aptitude test for entrance to colleges that would enable admissions counselors to inform students of their eligibility for special programs--such as Honors College.

3. There is also a need for more information about the Honors College for students on campus who may not have had the GPA for admission to the Honors College when entering Western Michigan University as a freshman, but whose grades after one or two semesters would enable them to enter the program. Incomplete or late information on entering freshmen might hamper the progress of some promising students.

4. A more complete follow-through concerning Honors and non-Honors students, made with data gathered frequently, should help to determine (a) where they are in the program, (b) what they are doing to further their goal in or out of the program, (c) satisfaction in the curriculum,

(d) adjustment to college life, and (e) suggestions students might have to make the program more relevant to their needs.

5. A follow-through study of all students who were asked to join the honors program but chose the General Degree program should be made to determine the reasons for their choice, plus curriculum success and satisfaction for comparative purposes.

6. Future research might ascertain whether attitudinal data should be considered in combination with achievement and aptitude information in determining which students might profit by an honors program.

7. A follow-through study of all students who dropped out of the honors program or who were offered admissions to the program, but declined and, subsequently, dropped out of the General Degree program at WMU, might help determine the reasons for dropping out so that the honors program might be modified to better serve the needs and interests of future students.

8. It is suggested that sex, locale, GPA and enrollment status be further considered in future studies but that other variables more capable of finer discrimination be sought.

A brief review of the procedures and conclusions of this study have been presented, and, subsequently, discussion based upon them have thus been suggested for further study and research. It is recommended that this study be replicated and subsequent results compared.

APPENDIX A

Reasons for Dropping Out of the Honors College

1. Involuntary. For one of the following reasons,
beyond their own control:

- (a) Physical, mental, social or emotional disability.
- (b) Prolonged illness.
- (c) Administrative exclusion.
- (d) Honors program schedule conflicted with major or minor.
- (e) Drafted into military service.
- (f) Deceased.
- (g) Other.

2. Voluntary. Pupils who discontinue their education
for one of the following reasons, of their own volition:

- (a) Dissatisfied with school.
- (b) Did not wish to write thesis at the end of the program.
- (c) Entered or seeking employment.
- (d) Volunteered for military service.
- (e) Married or pregnant.
- (f) Other.

3. No Information.

In the involuntary category, an authority other than the pupil makes the decision to withdraw or continue. Conversely, the voluntary category leaves the authority for this decision to the pupil.

APPENDIX B

The following materials are used for screening candidates for the Honors College at Western Michigan University.

WESTERN MICHIGAN UNIVERSITY

THE HONORS COLLEGE

KALAMAZOO, MICHIGAN
49001

December 15, 1971

May I congratulate you on your excellent performance in the National Merit Competition. No doubt you are now engaged in selecting a college or university to attend next fall. Enclosed is a pamphlet on Honors programs at Western Michigan University. You may find it of value in your deliberations, particularly the sections directed to high school seniors.

The Honors College at Western Michigan University is for bright students. . .who are creative, self-sufficient, able and eager to respond to the challenge of individuality within a large university. Participation in Honors College Programs means opportunity. . .for self-expression, self-discovery. . .for flexibility to pursue interdisciplinary study. . .for independence to style course and curriculum to individual academic interest. . .for close association with faculty and individual academic counsel. . .for small sections of Basic Honors classes, student-designed seminars. . .for extracurricular activity and sense of community with fellow students. In Honors at Western Michigan University detailed requirements are minimal, freedom and expectation great. . .and responsibility for a meaningful education is where it should be—with you, the student.

Interested? Questions? Do write us, or better yet, arrange to visit the Honors College and the University: The Honors College, Western Michigan University, Kalamazoo, Michigan 49001.

Sincerely,

Timm Rinehart
Assistant to the Director

TR:gw
Enc.

WESTERN MICHIGAN UNIVERSITY

THE HONORS COLLEGE

KALAMAZOO, MICHIGAN
49001

Your excellent academic record has been brought to our attention and it appears that you are the type of student that might be interested in the Honors Program at Western Michigan University. For your information we are enclosing a brochure that describes the Honors College here in the hope that you may be interested in exploring the possibility of applying for admission.

Should you be interested in such a possibility please stop in at the Honors College when you are next on campus. We would be happy to have an opportunity to discuss this matter with you personally. Perhaps the Honors College can provide you with opportunities that would not otherwise be available to you in your academic program.

Sincerely yours,

Samuel I. Clark
Director of Honors

SIC:vm
Enc.
272

April 26, 1972

Some time ago I wrote you concerning the WMU Freshman General Education Honors Program. In that letter I invited you to consider this General Studies alternative. Again, I extend that invitation and enclose our Honors brochure.

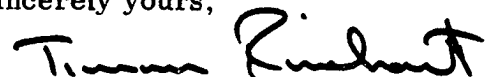
To earn a B.A. or B. S. at WMU you must complete a series of General Studies courses. Our General Education Honors Program is an honors alternative to those regular General Studies courses. For example, instead of College Writing, Freshman Reading and Arts and Ideas, we offer Humanities I and II or other honors substitutes. Honors College classes are smaller and, we think, more challenging and exciting. There is individual academic counsel and a number of other opportunities for a sound, meaningful undergraduate education at WMU.

Realize that enrollment in the Honors Program does not preclude your full participation in other campus activities. It does not mean double your study time. It does mean that in addition to your other interests, you do wish to take full advantage of academic opportunities at WMU.

We would like to meet with you personally so that you can have a complete understanding of the General Education Honors Program. A schedule of the remaining visiting dates is enclosed. If you are interested in entering the Honors College, let us know when you can come to campus. If no scheduled date is convenient, perhaps we can work out an alternative time to meet. And if you have questions, please write; we have answers.

We look forward to hearing from you.

Sincerely yours,



Timm Rinehart
Assistant to the Director

TR:gw
enc.

WESTERN MICHIGAN UNIVERSITY

THE HONORS COLLEGE

KALAMAZOO, MICHIGAN
49001

We are happy to learn that you will be entering Western Michigan University next fall. Our Admissions Office has called attention to your excellent academic record. We would like to invite you to enter the Freshman General Education Honors Program. Enclosed is a brochure describing General Education Honors and other programs offered by the Honors College.

The Honors College at Western Michigan University is for bright students. . . who are creative, self-sufficient, able and eager to respond to the challenge of individuality within a large University. Participation in Honors College Programs means opportunity. . . for self-expression, self-discovery. . . for flexibility to pursue interdisciplinary study. . . for independence to style course and curriculum to individual academic interest. . . for close association with faculty and individual academic counsel. . . for small sections of Basic Honors classes, student-designed seminars. . . for extracurricular activity and sense of community with fellow students. In Honors at Western Michigan University detailed requirements are minimal, freedom and expectation great. . . and responsibility for a meaningful education is where it should be—with you, the student.

We would like to meet with you personally so that you can have a complete understanding of the General Education Honors Program. A schedule of the possible visiting dates is enclosed. If you are interested in entering the Honors College, let us know when you can come to campus. If no scheduled date is convenient, perhaps we can work out an alternative time to meet. And if you have questions, please write; we have answers.

We look forward to hearing from you.

Sincerely,



Timm Rinehart
Assistant to the Director

TR:gw
Enc.

WESTERN MICHIGAN UNIVERSITY

THE HONORS COLLEGE

KALAMAZOO, MICHIGAN
49001

Dear Entering Freshman:

You have already received materials from us regarding the General Education Honors Program, an alternative honors route through the General Studies requirements you begin this Fall.

We do not wish to press you on the Honors alternative, but if your projected goals at WMU do include a sound academic program and an achievement level above the average, you may wish to consider the General Education Honors opportunity.

If you do have an interest in an honors general studies arrangement, we would like to see you this summer. While you are on campus this summer for Freshman orientation we will have ample opportunity to discuss all facets of the General Education Honors Program with you, and if you should decide on the honors program, to counsel and help enroll you in Fall semester courses. To do this without interrupting your participation in the WMU orientation program, we are asking you to come to campus early on the first day of your orientation session.

Specifically, your orientation session will begin on _____, _____ at 6:00 p.m. (the hour for check-in at a residence hall). Thus, we are asking you to come directly to the Honors College office early on that day — at 3:30 p.m. By 5:00 p.m. you should be free until the 6:00 - 7:00 p.m. residence hall check-in.

If you have any questions about this procedure do write us. In early June the WMU orientation office will send you full particulars on other aspects of orientation.

We look forward to seeing you this summer if, indeed, you do have an interest in the General Education Honors Program.

Sincerely,



Timm Rinehart
Assistant to the Director

TR:vm

WESTERN MICHIGAN UNIVERSITY

THE HONORS COLLEGE

KALAMAZOO, MICHIGAN
49001

Dear General Education Honors Student:

As you realize, you have already been admitted to the General Education Honors Program. While you are on campus for freshman orientation this summer we wish to counsel and help enroll you in Fall semester courses. To do this without interrupting your participation in the WMU orientation program, we are asking you to come to campus early on the first day of your orientation session.

Specifically, your orientation session will begin on _____, _____ at 6:00 p.m. (the hour for check-in at a residence hall). Thus, we are asking you to come directly to the Honors College office early on that day — at 1:30 p.m. By 3:30 p.m. you should be free until your 6:00 p.m. residence hall check-in. Since you will be responsible for your own dinner that evening (no residence hall meal served), some of us (staff and students) may wish to get together for pizza, etc. nearby for the 5:00 to 6:00 p.m. dinner hour. More on that when you arrive this summer.

If you have any questions about this procedure do write us. In early June the WMU orientation office will send you full particulars on other aspects of orientation. If, by chance, the date for your orientation session listed in this letter does not match the date the WMU orientation office will send you in June, be certain to contact the Honors College immediately.

We look forward to seeing you again this summer.

Sincerely,



Timm Rinehart
Assistant to the Director

TR:vm

WESTERN MICHIGAN UNIVERSITY

THE HONORS COLLEGE

KALAMAZOO, MICHIGAN
49001

Dear Entering Honors Freshman:

We are happy to know that you wish to be a member of the General Education Honors Program. A position has been reserved for you in the program. This means that we reserve space for you in certain classes, awaiting your return to campus for freshman orientation this summer, when you will complete enrollment for the fall semester.

Enclosed is a card which you should securely attach to your Western Michigan University housing contract, If you desire to live in special Honors College housing. Realize that no honors student is required to select honors housing. This is an opportunity which you can elect or reject.

If you do desire honors housing it is necessary that you sign and securely attach this card to your housing contract. If you wish a friend to room with you, follow the regular instructions you will receive from housing; just be sure to include the card with your contract. In the first part of June you will receive a contract. I suggest that you return your contract to the Housing office as soon as possible. Special housing will be held for honors students for a limited time only, after which space will be released to other students. In making your decision, realize that Garneau-Harvey (men) and Eicher-LeFevre (women) Halls are located in Goldsworth Valley II and that students in these halls (as in most others now) determine their own visitation hours. The housing office advertises that these two halls ". . . have excellent social and recreational programs and are particularly for those students who anticipate respect for quiet hours and will voluntarily cooperate with each other to create an atmosphere conducive to good study conditions. . . ."

If you have any other questions on this matter do write us. We look forward to seeing you on campus during freshman orientation.

Sincerely,



Timm Rinehart
Assistant to the Director

TR:gw
Enc.

WESTERN MICHIGAN UNIVERSITY

THE HONORS COLLEGE

**KALAMAZOO, MICHIGAN
49001**

Congratulations on your excellent academic record at Western Michigan University. It is "cum laude" performance - a credit to you and the University.

Examine the enclosed material. You may find that the Honors College can assist you in your future work at Western Michigan University. I invite you to visit the Honors College office and inquire about its activities and services. Our undergraduate assistantship program, special seminar courses, independent study opportunities and other programs may interest you. This letter is an invitation to enter the Honors College.

Again, congratulations on your excellent academic achievements. We look forward to seeing you.

Cordially yours,

**Samuel I. Clark
Director of Honors**

SIC:gw
Encls.

WESTERN MICHIGAN UNIVERSITY

THE HONORS COLLEGE

**KALAMAZOO, MICHIGAN
49001**

Dear General Education Honors Students:

You are now substantially through the course requirements of the General Education Honors Program. I invite you to seriously think of fully entering the Honors College this semester. You would then have time to carefully (although tentatively) plan a full program of study toward your B. A. or B. S. degree. Your plans might include entering a departmental honors program and/or the Honors College Curriculum. The Honors College has information on all these matters.

I urge you, therefore, to stop in for further information, for application forms, brochures, etc. You may have questions I and others in the office can answer.

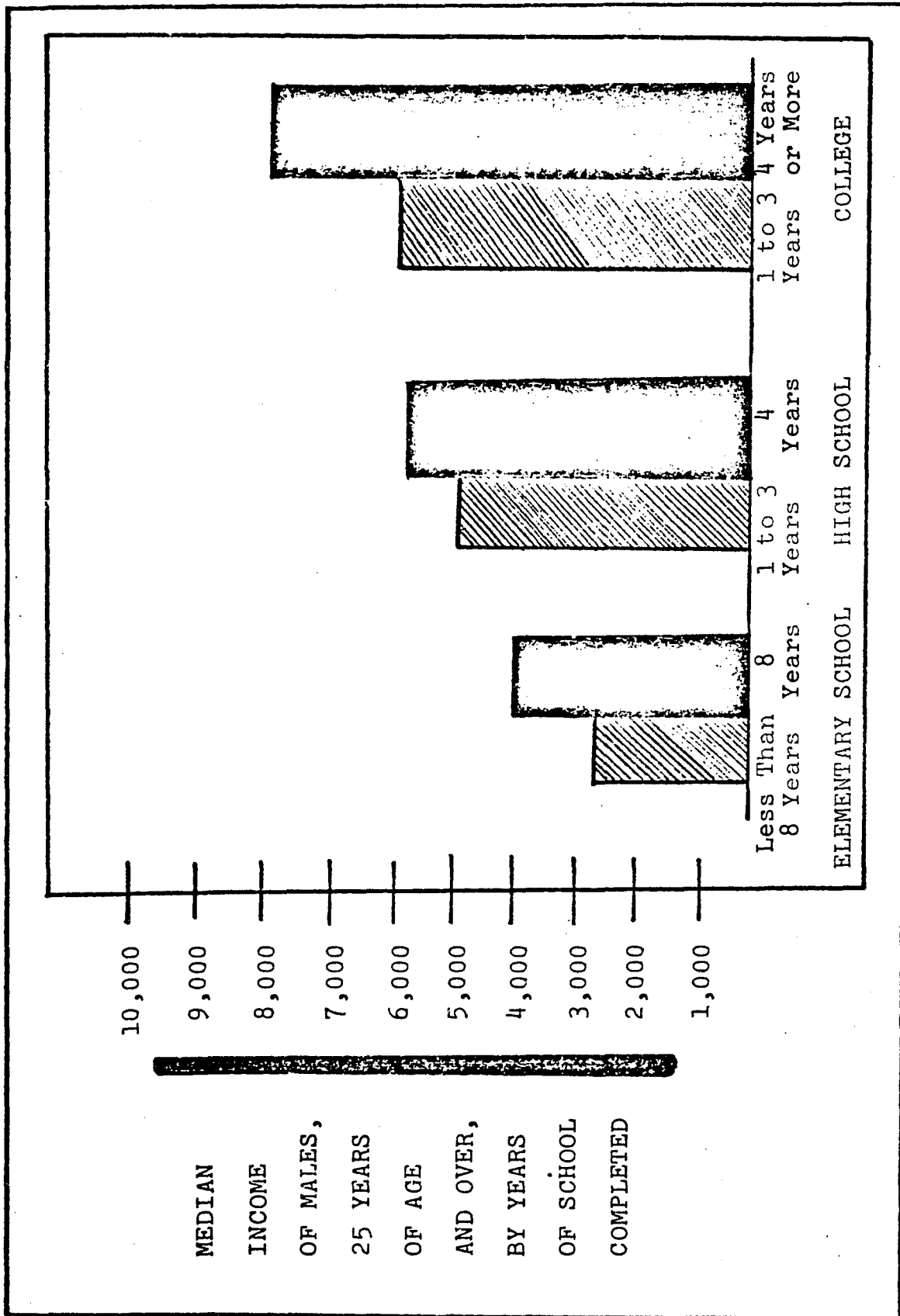
Do consider continuing in the Honors College until you graduate.

Sincerely,

**Samuel I. Clark
Director of Honors**

SIC:gw

APPENDIX C



APPENDIX D

Undergraduate Curricula 1969-70

AAS APPLIED ARTS AND SCIENCE CODE

01	AET	Aviation Engineering Technology
02	AGR	Agricultural Distribution
03	AUT	Automotive Engineering Technology
04	COE	Cooperative Occupational Education
05	DI	Dietetics
06	EET	Electrical Engineering Technology
07	GCA	General
08	HEC	Home Economics
09	IA	Industrial Arts
10	IEN	Industrial Engineering
11	IS	Industrial Supervision
12	MET	Mechanical Engineering Technology
13	MTL	Metallurgical Engineering Technology
14	OT	Occupational Therapy
15	PAT	Paper Technology
16	PRT	Printing Management
17	VIE	Vocational-Technical Education
20	2AM	Aircraft Technology
21	2DD	Drafting and Design
22	2ET	Electronics Technology
23	2FD	Food Distribution
24	2PD	Petroleum Distribution

BUS SCHOOL OF BUSINESS CODE

30	BAD	Business Administration
31	BED	Business Education
32	PAB	Public Administration

EDU SCHOOL OF EDUCATION CODE

40	EED	Elementary Education
41	EEM	Elementary Music
42	JHS	Junior High School
43	SED	Secondary Education
44	LIB	Librarianship
45	PEM	Physical Education - Men
46	PEW	Physical Education - Women

EDU SCHOOL OF EDUCATION CODE (Continued)

47	RUL	Rural Life Education
50	SCH	Special Education Crippled and Homebound Children
51	SDC	Special Education Emotionally Disturbed
52	SMH	Special Education Mentally Handicapped
53	SBE	Special Education Blind and Visually Impaired - Elementary
54	SBS	Special Education Blind and Visually Impaired - Secondary
55	SSR	Speech Pathology and Audiology

LAS LIBERAL ARTS AND SCIENCE

70	GCL	General
71	LA	Liberal Arts
72	MT	Medical Technology
73	MU	Music
74	PD	Pre-Dentistry
75	PE	Pre-Engineering
76	PF	Pre-Forestry
77	PJ	Pre-Journalism
78	PM	Pre-Medicine
79	PMS	Pre-Mortuary Science
80	PN	Pre-Nursing
81	PPH	Pre-Pharmacy
82	PT	Pre-Christian Ministry
83	SW	Social Work
84	PAP	Public Administration
90	BRN	Bronson Nurses
91	UNC	Unclassified Student
92	GST	Guest
93	HNC	Honors College

BIBLIOGRAPHY

- Allen, Charles M., Combating the Drop-Out Problem. Illinois: Science Research Associates, Inc., 1959. Pp. 8.
- Austin, Alexander W., "Folklore of Selectivity." Saturday Review, (December 20, 1969), 57.
- Birdie, R. F., "Scores on the Strong Vocational Interest Blank and the Reader Preference Record in Relation to Self Ratings." Journal of Applied Psychology, (1950), 34, 42-49.
- Bledsoe, Joseph, "An Investigation of Six Correlates of Student Withdrawal from High School." Journal of Educational Research, Vol. 53, No. 1, (September 1959), 3-6.
- Bonnen, Dr. James T., Quoted in Dr. William L. Garrison's speech, "Universities' Status Wobbles." Kalamazoo Gazette, (November 29, 1968), 84.
- Cantoni, Louis J., "Stay-Ins Get Better Jobs." Personnel and Guidance Journal, Vol. 33, (May 1955), 531-533.
- Caverly, E. R., and Brewer, J. M., "Elimination--Sinister." Clearing House, Vol. 13, (September 1938), 26-29.
- Cohen, Joseph W., Address presented at the Utah Conference of Higher Education, (September 1958), at Salt Lake City.
- Cook, Edward S., Jr., "An Analysis of Factors Related to Withdrawal from High School Prior to Graduation." Journal of Educational Research, Vol. 50, (November 1956), 191-196. (Unpublished Ed.D. dissertation, University of Georgia, 1963)
- Cook, M. O., "College Students Change Majors." School and Society, (1956), 93, 271-273.
- Cotton, Burdell, The Role of the Counselor in Attaining Conditions Favorable to School Continuance. University of Buffalo, 1950. Pp. 70.
- Culbertson, Jr., and Morse, R., Early School Leavers: Why Doesn't He Leave Later? Oregon: University of Oregon, 1959. Pp. 83.

- Curtis, Olga, "Bright Students: How Can We Keep Them From Quitting School?" Parade: The Detroit Free Press, (October 25, 1959), 12.
- Dillon, H. J., Early School Leavers - A Major Education Problem. New York: National Child Labor Committee, Publication No. 401, 1949. Pp. 94.
- Evraiff, William, "How Different Are Our Drop-Outs?" Bulletin of the National Association of Secondary School Principals, Vol. 41, (February 1957), 212-218.
- Fitzpatrick, William A., "Keep Young People in School." National Association of Secondary School Principals' Bulletin, Vol. 42, No. 238, (May 1958), 154-155.
- Foster, E. M., "School Survival Rates." School Life, Vol. 22, (September 1936), 13-14, and Vol. 23, (March 1938), 365-366.
- Garrison, Dr. William L., "Universities' Status Wobbles." Kalamazoo Gazette, (November 29, 1968), 84.
- Hall, G. S., Educational Problems, Vol. 1. New York: D. Appleton and Company, 1911. Pp. 288.
- Harmer, H. M., "Improvements in Education: Critique for Change." Educational Technology, (November 1971), 46-50.
- Healy, Timothy S., "Will Every Man Destroy the University?" Saturday Review, (December 20, 1969), 54-69.
- Hearn, A. C., "Increasing the School's Holding Power Through Improved Articulation." Educational Administration and Supervision, Vol. 42, (April 1956), 214-218.
- Holbeck, Elmer S., "Seven Ways to Help Prevent Drop-Outs." The Nation's Schools, Vol. 45, (May 1950), 35-36.
- Hosp, H. M., "Exodus from the Secondary Schools." American Association of University Women's Journal, Vol. 37, (January 1944), 107.
- Jennings, J., "Drop-Outs in High School." National Association of Women Deans and Counselors Journal, Vol. 22, (October 1958), 37-40.
- Jones, Orville E., "What Are Today's College-Age Counselors Really Like?" Camping, (January 1971), 11-12.

- Kennedy, President John F., News conference as reported by The New York Times, (August 2, 1963), 1-2.
- Kowitz, Gerald T., "The Tiger in Curriculum." The Educational Forum, (November 1970), 55-63.
- Lainer, J. A., "Guidance Faculty Study of Student Withdrawals." Journal of Educational Research, Vol. 43, (November 1949), 205-212.
Same: Education Digest, Vol. 15, (April 1950), 34-37.
- Lambert, Sam, "Increasing Education's Holding Power." National Education Association Journal, (December 1950), 664-666.
- McCarthy, Raymond G., Alcohol and Social Responsibilities. New York: Thomas Y. Cornwell Company and Yale Plan Clinic, 1953. Pp. 146.
- Miller, S. M., "National Educational Association Project on School Dropout - A Symposium." School Dropouts Newsletter, Vol. 1, No. 2, (February 1963), 9-20.
- National Education Association, President's Committee on Juvenile Delinquency and Youth Crime, (July 1971), 2.
- National Education Association, N.E.A. Research Division, School Dropouts Bulletin, (April 1963), 2.
- _____, "Two Million Absentees." National Parent Teacher, Vol. 51, (September 1956), 25.
- _____, "Helping Potential Drop-Outs." Reprinted from Roving Reporter, The Nation's Schools, (November 1955), 34.
- New York State Department of Education, Improvement of Holding Power Through a Continuous Study of Youth in School. New York: The University of New York Press, 1952. Pp. 54.
- Ohanion, Vera, "Educational Technology: A Critique." The Elementary School Journal, (January 1971), 183-197.
- O'Kelly, James, "Student Problems." State Journal, (April 1, 1969), 8.

_____, "Why Half Our Kids Quit School: This Is a Shocking Figure." Parade: The Detroit Free Press, (April 15, 1956), 8-9.

Parker, Don H., "Dropout - The Problem School." Wisconsin Journal of Education, (November 1970), 14-17.

_____, "Intensive Guidance Given Potential High School Drop-Outs." Personnel and Guidance Journal, Vol. 35, (May 1957), 564.

Powers, I. R., "Student Dropouts: What's the Answer?" American Business Education, Vol. 14, (December 1957), 108-110.

Ratliff, R. R., "Joe Is Leaving School." Journal of Education, Vol. 133, (September 1950), 174-175.

Ratliff, R. R., "Hold Those Drop-Outs." Journal of Education, (June 1950), 646-647.

Schad, J. H., "Deficiency in Studies: A Basis for Exclusion?" American School Board Journal, (1960), 53.

_____, "Good Schools Don't Just Happen!" Science Research Associates, (1949), 26.

Shibler, Herman L., "Attacking the Dropout Problem." National Education Association, Vol. 44, (January 1955), 24-26.

Snepp, Daniel W., "Why They Drop Out - Eight Clues to Greater Holding Power." Clearing House, Vol. 27, (April 1953), 492-494.

Snepp, Daniel W., "Can We Salvage the Dropouts?" Clearing House, Vol. 31, (September 1956), 49-54.

Stakes, Robert (ed.), Perspectives on Curriculum Evaluation. AERA Monograph Series on Curriculum Evaluation. Illinois: Rand McNally and Company, 1967. Pp. 102.

Strong, E. K., Jr., revised by Campbell, D., Strong Vocational Interest Blanks Manual. Stanford: Stanford University Press, 1966. Pp. 13.

Tesseneer, R. A., and Tesseneer, L. M., "Review of the Literature on School Dropouts." Bulletin of the National Association of Secondary School Principals, Vol. 42, (May 1958), 141-153.

Tompkins, E. E., "How Can the School Reduce the Number of Early School Leavers?" National Association of Secondary School Principals' Bulletin, Vol. 35, (March 1951), 307-310.

United States Department of Labor, High School Diploma: Passport to Progress. Washington, D. C.: Government Printing Office, 1971. Pp. 2.

United States Department of Labor, Manpower Challenge of the 1960's. Washington, D. C.: Government Printing Office, 1960. Pp. 4.

_____, "The University at the Service of Society." A summary of a discussion by the trustees of the Carnegie Foundation for the advancement of teaching, 1966-67 Annual Report, 5-10.

Vacca, Richard S., "Teacher Supply: A Blessing in Disguise?" Virginia Journal of Education, (November 1970), 10-11.

Varner, Glenn F., "Do Our Marketing and Promotion Policies and Practices Need Re-evaluation?" Bulletin of the National Association of Secondary School Principals, Vol. 33, (April 1949), 300-305.

Warner, Havighurst and Loeb, Who Shall Be Educated? New York: Harper Brothers, 1944. Pp. 225.

Warren, Doron, "Who Are Most Likely to Drop Out?" School Science and Mathematics, Vol. 54, (March 1954), 185.

_____, "Why Bright Students Come to Western Michigan University." An incidental study of the Honors College, (April 1965).

Williams, Morris, "What Are the Schools Doing About School Leavers?" National Association of Secondary School Principals' Bulletin, Vol. 37, (April 1953), 54.

Wright, Grace S., "High School Attendance and Family Income." School Life, Vol. 29, (June 1947), 7-10.

Young, J. M., "Can Counseling Reduce Dropouts?" Clearing House, Vol. 30, (September 1956), 23-23.

Young, J. M., "Lost, Strayed or Stolen." Clearing House, Vol. 29, (October 1954), 89-92.