

1949

# A follow-up study of students enrolled in a program of general education.

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CHAPTER I  
INTRODUCTION

The Scope and Purpose of This Study

Scope.-- This follow-up study is concerned with the opinions of students enrolled in a program of general education in regard to the program which they experienced.

The students were asked their opinion on the following questions:

1. How good a foundation was the core curriculum of the program for their further education?
2. How did their educational background compare with the background of other students?
3. What did they expect was going to be their regular occupation?
4. Has their choice been influenced by what they had in the program?
5. When did they decide on their regular occupation?
6. What subject or extra-curricular activity has been of most value to them in their occupational life?
7. What phases of the program have been beneficial in their everyday life?
8. What special features of the program were valuable to them?

9. In the light of their later experiences what were the strengths and weaknesses of the program?

Most of the conclusions in this study are drawn in the light of the opinions expressed on the above matters. Data given on further education, employment status, and jobs held are the basis on which other conclusions are drawn.

The program under consideration is the Two Year Curriculum which was administered by the Boston University School of Education during the years from 1937 to 1942 inclusive. There were four graduating classes 1939, 1940, 1941, and 1942.

Purpose.--- The general purpose of this study is to try to evaluate the program with only the data and opinion furnished by a majority of its former enrollees as evidence. More specifically, in the light of this evidence, an attempt will be made to determine whether or not the Two Year Curriculum accomplished its purposes. These purposes are stated and explained in detail in Chapter II. This study should also contribute to a permanent record of the program.

#### Preparation of the Inquiry Form and Tryout

##### Justification of the technique used to get the data.---

Five roughly defined methods of investigation given by Koos <sup>1/</sup> were considered as possible means of securing data for the study. The group was considered to be too large for experi-

<sup>1/</sup> Leonard V. Koos, The Questionnaire in Education. The Macmillan Company. New York. 1928, p. 37-40.

ments or case studies. Measurement as a method of investigation was discarded as impractical because it was thought that even if a satisfactory test could have been built, it is doubtful if many of the former students would have administered it to themselves and returned it.

Remaining methods of investigation included documentary analysis and the questionnaire. The former implied an analysis of school records. Since these are limited to factual data in the information that they give, it was thought that the opinions of the former students could best be obtained by means of a questionnaire. For accomplishing the feat of contacting a group of young adults who had been out of the Two Year Curriculum for from five to eight years, who had not been served by a central alumnae office, who in many cases had changed their names, and who were scattered throughout 21 states and Alaska, the written questionnaire method seemed particularly well suited.

Preparation of the inquiry form.-- In building the questionnaire the opinions of the professors who headed the Two Year Curriculum were sought so that items which they considered to be important in evaluating the program might be incorporated. One such item is number three which solicits the opinion of former students as to how their educational background compared with that of others in their further education. Item 11 is also peculiar to this study in that it is

concerned with some special features which served to distinguish the Two Year Curriculum. These features are explained in detail in Chapter II.

The other items are similar to those found in other follow-up studies except that they are geared to the reactions of former students who were in their late twenties at the time the questionnaires were sent out and therefore it was felt that more leeway could be left for free comment than is found in many such studies.

Tryout.-- On April 11, 1947 a questionnaire<sup>1/</sup> accompanied by a letter<sup>2/</sup> and a stamped return envelope was sent to a sampling of 12 former Two Year Curriculum students, three from each class. Returns did not start to come in until April 16. By April 22, five had responded. Of those who did not respond, three were contacted by telephone and they filled in and returned the questionnaire, the last of the three arriving on May 7. Thus eight of the twelve addressees returned their questionnaires but it was almost a month before the last one arrived. Another of the original 12 questionnaires mailed out was returned in August and two more in September. This may have been due in part to the fact that follow-up letters were not sent to these three until they were sent, on July 22, to all who had not returned the questionnaires. The sampling

<sup>1/</sup> See Appendix A

<sup>2/</sup> See Appendix A

returned within the first month served as an indication that the percentage of returns would be about 60 to 70 per cent and that the returns would be a long time in coming in. None of the respondents were found to have misinterpreted the questions.

#### Description of the Returns

##### Description of the returns from the main distribution.--

The questionnaires, letters, and stamped return envelopes were sent to 128 of the remaining 129 former Two Year Curriculum members on May 15. One had been killed in action in World War II. College records and city and telephone directories had been consulted in an effort to locate the present addresses of graduates and drop-outs. Four former Two Year Curriculum members were never located thus reducing the possible contacts from 128 to be made on May 15 to 124.

Within one week 30 or 24.2 per cent of the 124 former students had returned their questionnaires. By the end of two weeks eight others or 6.5 per cent of the 124 had been received for a total of 30.7 per cent in two weeks. Returns dribbled in until July 7 by which time eight more had been received for a total of 46 or 37.1 per cent of the 124 mailed on May 15.

##### Description of the returns from the follow-up letter.--

On July 22 a follow-up letter<sup>1/</sup> was mailed to those who had not returned the questionnaire. Within three days 10 more replies came in. Nineteen more were received during the last

1/ See Appendix B

days of July and the months of August and September with the last one coming in on September 20. In all 83 or 61.0 per cent of the 136 total possible returns were sent back. A schedule of returns has been put in Appendix C.

Distribution of returns by class, sex, and graduation status.-- The returns distributed according to class, sex, and graduation status are shown in Table 1. The low percentage of returns from the women graduates of the class of 1941 is perhaps worth noting. Their 33.3 per cent return compares most unfavorably with the 100 per cent return of the women drop-outs of the same class. It might also be well to note that the percentage of all drop-outs returning filled in questionnaires is higher than the percentage of all graduate returns--69.2 per cent against 60.2 per cent. The percentage of returns from the class of 1942 (81.3 per cent) was the highest of all classes whereas that from the class of 1941 (49.0 per cent) was the lowest. The former men students returned 63.6 per cent of their questionnaires whereas the women returned 57.4 per cent of theirs.

Table 1. Distribution of Returns by Class, Sex, and Graduation Status

Class	Number Sent					Number Returned					Per cent Returned				
	Men		Women		Total	Men		Women		Total	Men		Women		Total
	Grad.	Drop Out	Grad.	Drop Out		Grad.	Drop Out	Grad.	Drop Out		Grad.	Drop Out	Grad.	Drop Out	
1939	12	0	7	0	19	7	0	3	0	10	58.3	0	42.9	0	52.6
1940	13	0	19	0	32	9	0	12	0	21	69.2	0	63.2	0	65.6
1941	17	7	24	5	53	9	4	8	5	26	52.9	57.1	33.3	100.0	49.0
1942	13	1	18	0	32	10	0	16	0	26	76.9	0	88.9	0	81.3
Total	55	8	68	5	136	35	4	39	5	83	63.6	50.0	57.4	100.0	61.0

## CHAPTER-II

### THE TWO YEAR CURRICULUM

#### Purposes of the Two Year Program

Initiation of the offering.-- The Two Year Curriculum was conceived by Dean Jesse Buttrick Davis of the Boston University School of Education as an experiment to answer two important educational questions: (1) Who is entitled to a higher education? and (2) What shall they be taught?

With these questions in mind, he called a meeting of several professors from among the faculties of the University. He asked them this question: If he found about 25 high school graduates who had not fulfilled traditional college entrance requirements, but whose intelligence, study habits, and marks in their subjects warranted their being given a chance to prove they could do creditable work in college, would these teachers be willing to try an experiment in a coordinated curriculum? A long discussion followed and more meetings were held.

After details and arrangements were worked out, permission was granted by Boston University President Daniel Marsh and in June, 1937, the Boston University School of Education was authorized to announce its new experiment.

Stated purpose.-- The purpose of this experiment was

threefold:-

1. To discover if possible more satisfactory methods of selecting students for entrance to college.

2. To attempt the development of a new fundamental and cultural course of study to prepare youth more adequately to understand the civilization of their own times, and to meet the needs for general education on the part of that considerable number of students who have not thought in terms of the regular four-year college, but who do desire education beyond that of the secondary school.

3. To apply the principles of guidance in the adjustment of each student to a special field of study in which he may have some vocational interest or greatest chance for successful work.

The rest of this chapter is devoted to a discussion of these objectives and of the methods employed to attain them.

Improved Methods of Selecting Students

Limitations of college entrance requirements.-- Through experience with entrance requirements for various colleges, Dean Davis had noticed their wide variety. Some isolated course was often required for entrance into a certain college which no other college required. Dean Davis reasoned that too many able students were kept from college by the limitations of the current requirements for admission.

Basis for selection of students.-- To test the necessity

for such a wide variety of requirements was one of the purposes of the Two Year Curriculum experiment. The basis for selection of students for the Two Year Curriculum was: (a) the candidate's high school record with emphasis on achievement in study rather than type of courses pursued, (b) a letter of recommendation from the principal giving helpful information relating to character, study habits, and extra-curricular activities, (c) a personal interview, and (d) a battery of tests including mental ability, study habits, reading, personality, scholastic ability, and vocational interests.

No student was admitted who could have entered the College of Liberal Arts or any other college of the University by means of the traditional plan of certified units or examinations.

#### The Course in "American Civilization"

The core curriculum.-- The faculty of the Two Year Curriculum developed a core curriculum which attempted to provide a broader cultural background than the usual blocks of traditional subject matter required in the first two years of the Liberal Arts College. A schedule of lectures was worked out on the various activities, ideas, and institutions that have contributed to, or are a part of American life.

Breadth of the curriculum.-- The broad title of the course of study was "American Civilization" but the course was even broader than its title. While based upon the outline of American history, it reached out into the cultures of the

world, both past and present. No field was neglected that had a contribution to make to the record of the development of American culture. Each lecturer tried to point out the relations of his particular units of material with the whole subject.

The courses of study, American political, economic, and social history, literature, art, music, and sciences, philosophy and religion, and the contributions of other times and peoples to our civilization, were correlated and coordinated so that each was geared to the one theme of "American Civilization." Each subject course was integrated with the others, and all were contributory to giving the student a broad and definite concept of what his forefathers had built before him, what his world is doing around him, and the responsibility of citizenship that he had for tomorrow.

The role of the coordinator.--- Much of the success of the experiment depended upon the coordinator who controlled the process of integration. He had the difficult task of bringing together a dozen professors, the best subject specialists the whole University provided, of impressing them with the point of view of the experiment and of winning their cooperation in carrying out the details. He also had to work constantly with students, helping them to put together into the woven fabric the many threads of the story contributed by these lecturers who came in from day to day. The class met for lectures and

in the laboratory every afternoon from two o'clock to four, Monday through Friday, thus freeing the students' mornings for the two 3-hour electives which completed their programs.

Courses of study.-- 1. The basic subject matter of the history course throughout the two years was the social, economic, and political history of the United States. It was studied, as nearly as possible, chronologically, in the first year from the expansion of Europe and the planting of the American settlements to the end of the Civil War, leaving a full year for the complex and fast-expanding scientific, urban, and industrial society that is America today.

2. The study of art showed that America had moved forward from a slavish devotion to the forms and techniques of Europe to where a distinctly American art is coming to the forefront. In the first unit of work, the Settlement of America, the fine arts teacher explained the English, Dutch, Swedish, and German influences on our domestic architecture of this period. A bus trip to Salem, Massachusetts, took advantage of the admirable reconstruction of the pioneer dwellings and the almost-accurate reproduction of the good ship Arbella. The class had been prepared not to expect the anachronistic log cabin, and the English wigwam convinced the most sceptical of the hardships the forefathers had to face. The fine arts teacher was primarily concerned with architecture as an art, and art must be explained in terms of form and style. His lectures were

usually not on American architecture, or American painting, or American sculpture but rather on architectural form and style from the Greeks and Romans forward. In the presentation of fine arts in America visual education, visits to museums, existing examples of architecture, sculpture, and painting in the greater Boston area were used.

3. Music was called upon to reveal the moods of America at various periods. The professor of music was lecturing on music in America, which only occasionally means American music; he too was deliberate in his exposition of form and style in music. His lectures started with monophonic music, the Gregorian chants, Palestrina and Scarlatti; and they continued with the development of music in Europe, so that music in American life could be understood first as music to be enjoyed and only lastly as America's contributions to music.

4. Literature related the story of the yearnings, aspirations, and ideals that have motivated the American people in their forward movements. Literature reflects and affects its own times more than any other art. Where feasible, examples from American literature were used to illustrate form and style, which here again were stressed. Emerson, Thoreau, Hawthorne, Melville, Whitman, Mark Twain became source material for the historian, the philosopher, the sociologist, as well as for the lecturer in the course in literature.

5. Geography and geology were studied to show how man has adapted himself to his physical environment on the American

continent. But also, it was first explained what the geographer and the geologist are trying to do and how they go about getting their knowledge. A field trip to nearby Chestnut Hill lent reality to such words as glacial action, rock surface and conglomerate. By the end of the second year the student had realized and brought into his thinking the importance of the effect of geographic factors on the life of mankind and on his own life.

6. Philosophy and religion revealed the attempts of the American people to usher in a more moral and humane world. The Indian had many religious beliefs that were both profound and highly ethical; but because the settlement of America was made during the period of Reformation, a period of sharp religious intolerance, American philosophy and religion either ignored or despised and certainly did not tolerate heathenish beliefs or standards. And so the teacher of philosophy and of the history of religions, if little concerned with the Indian, found plenty of material, past and present, for a discussion of religious tolerance. From the prayers of the Pilgrims and the pieties of Captain John Smith, to Jonathan Edwards and the Greek Awakening, on to the nineteenth century camp meetings and Mormons and Millerites and Moody and Sankey, evangelized America was worthy of objective study for the more intelligent understanding and better adjusted attitudes it induces. Nevertheless, the philosopher's main task here was to weigh

values, to insist on clear thinking to elucidate, to guide.

7. Sociology described the nature of the problems growing out of living together in large groups and how these problems have been solved and are being treated. One of the great problems facing Americans today is to figure out how people of such varied backgrounds can live together harmoniously in large groups. The sociologist discussed family life, the changing and shifting population, crime, poverty, schemes of social reform, the relation of education to social maladjustments.

8. The biology course showed that without the applications of the laws of biology, modern American cities would be impossible.

9. Physics pointed out how modern skyscrapers, improved transportation and communication as well as more comfortable homes have been achieved.

10. Chemistry explained the steady progress of American manufacturing, agriculture, medicine, and similar fields of applied science.

In Boston University's plan the astronomer, the geologist, the chemist, the physicist, the biologist, the anthropologist had a common task: to explain the aims and methods of their particular science, to state the principal ideas which his science has contributed to human knowledge, and to show wherein they are significant in our present civilization. When the student subsequently selected the science he would study in the laboratory, he was better able to select, he was better

able to realize the interdependence and interrelations, he could understand the tree because he had seen the forest.

11. Economics pointed out the reasons for the ruthless exploitation of America's great natural resources and the need for conservation; the make-up of the money problem; the struggles between capital and labor; the nature of American capitalism; and the evaluation of various schemes of economic reform.

To illustrate how the economist and the economic historian clarify and supplement each other's work, here are the outlines of two lectures given in subsequent hours.

#### I. Types of business enterprise - General

- A. Entrepreneur
- B. Partnership
- C. Corporation

- 1. Why it arose
- 2. Capital structure
- 3. Methods of control
- 4. Agencies for its existence

- a. State charter
- b. Stock exchanges
- c. Investment bankers
- d. Banks - transfer agents-  
registrars

#### II. Large scale production

##### A. Requisite for

- 1. Market
- 2. Standardization
- 3. Large capital, etc.

##### B. Advantages of

- 1. Greater division of labor
- 2. Greater utilization of capital
- 3. Greater utilization of waste

## II. Large scale production (Continued)

- a. Production
- b. Marketing
- c. Management

### C. Disadvantages of

- 1. Limitation of size - Diminishing returns
  - 2. Inflexibility of depression phase of cycle
  - 3. Impersonal relationship
  - 4. Monopolistic practices
- a. Pools
  - b. Trusts
  - c. Holding companies
  - d. Gentlemen's agreement

## I. Business and industry, between 1850 and 1890, became

- 1. International in scope
- 2. Corporate in organization
- 3. Standardized in technology
- 4. Impersonal in management

## II. Factors in the new industrialism

- 1. Wide domestic market
- 2. Unbounded natural resources
- 3. No economic class to oppose industrialists
- 4. Philosophy of laissez-faire dominant
- 5. Unlimited labor supply
- 6. Remarkable leadership free of hampering traditions
- 7. Abundant capital for investment

## III. Great corporative enterprises

- 1. Railroads
- 2. Steel
- 3. Slaughtering and meat packing
- 4. Boots, shoes, and textiles
- 5. New industries: oil and gas
- 6. Mining

Outlines.-- Each professor prepared an outline of his unit of work, which was mimeographed and placed in the hands of the students previous to the lecture. These outlines also contained the textbook assignments, collateral readings, and any homework that the professor chose to assign. This scheme made for definiteness and responsibility on both sides -- the student's and the professor's.

The monthly program.-- Here is a monthly program that is typical of the work taken by the first year students of the Two Year Curriculum.

October, 1939, Schedule for the First Year Group

1. Monday, October 3.  
2-4 P.M. Fundamental Concepts of World Affairs.....  
Professor Mackechnie
2. Tuesday, October 4.  
2-4 P.M. European Backgrounds to American History.....  
Professor Nowak
3. Wednesday, October 5.  
2 P.M. The Nature of Geography.....Professor Martin  
3.P.M. Backgrounds of American Music...Professor Meyer
4. Thursday, October 6.  
2-4 P.M. Fundamental Concepts of World Affairs.....  
Professor Mackechnie
5. Friday, October 7.  
2 P.M. European Backgrounds of American History "Round Up"  
Professor Roberts
6. Monday, October 10.  
1 P.M. Trip to Salem.....Professors Roberts and Born  
All students must attend. Everyone is expected to be ready to leave at 1 P.M. There will be no cost for transportation, but students must pay admission fees (probably the total will not exceed \$1.00). Return to Boston by 5:30 P.M.

October, 1939, Schedule for the First Year Group (Cont.)

7. Tuesday, October 11.  
2 P.M. The Development of Provincial Society or English Work
8. Thursday, October 13.  
2 P.M. Quiz on European Backgrounds of American History  
Professor Nowak  
3 P.M. The Settlement of America.....Professor Roberts
9. Friday, October 14.  
2 P.M. The Religion of the American Indian.Professor DeWolf  
3 P.M. The Development of Provincial Society.Professor Born
10. Monday, October 17.  
2 P.M. How to Study.....Professor Durrell  
3 P.M. The Development of Provincial Society.....  
Professor Born
11. Tuesday, October 18.  
2 P.M. The development of Provincial Society.....  
Professor Born  
3 P.M. Fine Arts During the Colonial Period.....  
Professor Bailey
12. Wednesday, October 19.  
2 P.M. The Geography of Discovery and Exploration of North America.....Professor Meyer
13. Thursday, October 20.  
2-4 P.M. The Settlement of America.....Professor Roberts
14. Friday, October 21.  
2 P.M. The Catholic Heritage.....Professor DeWolf  
3 P.M. The Settlement of America.....Professor Roberts
15. Monday, October 24.  
2-4 P.M. The Development of Provincial Society.....  
Professor Born
16. Tuesday, October 25.  
2 P.M. The Development of Provincial Society "Round Up"..  
Professor Born  
3 P.M. Fine Arts During the Colonial Period.....  
Professor Bailey

October, 1939, Schedule for the First Year Group (Continued)

17. Wednesday, October 26.  
 2 P.M. The Nature of Geology.....Professor Martin  
 3 P.M. Backgrounds of American Music....Professor Meyer
18. Thursday, October 27.  
 2-4 P.M. The Settlement of America.....Professor Roberts
19. Friday, October 28.  
 2 P.M. Religion in Massachusetts.....Professor DeWolf  
 3 P.M. The Settlement of America.....Professor Roberts
20. Monday, October 31.  
 2-4 P.M. The Settlement of America and "Round Up" Thereon  
 Professor Roberts

The "round-up".-- Each instructor at the close of a unit of work was supposed to conduct what the students nicknamed the "round-up". The "round-up" was a period of class discussion, held on Fridays, to seek the interrelations and interdependence of these apparently diverse subjects. In the "round-up" period any point which was not clear in the student's mind was rediscussed and set in its proper relation to the whole unit. There were two assistant coordinators of the course whose business it was to visit the classes of the various lecturing professors and who after the professor's respective "round-up" had been completed, attempted to add greater clarity and weld the whole into an integrated understanding of American Civilization.

Evidence of achievement.-- All these many and varied contributions were integrated into a whole which was the story of the life and culture of the American nation.

In the spring of 1939 the members of the second-year class took a series of tests included in The National Cooperative

Testing Program for 1939. These tests were taken by college sophomores throughout the country. On the English tests 50 per cent of the students exceeded the National Medians. In the General Culture tests, the Two Year Curriculum students did well in most sections except Mathematics. (Only two of the students had elected Mathematics in college.) In the Fine Arts section of the General Culture tests 90 per cent of these students exceeded the National Median. In the summary of the scores on the Contemporary Affairs tests the Two Year Curriculum Group fared well, for 65 per cent equaled or exceeded the National Medians.

Some evidence is given, therefore, that the Core Curriculum, "American Civilization," did give students a satisfactory cultural background and understanding of contemporary affairs. And the coordinators felt that the Core Curriculum was better suited than the traditional five or six separate courses for preparing students to take their place in the world.

#### The Electives and the Guidance Program

The electives and the transfer student.-- In addition to the course in "American Civilization" which gave ten semester hours credit, each student was allowed to elect six semester hours in any undergraduate division of Boston University. This procedure allowed a student who had been recommended by the faculty for advanced work to transfer from the Two Year Curric-

ulum into the senior college with acceptable amount of work completed toward major and minor requirements of the college in which he had enrolled. Also, the six elective hours of college work had given him a good idea of courses as conducted in the conventional college.

The electives and the terminal student.--- A student who was not planning to continue academic work after the completion of the two-year period was provided, under guidance, an opportunity to choose courses which would be of most benefit to him in preparing for occupational life. Electives were arranged within broad subject matter fields which would contribute in some degree to the student's preparation for work. Electives in other subject matter areas were arranged for students who wished to explore their interests further or to begin their training in fields which had been indicated by findings on diagnostic inventories as possible future careers.

The guidance program.--- Dean Davis and those faculty members he had delegated to advise Two Year Curriculum students tried to guide each student into work in which he seemed to have a vocational interest and the most likelihood for success. This guidance was accomplished through tests, interviews, study of high school records, study of personal preferences, and information from high school principals and counselors.

#### Termination of the Program

Reason for discontinuing the Two Year Curriculum Program.---

By the start of the school year 1942-1943, most of the eligible young men of college age had been taken by the Armed Services. Because those that remained were few in number, the various colleges of Boston University, as well as many other colleges in the United States, changed their standards of transfer. Two Year Curriculum students were enabled to transfer into almost any college which they wished to enter after the completion of one year of the Two Year Curriculum. Therefore, the new Dean, Donald Durrell, (Dean Jesse B. Davis had retired at the end of the school year 1941-1942) recommended that the Two Year Curriculum experiment be reduced to a one year program and be renamed the "American Civilization" program. This was done.

Reasons for discontinuing the one-year "American Civilization" program.-- The "American Civilization" program started in September, 1942, and lasted until May, 1946. By the school year 1945-1946, the war was over and there was a large enrollment of returning students and new students at the Boston University School of Education. The administration thought of means to reduce this overcrowded condition. Also, many students in the "American Civilization" program did not intend to teach, yet they were in a program administered by the School of Education. Therefore, to relieve overcrowding in the School of Education and to confine the School of Education's activities to the training of future teachers, the one-year

"American Civilization" program was discontinued.

Perhaps it should be noted that at just this time in September, 1946, Boston University opened a new two-year General College. Provision for a two-year program of general education was therefore continued.

CHAPTER III  
THE FURTHER EDUCATION OF  
FORMER TWO YEAR CURRICULUM STUDENTS

The Amount and Quality of Further Education

Drop-out data as one justification of admissions policy.--

Out of the 141 students who were enrolled in the Two Year Curriculum program, 14 withdrew for various reasons. Thus, 90 per cent of the students entering the program were graduated. This fact in itself might be considered as evidence that the Two Year Curriculum method of selecting students for entrance to college was satisfactory according to the second objective of the program. However, if the questionnaire data show that a high percentage of the respondents spent a long time on college grade courses and that a high percentage of them earned college degrees, then the methods employed by the Two Year Curriculum program for selecting students for admission would be placed in a still stronger position.

Amount of time spent on further education.-- As Table 2 reveals, 66 students or 79.5 per cent of the 83 respondents spent at least two additional years in school after leaving the Two Year Curriculum program. Only four former students or 4.8 per cent of the respondents failed to take any further education beyond the Two Year Curriculum. Of these four, one

Table 2. Time Spent on Education Since Attending the Two Year Curriculum by Class, Sex, Graduation Status, and Type of Attendance.

Time Devoted to Formal Education Beyond the Two Year Curriculum Program	1939				1940				1941				1942				Totals	Per Cent											
	Men		Women		Men		Women		Men		Women		Men		Women														
	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out													
	a/b																												
	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P									
Two Years but less than three years	3	-	-	-	-	-	6	-	-	-	8	-	-	6	-	2	-	4	-	1	-	7	-	-	9	-	-	46	55.4
Three years or more.....	3	-	-	-	2	-	-	-	3	-	-	-	-	3	-	-	-	2	-	1	-	3	-	-	3	-	-	20	24.1
One year but less than two years..	1	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	2	-	1	-	-	-	-	-	-	-	7	8.5
Some but less than one year.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	2	-	-	-	-	3	-	-	6	7.2
None.....	-	-	-	-	1	-	-	-	-	-	1	-	-	-	-	1	-	-	-	-	-	-	-	-	1	-	-	4	4.8
Totals	7	-	-	-	3	-	-	9	-	-	12	-	-	9	-	4	-	8	-	5	-	10	-	-	16	-	-	83	100.0

a/ F - Full time  
b/ P - Part time

was a drop-out.

Forty-six or 55.4 per cent of the respondents took two but less than three years of further education. Three of these were drop-outs. Twenty more or 24.1 per cent took three years or more in addition to the Two Year Curriculum courses. One of these was a drop-out.

Courses taken in schools of the Armed Services are included in the table. However, only one respondent took courses in the Armed Services alone. Others attending service schools also took further education in vocational schools and (or) colleges.

No significant difference exists between the four classes in regard to the amount of further education taken.

Type of further education.-- Table 3 gives some indication of the type of education pursued by the respondents since leaving the Two Year Curriculum. It should be noted that 65 former students or 78.4 per cent of the respondents took courses in four-year colleges. Of the 18 who did not go on to take courses in four-year colleges, five were drop-outs. By adding the categories containing those who took vocational courses it can be seen that 17 or 20.4 per cent are included.

The sum total of the categories containing those respondents who had courses of study in the Armed Services reveals that 29 or 35.0 per cent are included.

Considering the former students who took courses in four-year colleges beyond the electives taken in the Two Year

Table 3. Type of Further Education Taken Since Attending the Two Year Curriculum by Class, Sex, Graduation Status, and Type of Attendance.

Type of Further Education Taken Since Attending the Two Year Curriculum	1939				1940				1941				1942				Totals	Per Cent													
	Men		Women		Men		Women		Men		Women		Men		Women																
	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out															
	a/b																														
	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P			F	P											
College courses only.....	2	-	-	-	-	-	-	2	-	-	-	6	-	-	-	2	-	-	-	3	-	2	-	1	-	-	7	-	-	25	30.1
College courses plus courses in Armed Services.....	1	-	-	-	-	-	-	3	-	-	-	1	-	-	-	4	-	1	-	-	-	-	-	4	-	-	-	-	14	16.9	
Graduate courses plus colleges courses plus courses in Armed Services.....	3	-	-	-	-	-	-	2	-	-	-	-	-	-	-	2	-	1	-	-	-	-	4	-	-	1	-	-	13	15.7	
Vocational courses only	-	-	-	1	-	-	-	-	-	-	2	-	-	-	-	-	-	3	-	3	-	-	-	-	-	3	-	-	12	14.4	
Graduate courses plus college courses.....	-	-	-	1	-	-	-	-	-	-	1	-	-	-	-	1	-	-	-	2	-	-	-	1	-	-	3	-	9	10.9	
College courses plus vocational courses	-	-	-	-	-	-	-	2	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	4	4.8	
Courses taken in Armed Services only	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1.2	

Table 3. (concluded)

Type of Further Education Taken Since Attending the Two Year Curriculum	1939				1940				1941				1942				Totals	Per Cent														
	Men		Women		Men		Women		Men		Women		Men		Women																	
	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out																
	a/b																															
	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P												
Vocational courses plus courses taken in Armed Services.....	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1.2									
None.....	-	-	-	-	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	4	4.8									
<b>Totals</b>	7	-	-	-	3	-	-	-	9	-	-	-	12	-	-	-	9	-	4	-	8	-	5	-	10	-	-	16	-	-	83	100.0

a/ F - Full time  
b/ P - Part time

Curriculum program, it can be seen that 43 or 51.8 per cent of all respondents took college courses but no graduate work, while 22 or 26.6 per cent of all respondents took college courses plus graduate courses.

There are no differences between the classes which warrant special comment.

Degrees granted to respondents.-- The college and university degrees and the vocational school diplomas earned by the respondents are summarized in Table 4.

Fifteen or 18.1 per cent did not receive any diploma or degree. Five of these respondents were drop-outs.

Seven or 8.5 per cent of the respondents were given a diploma from vocational schools. In most cases, these were former women students taking secretarial courses.

Two respondents became registered nurses.

Of those 52 respondents whose highest degree earned was the bachelors, 35 received it in education, 10 in arts, five in science and two in business administration. In addition to these, the bachelor degrees of the seven respondents with higher degrees should be noted. Four of this group had previously earned Bachelor of Science in Education degrees and three had earned the Bachelor of Arts degree.

Six respondents received the master's degree. Of these, one received it in education, three in arts, and two in social work. One respondent earned a Ph.D. degree.

Table 4. Highest Degree or Diploma Conferred by Educational Programs Taken Since Attending the Two Year Curriculum by Class, Sex, Graduation Status, and Type of Attendance.

Highest Degree or Diploma	1939				1940				1941				1942				Totals	Per Cent									
	Men		Women		Men		Women		Men		Women		Men		Women												
	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out											
	a/b																										
	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P							
B.S. in Education.....	2	-	-	-	-	-	7	-	-	-	6	-	-	4	-	-	4	-	-	6	-	-	6	-	-	35	42.2
A.B.....	1	-	-	1	-	-	1	-	-	-	-	-	2	-	-	-	2	-	-	2	-	-	3	-	-	10	12.0
Diploma.....	1	-	-	1	-	-	-	-	-	2	-	-	-	-	-	2	1	-	-	-	-	-	-	-	-	7	8.5
B.S.....	1	-	-	-	-	1	-	-	-	-	-	-	1	1	-	1	-	-	-	-	-	-	-	-	-	5	6.0
M.A.....	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1	-	-	-	1	-	-	3	3.6
R.N.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	2	2.4
B.B.A.....	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	2	2.4
M.S.W.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	2	2.4	
M.Ed.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1	1.2	
Ph.D.....	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1	1.2	
M.S.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0.0	
No diploma or degree.....	2	-	-	1	-	-	-	-	3	-	-	-	2	-	-	3	-	-	-	-	-	4	-	-	15	18.1	
Totals	7	-	-	3	-	-	9	-	-	12	-	-	9	4	8	5	10	-	-	16	-	-	83	100.0			

a/ F - Full time  
b/ P - Part time

Five or 50.0 per cent of the respondents from the class of 1939 received bachelor degrees or better, while 22 or 85.0 per cent of those from the class of 1942 earned these degrees. The other two classes ranged between these two extremes.

### Conclusions

The following conclusions might be drawn from a perusal of the questionnaire data on the further education of former Two Year Curriculum students.

1. Despite the fact that the Two Year Curriculum was designed as a terminal program and gave no promise to students who wished to transfer to a four year college, a significant percentage of its former students went on to earn college degrees. Even if the entire study group of 136 is considered, and the 53 people who did not return the questionnaire are all assumed not to have taken any further education, 43.4 per cent of the whole group received bachelor's degrees or better.

2. The percentage of the respondents who took college courses was 78.4. Since 71.1 per cent of the respondents received college degrees, and since, as will be seen in Chapter V, 16.9 per cent are still going to school, part of whom may be expected to get degrees from undergraduate or graduate schools, it may be assumed that these former Two Year Curriculum students not only took college courses but were successful in them. The size of the 16.9 figure, of course, is explained by the fact that students who have received college degrees

are now enrolled in graduate schools.

3. It may be possible that the sciences were not stressed among the "American Civilization" courses, or that it is difficult to interest young people in the sciences without more concentrated study than the "American Civilization" courses afforded. At any rate, the proportion of B.S. and M.S. degrees among the respondents graduating from a four year college is small. Five of the respondents received a Bachelor of Science degree, and none a Master of Science degree.

4. Since 90.0 per cent of the students entering the program were graduated; since 43.4 per cent of its former students earned degrees from a four year college; and since more than 71.1 per cent of the respondents were successful in their college courses, the first purpose of the Two Year Curriculum program, to discover if possible more satisfactory methods of selecting students for entrance to college, may be said to have been achieved.

## CHAPTER IV

### THE PROGRAM OF GENERAL EDUCATION AND ITS EFFECT ON THE STUDENT'S UNDERSTANDING OF THE CIVILIZATION OF THEIR OWN TIMES

#### "American Civilization" as a Foundation

#### For the Further Education of the Respondents

Scope of the chapter.--- In this chapter the questionnaire data will be examined and summarized in an attempt to see if an answer can be obtained to the question of whether or not the respondents thought "American Civilization" courses were broad and cultural and helped them to understand the civilization of their own times.

One indirect way of discovering whether or not the "American Civilization" courses were considered to be broad and cultural by the respondents is to analyze the replies of those who continued their schooling in colleges. From their replies it can be determined how they thought their background for further education compared with that of their classmates who had taken their first two years of college in a more conventional manner. It can also be determined if they thought that they had derived benefit from the "American Civilization" courses as a foundation for further education.

Summary of comments on "American Civilization" as a background for further education.-- As can be seen from Table 5, 78.5 per cent of the respondents who transferred to a four-year college program thought that their background for college work was equal or superior to that of their classmates, 58.5 per cent of them feeling that they had a superior background. Only five respondents felt that their background for their courses was inferior.

The difference between classes ranged from the 66.7 per cent of the respondents from the class of 1941 who felt that their background was equal or superior, to 88.9 per cent from the class of 1940.

Table 5. Consensus of Free Comment on Relative Background Gained from the Two Year Curriculum by Former Students Transferring to Four-Year Colleges by Class, Sex, and Graduation Status.

Consensus of Free Comment	1939				1940				1941				1942				To-tals	Per Cent
	Men		Women		Men		Women		Men		Women		Men		Women			
	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out		
Superior.....	3	0	1	0	7	0	5	0	7	1	1	1	16	0	6	0	38	58.5
Equal to.....	2	0	0	0	2	0	2	0	0	0	2	0	3	0	2	0	13	20.0
Inferior to...	1	0	0	0	0	0	1	0	1	0	0	0	0	0	2	0	5	7.7
No comment....	0	0	0	0	0	0	1	0	0	0	1	1	0	0	2	0	5	7.7
Misinterpreted question....	0	0	0	0	0	0	0	0	1	1	1	0	1	0	0	0	4	6.1
<b>Totals</b>	<b>6</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>9</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>10</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>65</b>	<b>100.0</b>

Benefit derived from "American Civilization" courses.--

In Table 6, the comparison with classmates is eliminated and the former students are simply asked whether or not their "American Civilization" courses were of benefit to them in pursuing their four-year college courses. Stated in this way, it is perceived that 97.0 per cent of those respondents who transferred to four-year colleges thought that they had derived some benefit from the core curriculum of the Two Year Curriculum program as a foundation for their further education. A majority of 55.4 per cent felt that it had been of direct benefit to them.

No significant differences between classes are discernible.

Table 6. Benefit Derived from "American Civilization" Courses by Former Students Transferring to Four-Year Colleges by Class, Sex, and Graduation Status.

Benefit Derived from "American Civilization" Courses	1939				1940				1941				1942				Totals	Per Cent
	Men		Women		Men		Women		Men		Women		Men		Women			
	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out		
Direct benefit.	3	0	1	0	6	0	4	0	6	0	3	0	7	0	6	0	36	55.4
Indirect benefit.....	3	0	0	0	2	0	5	0	3	2	2	2	3	0	5	0	27	41.6
No apparent benefit.....	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1.5
No answer.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1.5
<b>Totals</b>	<b>6</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>9</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>10</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>65</b>	<b>100.0</b>

The Two Year Curriculum Program as a Foundation for  
Everyday Living and as an Aid to the Understanding  
of Present Day Civilization

The benefits of the Two Year Curriculum program to the respondents in their everyday living.-- If a study of the questionnaire data reveals that a large percentage of the respondents found their everyday living was richer and more enjoyable and that they were better able to understand present day civilization as a result of participating in the Two Year Curriculum program, then it might be said to have made a distinct contribution toward the fulfillment of the development of its second purpose.

As shown in Table 7, all but 16 of the respondents mentioned at least one course or phase of the Two Year Curriculum which they thought was beneficial to them in their everyday living. The most frequently mentioned type of course was fine arts and music which 32 praised as enriching their lives. Thirty specifically referred to the breadth of the "American Civilization" courses as beneficial in everyday life. Thirteen commented on philosophy and religion, and ten singled out literature courses.

Table 7. Phase of the Two Year Curriculum Which Has Been Especially Beneficial in Everyday Life by Class, Sex, and Graduation Status.

Phase of the Two Year Curriculum Which Has Been Especially Beneficial in Everyday Life	1939				1940				1941				1942				Totals
	Men		Women		Men		Women		Men		Women		Men		Women		
	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	
Fine Arts and Music.....	2	0	1	0	3	0	3	0	6	1	2	1	4	0	9	0	32
Breadth of "American Civilization" courses	4	0	1	0	4	0	7	0	2	1	4	1	2	0	4	0	30
Literature.....	1	0	1	0	0	0	1	0	2	1	1	1	1	0	1	0	10
Philosophy.....	0	0	1	0	0	0	0	0	1	0	1	0	2	0	2	0	7
Religion.....	0	0	2	0	0	0	1	0	1	0	1	0	0	0	1	0	6
Social Studies..	0	0	1	0	0	0	0	0	0	0	0	0	1	0	3	0	5
Economics.....	0	0	0	0	0	0	1	0	1	0	1	0	0	0	0	0	3
Sciences.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
Encouragement to further reading.....	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Inspiration of instructors	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Instruction in use of library	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Unanswered.....	1	0	0	0	1	0	0	0	1	1	3	1	1	0	1	0	10
None.....	1	0	0	0	0	0	0	0	0	1	0	1	1	0	2	0	6
<b>Totals</b>	<b>9</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>13</b>	<b>0</b>	<b>14</b>	<b>5</b>	<b>13</b>	<b>5</b>	<b>12</b>	<b>0</b>	<b>25</b>	<b>0</b>	<b>114</b>

Personal comments on understanding contemporary

civilization.-- In discussing the influences of the Two Year Curriculum program on their everyday lives or in giving their opinions on the strengths and weaknesses of the Two Year Curriculum, 38 or 45.8 per cent of the respondents referred to the understanding of contemporary civilization that the "American Civilization" courses had given to them. Since no comment on understanding contemporary civilization was called for in the questionnaire, perhaps more weight should be given to these written remarks than if they had been solicited. A few of the comments follow:

As Dean Davis pointed out, the Two Year Curriculum prepared the student to live in today's world, not in Ancient Rome.

All of these courses were helpful in establishing a point of view that is dynamic and not static, tolerant and not absolute.

"American Civilization" has greatly interested me in political and social problems of our times and in striving for action on the more pressing of these issues.

For example, now as I am thinking of building a home and am reading a great deal on architecture and design, I can remember when I had taken most of it in the art section of the Two Year Curriculum. I come across similar instances.

Good understanding of modern civilization-- a very practical and useful course.

It has acquainted me with everyday occurrences which I would not have understood ordinarily.

The knowledge I acquired through the Two Year Curriculum gave me a more liberal and healthy attitude

toward America than I have found in many people.

The interrelatedness of the subject matter gave the American scene an interpretation which Liberal Arts students did not have.

These courses made me more alert to my surroundings.

### Conclusions

Below are some of the conclusions that might be reached from a study of the questionnaire data concerning the program of general education and its effect on the students' understanding of the civilization of their own times.

1. Perhaps it might be surmised in considering the question of relative backgrounds for college work that most of those who did not return the questionnaire did not go on to a four-year college. It would seem logical that those former students who were willing to cooperate in a study of this type would be those that were doing the better work in their chosen field of endeavor. If such an assumption could be made, then the evidence presented in Tables 5 and 6 would have even greater weight because the 65 people considered would represent nearly all of the former Two Year Curriculum students who went on to a four-year college. Then, it might be said with some certainty that because a high percentage of the respondents going on to a four-year college felt that their Two Year Curriculum background was of benefit to them in their further education, and further that their backgrounds

were equal or superior to those of their classmates, the "American Civilization" core curriculum was both broad and cultural. If it had not been, it is difficult to see how the respondents could have kept up their class standing in competition with those whose first two years of college had been conducted in a traditional manner.

2. The percentage of respondents who indicated that at least one phase or course of the Two Year Curriculum program had been especially beneficial to them in everyday life, was high (as shown in Table 7). The percentage of respondents who, without being specifically asked, volunteered the information that the "American Civilization" courses had made them cognizant of the civilization around them, was also high. Therefore, it might be said that some degree of success crowned the efforts of the administrators and professors of the Two Year Curriculum program in creating a course of study to prepare youth more adequately to understand the civilization of their own times.

3. Since "American Civilization," the core curriculum of the Two Year Curriculum program, was developed in such a manner that a significant proportion of the young people who experienced it thought it prepared them well either for everyday living or further education or both, it might be said that the second purpose of the Two Year Curriculum was achieved.

CHAPTER V  
THE ELECTIVES AND THE  
GUIDANCE PROGRAM

The Electives and the Special Features  
of the Two Year Curriculum Program

Scope of the chapter:-- In the first sections of this chapter, the part played by the elective courses is re-emphasized and the opinions of the respondents in regard to the special features of the Two Year Curriculum are discussed. The second section is concerned with what the respondents wrote about themselves in relation to the world of work.

If the questionnaire data show that many of the respondents have been given help that has resulted in the selection of fields of study in which they are interested or have been successful, then it might be said that some guidance has been applied in their adjustments. Both the electives and the special features described in Chapter II might have helped the former students to adjust to a field of study.

The electives and the transfer student.-- The professors let each student decide for himself what electives he would take after he had learned what the different fields of study were like from his "American Civilization" courses. The scope of these elective subjects was indicated in chapter II. The

elective courses permitted the transfer students to comply with some of their major and minor requirements for a four-year college degree and permitted them to see how courses were conducted in a conventional college.

The electives and the terminal student.--- On the other hand, the elective courses allowed terminal students to choose courses in any undergraduate department of the university, and in schools outside of the university, which they thought would contribute to their preparation for work. One girl received her diploma from the Jackson Von Ladau School of Fashion during the same month that she was graduated from the Two Year Curriculum program.

Special features of the Two Year Curriculum program.--- The special features of the Two Year Curriculum program and the number of respondents who considered them valuable are given in Table 8. Since many respondents checked more than one feature, the total number of checks is more than 83. However, the percentages given in this table are percentages of 83 to indicate the percentage of respondents who checked each item. The most valuable special feature as indicated by the number who checked it on the questionnaire was the help given to the students by the professors in regard to their future program. Thirty-eight or 45.8 per cent of the respondents checked this feature. The other features were checked by 30 or more of the respondents as being valuable

Table 8. Valuable Special Features of the Two Year Curriculum by Class, Sex, and Graduation Status.

Valuable Special Features of the Two Year Curriculum	1939				1940				1941				1942				Totals	Per Cent
	Men		Women		Men		Women		Men		Women		Men		Women			
	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out		
Help from professors as to your future program	3	0	1	0	5	0	4	0	5	2	5	3	3	0	7	0	38	45.8
The "round-up"	5	0	1	0	3	0	7	0	3	0	2	1	6	0	7	0	35	42.2
Advice on note taking and how to study	4	0	1	0	3	0	4	0	4	3	4	3	4	0	2	0	32	38.6
The monthly course schedule....	3	0	3	0	3	0	2	0	3	1	2	0	4	0	9	0	30	36.1
Knowing that you were a part of a special group	1	0	0	0	4	0	2	0	2	0	1	1	3	0	2	0	16	19.3
Unanswered....	1	0	0	0	0	0	0	0	1	1	0	0	1	0	0	0	4	4.8
None.....	0	0	0	0	1	0	1	0	0	0	0	1	0	0	1	0	4	4.8
<b>Totals</b>	<b>17</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>19</b>	<b>0</b>	<b>20</b>	<b>0</b>	<b>18</b>	<b>7</b>	<b>14</b>	<b>9</b>	<b>21</b>	<b>0</b>	<b>28</b>	<b>0</b>	<b>159</b>	

with the exception of "Knowing that you were part of a special group." Only 16 or 19.3 per cent checked this one and some even wrote on the questionnaire that they considered it an especially bad feature. Only eight or 9.6 per cent of the respondents did not consider any feature as valuable or did not check any feature.

The range of differences between classes is wide. Only 10 out of the 24 respondents from the class of 1942 who checked features as being valuable or 42.0 per cent checked "Help from professors as to your future program," while 15 out of 23, or 65.0 per cent did so from the class of 1941.

On the "round-up", the range was from a 26.0 per cent check for the class of 1941 to 67.0 per cent for the class of 1939.

"Advice on note taking and how to study" revealed a range from only 25.0 per cent approval for the class of 1942 to 61.0 per cent for the class of 1941.

"The monthly course schedule" drew a 67.0 per cent approval from the class of 1939 but only a 26.0 per cent vote from the 1941 class.

No class had more than six respondents who checked the special group feature.

The Former Two Year Curriculum Student  
and the World of Work

Employment status.-- As is discernible in Table 9, only two of the respondents were unemployed at the time the questionnaire was filled out. However, it may be that among those that did not return the questionnaire, the percentage is higher. At any rate, during the prosperous times of 1947, when labor was in demand, it is doubtful if much significance should be attached to the fact that only two of the respondents were unemployed.

There were 58 or 69.8 per cent of the respondents employed full time on an outside job or working full time in their homes. Of the remainder, 14 were going to school full time, seven were employed part time, and two were in the Armed Services. One man was going to school full time, had a full time job and was supporting a wife and four children.

Table 9. Employment Status by Class, Sex, and Graduation Status.

Employment Status	1939				1940				1941				1942				Totals	Per Cent
	Men		Women		Men		Women		Men		Women		Men		Women			
	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out		
Employed full time.....	4 <sup>a/</sup>	0	1	0	7	0	5	0	4	4	3	0	2	0	7	0	37	44.5
Doing house-work at home, not otherwise employed, and not seeking outside employment....	0	0	2	0	0	0	4	0	0	0	3	5	0	0	7	0	21	25.3
Going to school full time...	1	0	0	0	1	0	2	0	2 <sup>b/</sup>	0	2	0	6	0	0	0	14	16.9
Employed part time.....	0	0	0	0	1	0	1	0	2	0	0	0	1	0	2	0	7	8.4
In the Armed Services....	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2.4
Unemployed and seeking work	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	2	2.4
<b>Totals</b>	<b>7</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>9</b>	<b>4</b>	<b>8</b>	<b>5</b>	<b>10</b>	<b>0</b>	<b>16</b>	<b>0</b>	<b>83</b>	<b>99.9</b>

<sup>a/</sup>One is also going to school full time.

<sup>b/</sup>One is also employed part time.

Full time jobs held since leaving the Two Year

Curriculum.-- In classifying the jobs in Table 10, Part IV of the Dictionary of Occupational Titles was used.

Sixty-one or 37.4 per cent of the 163 jobs were of a professional, technical, or managerial nature. Of these, 20 were teaching positions. Thirty-four or 20.9 per cent of the 163 jobs were classified in the Dictionary as clerical and sales work. Thus 95 or 58.3 per cent of the jobs were of the white collar variety.

Only two had done mechanical work and three had done manual work.

Housewives accounted for 29 or 17.8 per cent of the jobs while 34 had been members of the Armed Services.

Table 10. Full Time Jobs Held Since Leaving the Two Year Curriculum by Class, Sex, and Graduation Status.

Full Time Jobs Held Since Leaving the Two Year Curriculum	1939				1940				1941				1942				Totals	Per Cent
	Men		Women		Men		Women		Men		Women		Men		Women			
	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out		
Housewife.....	-	-	2	-	-	-	6	-	-	-	5	5	-	-	11	-	29	17.8
U. S. Armed Services....																	(34)	(20.9)
Army.....	4	-	-	-	5	-	1	-	6	3	1	-	7	-	-	-	27	16.6
Navy.....	1	-	-	-	-	-	1	-	1	1	1	-	1	-	-	-	6	3.7
Marines...	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	1	0.6
Professional, Technical, and Managerial Work...																	(61)	(37.4)
Teacher...	-	-	1	-	1	-	4	-	2	1	3	-	2	-	6	-	20	12.3
Librarian.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	-	3	1.9
Nurse.....	-	-	1	-	-	-	-	-	-	-	1	1	-	-	-	-	3	1.9
Assistant Buyer of Infant's Wear....	-	-	-	-	-	-	-	-	1	-	1	-	-	-	-	-	2	1.2
Cryptanalyst	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1	-	2	1.2
University Teacher..	-	-	-	-	-	-	1	-	-	-	-	1	-	-	-	-	2	1.2
Accountant	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1	0.6
Actor.....	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	1	0.6
Art Gallery Director	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0.6

Boston University  
School of Education  
Library

Table 10. (Continued)

Full Time Jobs Held Since Leaving the Two Year Curriculum	1939				1940				1941				1942				To- tals	Per Cent	
	Men		Women		Men		Women		Men		Women		Men		Women				
	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out			
Professional, Technical, and Manage- rial Work.... (Continued)																			
Assistant Editor....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	0.6	
Assistant Manager of Flo- rist's Shop.....	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1	0.6	
Assistant Minister..	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0.6	
Assistant Store Manager..	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	1	0.6	
Auditor....	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1	0.6	
Chemist....	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	1	0.6	
Clinical Psycholo- gist.....	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1	0.6	
Copywriter.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	0.6	
Draftsman..	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0.6	
Executive Secretary	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1	0.6	

Table 10. (Continued)

Full Time Jobs Held Since Leaving the Two Year Curriculum	1939				1940				1941				1942				To- tals	Per Cent
	Men		Women		Men		Women		Men		Women		Men		Women			
	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out		
Professional, Technical, and Manage- rial Work (Continued)																		
Histologi- cal Techni- cian.....	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1	0.6
Insurance Sales Manager..	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0.6
Manager of a Better Business Bureau...	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1	0.6
Medical Technician	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1	0.6
Newspaper Reporter..	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0.6
Playground Director..	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	0.6
Process En- gineer....	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1	0.6
Prison Guard	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0.6
Psychologist	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1	0.6

Table 10. (Continued)

Full Time Jobs Held Since Leaving the Two Year Curriculum	1939				1940				1941				1942				To- tals	Per Cent
	Men		Women		Men		Women		Men		Women		Men		Women			
	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out		
Professional, Technical, and Manage- rial Work (Concluded)																		
Public Opinion Pole In- terview- er.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	0.6
Research Chemist..	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1	0.6
Scout Ex- ecutive..	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1	0.6
Singer.....	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1	0.6
Social Case Worker...	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1	0.6
Traffic Manager..	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	1	0.6
Writer.....	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1	0.6
Clerical and Sales Work...																	(34)	(20.9)
Sales Clerk	-	-	-	-	1	-	2	-	1	1	-	-	-	-	-	-	5	3.2
Clerk.....	1	-	-	-	-	-	1	-	1	-	1	-	-	-	-	-	4	2.5

Table 10. (Continued)

Full Time Jobs Held Since Leaving the Two Year Curriculum	1939				1940				1941				1942				To- tals	Per Cent
	Men		Women		Men		Women		Men		Women		Men		Women			
	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out		
Clerical and Sales Work (Continued)																		
Stenogra- pher.....	-	-	-	-	-	-	-	-	-	1	1	-	-	2	-	4	2.5	
Salesman...	1	-	-	-	1	-	-	-	-	1	-	-	-	-	-	3	1.9	
Secretary..	-	-	-	-	-	-	1	-	-	-	1	-	-	1	-	3	1.9	
File Clerk	-	-	-	-	-	-	1	-	-	-	-	-	-	1	-	2	1.2	
Underwriter's Assistant	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	2	1.2	
Assistant to Alumni Secretary	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1	0.6	
Bank Teller	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	1	0.6	
Bookkeeper. Clerk in	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	1	0.6	
Brokerage Office...	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	0.6	
Credit In- vestiga- tor.....	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0.6	
Filing and Switch- Board Clerk....	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1	0.6	

Table 10. (Concluded)

Full Time Jobs Held Since Leaving the Two Year Curriculum	1939				1940				1941				1942				To- tals	Per Cent
	Men		Women		Men		Women		Men		Women		Men		Women			
	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out		
Clerical and Sales Work (Concluded)..																		
Information Clerk....	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1	0.6
Receptionist	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	1	0.6
Reservation Clerk....	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0.6
Shipping Clerk....	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1	0.6
Telephone Operator.	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1	0.6
Service Work...																	(0)	(0.0)
Agricultural, Marine, and Forestry Work																	(0)	(0.0)
Mechanical Work																	(2)	(1.2)
Machine Opera- tor.....	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1	0.6
Plater.....	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1	0.6
Manual Work....																	(3)	(1.8)
Laborer.....	-	-	1	-	-	-	-	-	-	1	-	-	-	-	-	-	2	1.2
Garage Opera- tor.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	0.6
Totals	15	-	7	-	13	-	24	-	20	11	15	14	13	-	31	-	163	100.0

Expected regular occupation.-- The occupations which the respondents expected to make their careers are shown in Table 11. Twenty-nine or 34.9 per cent expected homemaking to be their regular occupation. Teaching was next in popularity with 16 or 19.4 per cent.

By classification, 40 or 48.2 per cent of the respondents expected to do some form of professional, technical, or managerial work. Only five chose clerical or sales work. None of the five who had engaged in mechanical or manual work expected to remain in it.

Only seven were undecided as to their regular occupation.

It should be kept in mind that these were given as regular occupations at a time when the respondents had been out of the Two Year Curriculum for from five to eight years.

Table 11. Expected Regular Occupations by Class, Sex, and Graduation Status.

Expected Regular Occupations	1939				1940				1941				1942				Totals	Per Cent
	Men		Women		Men		Women		Men		Women		Men		Women			
	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out		
Housewife.....	-	-	2	-	-	-	6	-	-	-	5	5	-	-	11	-	29	34.9
U. S. Armed Services.....																	(1)	(1.2)
Army.....	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1.2
Professional, Technical, and Managerial Work...																	(40)	(48.2)
Teacher...	-	-	-	-	1	-	1	-	2	1	1	-	7	-	3	-	16	19.4
Librarian.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	2	2.4
Psychologist....	-	-	-	-	-	-	-	-	1	-	-	-	1	-	-	-	2	2.4
University teacher.	-	-	-	-	-	-	1	-	1	-	-	-	-	-	-	-	2	2.4
Accountant	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1	1.2
Actor.....	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	1	1.2
Chemist...	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	1	1.2
Criminologist....	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1.2
Advertising work	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	1.2
Insurance Sales Manager.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1.2
Manager of a Business Bureau	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1	1.2

Table 11. (Continued)

Expected Regular Occupations	1939				1940				1941				1942				Totals	Per Cent
	Men		Women		Men		Women		Men		Women		Men		Women			
	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out		
Mathematician....	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1	1.2
Nurse.....	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1.2
Personnel Manager.	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1	1.2
Retail Store Proprietor	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1	1.2
Scout Executive	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1	1.2
Singer....	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1	1.2
Social Worker..	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1	1.2
Supermarket Manager.	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	1	1.2
Traffic Manager.	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	1	1.2
Weather Forecaster..	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1.2
Writer....	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1.2
Clerical and Sales Work..	-	-	-	-	2	-	-	-	-	1	-	-	-	-	-	-	(5)	(6.0)
Salesman..	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	3	3.7
Medical Secretary	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1	1.2
Secretary	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1	1.2

Table 11. (Concluded)

Expected Regular Occupations	1939		1940				1941				1942				Totals	Per Cent		
	Men		Women		Men		Women		Men		Women		Men				Women	
	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out			Grad	Drop Out
Service Work...																	(0)	(0.0)
Agricultural, Marine, and Forestry Work																	(0)	(0.0)
Mechanical Work																	(0)	(0.0)
Manual Work....																	(0)	(0.0)
Undecided.....	1	-	-	-	2	-	2	-	-	1	-	-	1	-	-	-	7	8.4
No Answer.....	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1	1.2
Totals	7	-	3	-	9	-	12	-	9	4	8	5	10	-	16	-	83	100.0

Comparison of jobs held with regular occupations.-- In making a comparison of the broad work classifications in Tables 10 and 11, it should be kept in mind that Table 10 includes the 163 full time jobs held since leaving the Two Year Curriculum. On the other hand Table 11 includes only the expected regular occupations of the 83 respondents. Thus the totals are different for the jobs listed in the two tables but a comparison is possible on a percentage basis.

The greatest percentage change occurs in the Armed Services category. Only one man intends to stay in the Armed Services while 34 were members at one time or another. In percentage, this represents a change from 20.9 per cent in Table 10 to 1.2 per cent in Table 11.

The next to the greatest percentage change takes place in the housewife category. Here, while the number of housewives remains the same, the percentage rises from 17.8 per cent in Table 10 to 34.9 per cent in Table 11.

The third largest change occurs in the clerical and sales work classification. While 20.9 per cent of the jobs held fell into this classification, only 6.0 per cent of the respondents expected to make clerical and sales work their regular occupation.

The only other significant change is in the professional, technical, and managerial occupational classification. Here the percentage rises from 37.4 per cent in the jobs held table

to 48.2 per cent in the expected regular occupation table.

Finally, it should be noted that 8.4 per cent of the respondents were undecided about their regular occupation - a category that did not occur in Table 10.

Time of deciding on occupation.-- As indicated in Table 12, a plurality of the respondents decided on their regular occupation after leaving the Two Year Curriculum program and prior to their present job. Thirty or 36.1 per cent of the respondents placed themselves in this category. The next largest group were those 17 or 20.5 per cent who had decided what they wanted to do for a life work before they entered the Two Year Curriculum program. Another 12 or 14.4 per cent decided on their regular occupation while they were on their present job. There were no significant differences between classes.

Perhaps the most noteworthy statistics that the questionnaire data revealed on this subject were those showing that only four people decided on their regular occupation while attending the Two Year Curriculum program and those revealing the size of the number of respondents who did not answer the question. The former will be analyzed further at the end of this chapter. In regard to the latter, it may be worthwhile to mention that all were women of whom some were probably married.

Table 12. Time of Deciding on Occupation by Class, Sex, and Graduation Status.

Time of Deciding on Regular Occupation	1939				1940				1941				1942				Totals	Per Cent
	Men		Women		Men		Women		Men		Women		Men		Women			
	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out		
Since leaving the Two Year Curriculum and prior to present job..	3	0	1	0	3	0	3	0	6	0	4	0	6	0	4	0	30	36.1
Before entering the Two Year Curriculum...	1	0	0	0	2	0	2	0	1	1	2	2	1	0	5	0	17	20.5
While on present job.....	2	0	0	0	1	0	0	0	2	2	2	1	1	0	1	0	12	14.4
Still undecided	1	0	0	0	2	0	2	0	0	1	0	0	1	0	0	0	7	8.4
While attending the Two Year Curriculum...	0	0	0	0	1	0	1	0	0	0	0	1	1	0	0	0	4	4.8
Other.....	0	0	1 <sup>a/</sup>	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1.2
No answer.....	0	0	1	0	0	0	4	0	0	0	0	1	0	0	6	0	12	14.4
<b>Totals</b>	<b>7</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>9</b>	<b>4</b>	<b>8</b>	<b>5</b>	<b>10</b>	<b>0</b>	<b>16</b>	<b>0</b>	<b>83</b>	<b>99.8</b>

a/ After death of her husband.

Influence of the Two Year Curriculum on choice of regular occupation.-- Table 13 summarizes the answers of the respondents in regard to the influence of the Two Year Curriculum program on their choice of a regular occupation. Forty-nine or 59.0 per cent of the respondents felt that the Two Year Curriculum had no influence in this respect. Twenty-one or 25.3 per cent admitted to some influence and 13 or 15.7 per cent did not answer the question. Of the latter group, ten were women and some were probably married.

By classes, the answers of the respondents varied from 47.7 per cent in the class of 1940 claiming no influence to 80.0 per cent in the class of 1939.

Table 13. Influence of the Two Year Curriculum on Choice of Regular Occupations by Class, Sex, and Graduation Status.

Influence of the Two Year Curriculum on Choice of Regular Occu- pation	1939				1940				1941				1942				To- tals	Per Cent
	Men		Woman		Men		Women		Men		Women		Men		Women			
	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out		
No influence..	7	0	1	0	5	0	5	0	5	3	5	3	4	0	11	0	49	59.0
Indirect influence...	0	0	1	0	3	0	2	0	2	0	0	0	3	0	0	0	11	13.3
Definite influence...	0	0	0	0	1	0	1	0	1	0	1	1	3	0	2	0	10	12.0
No answer.....	0	0	1	0	0	0	4	0	1	1	2	1	0	0	3	0	13	15.7
<b>Totals</b>	<b>7</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>9</b>	<b>4</b>	<b>8</b>	<b>5</b>	<b>10</b>	<b>0</b>	<b>16</b>	<b>0</b>	<b>83</b>	<b>100.0</b>

Subject or activity most helpful in occupational life.--

The questionnaire data are summarized in Table 14 in such a way as to indicate which subject or extra-curricular activity in the Two Year Curriculum program has helped the most in the occupational life of its former students who returned their questionnaires. It should be observed that while some of the respondents mentioned more than one subject or activity, by subtracting the sum of those who felt that none had helped and those that left the question unanswered from the total number of respondents, it is found that 45 or 54.2 per cent of the respondents indicated that at least one subject or activity had been of value to them in their occupational life. Those most frequently written in were social studies which were commented on by 18, philosophy and religion mentioned by 6, and English courses by 6. Six respondents mentioned the program as a whole.

Thirty-one or 37.3 per cent of the respondents wrote that none of the activities or courses had been of value to them in their occupational life while seven left the question unanswered.

Table 14. Subject or Extra-Curricular Activity in the Two Year Curriculum Which Has Helped Most in Occupational Life by Class, Sex, and Graduation Status.

Subject or Extra-Curricular Activity in the Two Year Curriculum Which Has Helped Most	1939				1940				1941				1942				Totals
	Men		Women		Men		Women		Men		Women		Men		Women		
	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	
Social Studies...	1	0	1	0	2	0	1	0	4	0	3	0	4	0	2	0	18
English.....	1	0	0	0	0	0	2	0	0	1	1	0	0	0	1	0	6
Philosophy and Religion.....	0	0	0	0	1	0	2	0	1	0	0	0	1	0	1	0	6
Program as a whole.....	1	0	0	0	1	0	0	0	1	1	0	1	0	0	1	0	6
Sciences.....	1	0	0	0	1	0	1	0	0	0	0	0	0	0	1	0	4
Fine Arts.....	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	3
Economics.....	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2
Literature.....	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	2
Meeting classmates.....	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	2
"American Civilization"	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Acquaintance with sources of information....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Dramatics.....	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Geography.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Psychology.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Student Government.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1

Table 14. (Concluded)

Subject or Extra-Curricular Activity in the Two Year Curriculum Which Has Helped Most	1939				1940				1941				1942				Totals
	Men		Women		Men		Women		Men		Women		Men		Women		
	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	
Study Clinic.....	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Unanswered.....	0	0	1	0	1	0	3	0	0	0	0	0	0	0	2	0	7
None.....	3	0	1	0	2	0	3	0	3	2	3	3	5	0	6	0	31
<b>Totals</b>	<b>8</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>13</b>	<b>0</b>	<b>13</b>	<b>0</b>	<b>9</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>11</b>	<b>0</b>	<b>20</b>	<b>0</b>	<b>94</b>

Occupational adjustment of respondents.-- Table 15 purports to show a tendency toward a job satisfaction or dissatisfaction on the part of the respondents. If it could be conceded that a young person who is engaged in a certain line of work and writes that he expects to make that line of work his regular occupation must be happy in that occupation, then it can be seen that 60 or 72.3 per cent of the respondents are occupationally adjusted.

If this condition is granted only 9 or 10.8 per cent are not occupationally adjusted.

Table 15. Occupational Adjustment of the Respondents by Class, Sex, and Graduation Status.

Occupational Adjustment of the Respondents	1939				1940				1941				1942				Totals	Per Cent
	Men		Women		Men		Women		Men		Women		Men		Women			
	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out	Grad	Drop Out		
Intend to make present job regular occupation..	4	0	2	0	6	0	9	0	6	3	6	5	3	0	16	0	60	72.3
Going to school full time.....	1	0	0	0	1	0	2	0	2	0	2	0	6	0	0	0	14	16.9
Do not intend to make present job regular occupation..	2	0	1	0	2	0	1	0	1	1	0	0	1	0	0	0	9	10.8
<b>Totals</b>	<b>7</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>9</b>	<b>4</b>	<b>8</b>	<b>5</b>	<b>10</b>	<b>0</b>	<b>16</b>	<b>0</b>	<b>83</b>	<b>100.0</b>

### Conclusions

Evidence both for and against the realization of the third purpose of the Two Year Curriculum program is offered in this section.

A fairly strong case might be presented from Tables 12 and 13 to show that since only 4 or 4.8 per cent of the respondents decided on their regular occupation while they were attending the Two Year Curriculum program, and since only 21 or 25.3 per cent thought that the Two Year Curriculum had had any influence at all on their choice of a regular occupation, then it could hardly be claimed that vocational guidance had had much effect in adjusting these former students to the world of work.

As a matter of fact this evidence may not be quite as damning as it appears to be.

In the first place, since the Two Year Curriculum did not provide for any program of distributive education, it may be possible that some of the respondents wanted a little experiential experience in the world of work before deciding on their regular occupation. This may have been true for some of those respondents who decided on their occupation since leaving the Two Year Curriculum and prior to the present job and those who decided while on the present job.

Then, too, the Two Year Curriculum guidance program did not attempt to help each student to decide on a specific

occupation but rather on a broad field of occupations in which he may have demonstrated some vocational interest or greatest chance for successful work.

Furthermore, in considering those who decided on their occupation before entering the Two Year Curriculum, it should be noted that 11 of the 17 are women. It may be that they had decided on homemaking as a career before they entered the Two Year Curriculum program. In any event a search of the questionnaire data reveals that 29 out of 44, or about two-thirds of the women respondents were married by 1947.

Again, the sex of the respondents may be of some significance in considering the data summarized in Table 13 where 49 or 59.0 per cent of the respondents indicated that the Two Year Curriculum program had no influence on their choice of occupation. Twenty-five of these 49 were women of whom the majority were probably married. In any event, the percentage of men respondents who were influenced by the Two Year Curriculum in choosing their regular occupation was 32.5 per cent against 18.6 per cent for the women.

Perhaps it is a fault of the questionnaire used for this study that it might be difficult for married women to answer questions seven, eight, and nine. If a woman's regular occupation is homemaker it is hard to see how the Two Year Curriculum or any other educational program had had much influence on her choice. She might have decided on her regular

occupation when the right man sought her hand in marriage.

On the other hand the third purpose of the Two Year Curriculum reads:

To apply the principles of guidance in the adjustment of each student to a special field of study in which he may have some vocational interest or greatest chance for successful work.

A careful study of the wording of this purpose seems to indicate that its primary intent was to adjust the students to the Two Year Curriculum and through the electives to let them explore various fields of study in which they might have a vocational interest. With this in mind it is pertinent to note again that of all the special features of the program, that most frequently checked as being valuable was "Help from the professors as to your future program."

It could also be stated that the Two Year Curriculum program was set up in such a way that, even if no help at all had been given, the students could easily help themselves in adjusting to a special field of study. As has already been stated the student was offered a broad look at many fields of study in the "American Civilization" courses. From these he could have selected for himself those fields which he wanted to look into in more detail and could have taken more concentrated courses in those fields through the electives.

In Table 10 it can be seen that if homemakers and former members of the Armed Services are eliminated from the reckoning, then all but five of the other jobs held were as

white collar workers, 61.0 per cent being in the professional, technical, and managerial classification. Of these jobs, there are many which could not have been secured without a background such as the Two Year Curriculum provided. Such positions as teacher, psychologist, social case worker, and chemist cannot be obtained unless the applicant has a college background. It seems logical to assume, then, that the Two Year Curriculum was instrumental in the selection of these occupations.

Among the expected regular occupations shown in Table 11, the percentage of occupations that could be entered only with a type of education which the respondents would have been ineligible for had they not gained entrance to the Two Year Curriculum program is even more striking. If the homemakers and the undecided are eliminated from the reckoning, about 60 per cent of those remaining expect their regular occupation to be in fields that it would be most difficult to enter without a college background. These occupations are teacher, university teacher, psychologist, social worker, mathematician, writer, librarian, chemist, criminologist, and weather fore-caster.

In determining the occupational adjustments of the respondents in this study it might be well to consider the average number of jobs held since leaving the Two Year Curriculum program. As Table 10 shows, the respondents had held 163 full time jobs by 1947, ten years after the first

class entered, or an average of about two jobs apiece. If jobs as homemakers and as members of the Armed Services are eliminated from the reckoning, only 101 jobs or an average of 1.2 jobs per respondent were held. This information might tend to indicate that not much changing of jobs or dissatisfaction with work has occurred among the respondents.

If the above analysis regarding the number of jobs held is taken together with the information summarized in Table 15, a rather strong tendency indicating occupational adjustment is discernible.

Everything being considered, the weight of evidence appears to tip the scales somewhat in favor of the realization of the third purpose of the Two Year Curriculum program.

CHAPTER VI  
REPORTED STRENGTHS AND WEAKNESSES OF  
THE TWO YEAR CURRICULUM PROGRAM

The Weaknesses of the Two Year  
Curriculum Program

Basis for evaluation.--- In the last item on the questionnaire the former Two Year Curriculum members were asked to write their opinion as to what were the outstanding strengths and weaknesses of the Two Year Curriculum. The reactions of the respondents were given in the light of their later experiences. Since these reactions were written in the form of personal comments, only the general characteristics will be dealt with.

The writer will attempt his own analysis of the strengths and weaknesses of this program of general education in the light of the comments of the respondents from which quotations will be utilized. In offering this analysis, the writer feels handicapped in that he did not personally experience the Two Year Curriculum.

Difficulties in transferring credits.--- Six of the respondents complained of the fact that the 40 semester hours which the core curriculum, "American Civilization," granted toward matriculation from the Two Year Curriculum, were discounted in transferring to a four-year college. One former student wrote:

The reluctance of the other departments of the University to accept the Two Year Curriculum credits at full value or anything close to full value was a weakness.

Another commented:

The greatest weakness I can see is that in transferring after the two year period you find difficulty in getting an adequate amount of credit. As a result you are behind the schedule for completion in four years.

A third opined:

The lack of proper evaluation of credits by the college to which he transfers prevents the student from concentrating on the aspects he enjoys. I would have preferred more intensive courses in art, music, philosophy and literature. However, I found that in my last two years of college I had to concentrate in my field so heavily and make up required courses for graduation that I did not have time to take further courses in these subjects.

Another respondent wrote:

At the College of Liberal Arts I found myself taking first year courses to meet degree requirements when I was a senior.

Number of subjects studied:-- Thirteen respondents thought that the number of subjects in the core curriculum should have been reduced so that each subject which remained could have been gone into more deeply. One student stated this opinion briefly:

There should not have been so many courses, Cut the number of different courses but go into the courses deeper.

Another student wrote:

Its weakness lies in the fact that too much knowledge is being thrown out at the students with

the emphasis on no one subject. It leaves little room for an individual to concentrate on that subject in which he is most interested due to the heavy load he is required to carry.

Lack of an adequate organization for orientation.--

About one-third of the respondents seemed to indicate that they were unaware of the fact that the Two Year Curriculum was designed as a terminal program of general education. The two complaints previously referred to in this chapter might not have been made if there had been a more forceful program of orientation. Perhaps the material in the bulletin on the Two Year Curriculum pertaining to these matters should have been re-emphasized more strongly.

Division of time to subjects.-- About one-fifth of the respondents thought that not enough of the core curriculum had been given over to the sciences. Those with scientific leanings agreed in general with one respondent who wrote:

Having scientific interests which were stronger than literary, I was a little peeved about the limited time allotted the professors in these particular fields.

Another group complained that:

Some of the term lecture courses such as physics and biology seemed a waste of time because they did not consider the complete inexperience some of the students had in those fields.

The writer agrees with one girl who wrote about the sciences that:

These subjects can not be hit on the surface. They require real concentrated study.

### Points of Controversy

The professors.-- There were some instances where contradictory testimonies were given by groups of respondents. In general these fall into three categories. The first of these has to do with the caliber of their professors.

The respondents pulled no punches in regard to their professors. Those who mentioned them were either enthusiastic about them or resented them, with the great majority in the former category. Perhaps it should be noted that the eleven former students who mentioned their professors as a strength of the program were all members of the first two graduating classes. On the other hand, the four who thought of the professors as a weakness were all from the last two graduating classes. One student felt that somewhere in 1940 there had been a "substitution of less inspired professors."

The feeling of some of the graduates of the later classes is expressed in the quotation:

The visiting teachers seemed too disinterested. We had the feeling that some of them resented being called upon to display their wares.

For the most part those mentioning the professors felt like the two respondents below about them:

I would say that a great deal of the strength lay in the men who taught us. One couldn't help but feel that they were vitally interested in the group and in giving us the best that was in them.

Personally, I felt that the teachers were among the greatest strengths. They were not only completely

interested in their subject, but completely interesting to their students. I occasionally have time to study and the same feeling about having frontiers to conquer remains with me.

Special group classification.-- Eleven of the respondents resented being made to feel that they were part of a special group. One complained that:

The chief weakness was the fact that somehow it left a slight feeling of having an inferior status in the school.

Another wrote:

Perhaps the greatest weakness is the psychological stigma attached.

Another felt that:

The weakness of the plan was the method of keeping the group all together like a high school class. We did not have enough flexibility. We all took the same thing together all the time.

However it should be pointed out that many more respondents had a feeling of pride in their group and wrote to that effect that:

We had the best professors from all departments of the University and they added prestige to our course.

The guidance program.-- Seven of the respondents thought that the Two Year Curriculum should have put more emphasis on its guidance program. One who felt that this was a weakness wrote:

Guidance was lacking in selecting electives. I was confused as to what subjects I should take.

Others wrote:

More guidance in the choice of occupation is needed. Offered me nothing in a practical way to start work.

Time consumed in the Two Year Curriculum studies not practical for a student needing an education to make a living except in education or social service.

Twelve mentioned the guidance program as a strength of the Two Year Curriculum. Some of their comments follow:

The Two Year Curriculum was a tryout period for me in which there was definite opportunity for discovering wherein my interests and aptitudes lay.

I more fully realize my abilities and limitations as a result of the Two Year Curriculum.

The Two Year Curriculum gave the students the opportunity to examine various occupational fields. Even though I did not pick a specific vocation, I did decide on the type of work I would do.

One of the greatest advantages the Two Year Curriculum offers to the student who is uncertain as to his future field of interest is the opportunity to be introduced to almost every field of study in the University. This way the student can either develop the acquaintance into specialization or reject them all for future concentration without the feeling that perhaps he might have been a geologist if he had had the chance to look into the field. He did look into it. He found that it was not for him. Knowing what he is unsuited for is as important to the student as knowing what he is able to do.

Its strength lies in the very broad training the student receives, and for him who wishes merely an overall general education the plan is very superior. It touches on all phases of scholastic training and leaves the door wide open to the student who wishes to increase his knowledge on a multiplicity of subjects. Even though it is only the rudiments of each subject that a student gets, it furnishes an incentive to continue further study in that particular field if the student finds it to be to his liking.

I believe the Two Year Curriculum was a tempering period in which there was definite opportunity for discerning wherein my interests and aptitudes lay. In the light of such value, I was able to lay out a career for myself feeling a definite knowledge of my own strengths and weaknesses.

A possible conclusion to be drawn from these comments is that the educational phases of the guidance program were particularly strong whereas its vocational phases might have been lacking in some respects.

The Apparent Strengths of the Two Year Curriculum Program

Cultural background.-- Four strengths of the Two Year Curriculum program are apparent in the writings of the respondents. The first of these is the cultural background that the program left with the respondents.

Thirty-five former students who returned their questionnaires mentioned the general cultural background provided as a strength of the Two Year Curriculum. Some illuminating comments on this subject follow:

In two years it gave you material with which to build a foundation for a general education.

The Two Year Curriculum was a fine general education for a future mother.

I have come in contact with people of varied interests, and I have been able to listen, understand, and enjoy what they talk about.

My experience in the Two Year Curriculum has convinced me that a broad general education is the essential part of anyone's career regardless of what that may be - doctor, lawyer, etc.

Integration.-- Seventeen of the respondents referred to the manner in which the courses in "American Civilization" were integrated so as to make both a broad and meaningful contribution to their general education. Some of the more enlightening writings concerning what one former student called "the period panorama idea" follow:

The greatest potential strength of the Two Year Curriculum was the theory of the integrated program of courses. Such a program obviously stimulates new interests, and by its conception of integrated knowledge it can lift the students' judgment to a basis of relative values thereby making him more open-minded, and even pointing up his hindering prejudices.

I got more out of history in the Two Year Curriculum than I did in later regular courses.

The greatest strength to me was the realization given as to the interrelation of each course as it was presented.

The next comment is from a former student who had received both A.B. and M.A. degrees:

The Two Year Curriculum is a much better way to spend the first two years of college than being fed on the porridge of unrelated facts which constitute most liberal arts colleges.

From the historical standpoint the integration temporally of the various subjects with the historical advance of our country proved valuable.

My background provided a better realization of the "one world" of the various subjects later studied. Individual courses taken later grew from the general Two Year Curriculum background merely fulfilling some of its aspects.

I myself approve of the way the United States background was presented - that is, a simultaneous view of each period of its growth presented through art, music, literature, etc. I like that kind of

interrelation and synthesis. No mere specialization in one field or point of view. I find my background rather strong still and quite useful.

The manner in which all subjects are presented in their relation to one another - American Civilization is a combination, a culmination of arts, sciences, industries, economics - the picture is unified, well rounded, well balanced. It helps to show what influences shaped and are shaping our development - now, as then.

I liked the way our semesters were divided into definite years in which we studied each and every phase of American life in that period.

The relationship between professors and students.--- Nine respondents made mention of the relationship which existed between the students and their teachers. Some of the writings on this subject follow:

The greatest strength was the conference period and association between professor and student.

Encouragement from the professors helped me to gain self-confidence.

A strength of the Two Year Curriculum was the atmosphere of friendliness and cooperation between instructors and students.

A strength was the opportunity to meet in and out of the classroom a considerable number of professors.

The professors in charge of the Two Year Curriculum were very helpful in their understanding of our individual problems.

A strength of the program was the personal interest of the coordinating professors in our problems and adjustments.

Its greatest strength was the fact that it used common sense and personal interest in dealing with its students instead of being governed by an impersonal set of rules.

Breadth of the offering.--- The most commonly mentioned strength of the Two Year Curriculum program was the breadth of the offering. Forty-four of the respondents commented upon the wide variety of subjects that were included in the core curriculum. In the opinion of the writer one quotation best summarizes these writings and serves as a conclusion to this study:

Being in the insurance business, I am constantly seeing men from all walks of life. I find that through my experience in the Two Year Curriculum I have something extra over and above a college degree that makes me well rounded in my understanding and appreciation of many situations of life. By this I mean that having the top men give us a concise, abridged, yet well rounded explanation of their subject, whether it was economics, chemistry, or philosophy, we got the best and retained, I believe, almost as much as the liberal arts student who had less exposure to a variety of subjects, and concentrated on a few completely.

In talking with college graduates, I find that I have common interests with more of them than the average student in the group. I think my educational background is better than most students who have a straight A.B. and who received honor marks.

As we get farther away from the two years we were in the Two Year Curriculum, I think we sometimes forget our basic course which was "American Civilization." This course will always be something extra that no one can take away from me. It was not only field trips, knowledge and ten different men's points of view on our country, but it was a cross section of the fibre of life itself. It was an understanding of a people, of a nation, of a way of life, that was not only broken down into its component parts but built up and viewed in its entirety.

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APPENDIX A

BOSTON UNIVERSITY  
SCHOOL OF EDUCATION  
84 EXETER STREET  
BOSTON 16, MASSACHUSETTS

May 15th, 1947

Dear Former T. Y. C. Member:

Professor Roberts and Professor Born send their greetings and would like to know what you have been doing in recent years. They want to evaluate and make a permanent record of the work of the Two Year Curriculum.

With this in mind they have asked me to send the enclosed questionnaire to graduates of the T. Y. C. in the hope that you will render the service of filling it out and mailing it back in the enclosed stamped envelope within five days.

The Two Year Curriculum ended in the spring of 1942. It was then reduced to a one year course. Out of it has evolved the General College which began its operations last September and which incorporated many of the principles originating in the Two Year Curriculum.

You may be sure that the information you give will be treated confidentially and will be used only for anonymous statistics. Your frank comments and criticisms will be very helpful and much appreciated.

Very truly yours,

King S. Pushard  
Research Assistant

Enclosures

BOSTON UNIVERSITY  
 SCHOOL OF EDUCATION  
 84 Exeter Street, Boston, Mass.

\_\_\_\_\_  
 Maiden Name \_\_\_\_\_

\_\_\_\_\_  
 (Street and Number) (Town or City) (State)

\_\_\_\_\_  
 Date: \_\_\_\_\_  
 (Date this is filled in)

\_\_\_\_\_  
 Married? \_\_\_\_\_ Number of Children? \_\_\_\_\_

Indicate below the schools or colleges at which you have studied or  
 training since you completed the Two Year Curriculum.

School: Please check (x) type of attendance: Full time \_\_\_ Part time \_\_\_

School Name	Dates attended (Month, Year)	Major subjects studied	Degree or diploma con- ferred, if any
	From:		
To:			

Reason for leaving \_\_\_\_\_

School: Please check (x) type of attendance: Full time \_\_\_ Part time \_\_\_

School Name	Dates attended (Month, year)	Major subjects studied	Degree or diploma con- ferred, if any
	From:		
To:			

Reason for leaving \_\_\_\_\_

Please use other side for reporting on other schools attended.)

List below any special school(s) attended or course(s) taken while in  
 Armed Services.

Name of School (Include U.S.A.F.I. courses)	Dates (Month, Year)	Courses taken

Did you receive a good foundation was "American Civilization" for your further education?  
 Please check one.

- \_\_\_\_\_ Direct benefit
- \_\_\_\_\_ Indirect benefit
- \_\_\_\_\_ No apparent benefit

It would be appreciated indicating how your educational background  
 compares to the backgrounds of other students. \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



BOSTON UNIVERSITY  
SCHOOL OF EDUCATION  
84 EXETER STREET  
BOSTON 16, MASSACHUSETTS

July 22, 1947

Dear Two Year Curriculum Graduate:

You have probably overlooked our request for the information on the questionnaire which we sent to you, or possibly you found it difficult at the time to reply.

We are trying to make an evaluation and a permanent record of the work of the Two Year Curriculum. In order to do this, we hope to have a 100% response from the graduates. The percentage of returns thus far received is very encouraging.

We are enclosing another questionnaire in case you have mislaid the previous one. Will you help us to make a complete record by filling it out and returning it to us in the enclosed stamped envelope? This record is to be in generalized form and no names are to be used.

Very truly yours,

King S. Pushard  
Research Assistant

Enclosures

APPENDIX C

NUMBER

5.8  
6.4

6.7

7.0  
7.1

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8.3

SAMPLE DISTRIBUTION

FOLLOW-UP LETTER

0 1 2 3 4 5 6

23 24 25

6 7 8 10 13 15 17 18

22 26

2

15 18 20

A Y U G U S T | S E P T E M B E R

REPLIES

61.0%