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**DESIGN OF A REMEDIAL FRESHMAN ENGLISH
COMPOSITION COURSE FOR INTENDED
USE AT OAKWOOD COLLEGE,
HUNTSVILLE, ALABAMA**

Lloyd Evans Mulraine

**A dissertation presented to the
Graduate Faculty of Middle Tennessee State University
in partial fulfillment of the requirements
for the degree Doctor of Arts**

May, 1976

DESIGN OF A REMEDIAL FRESHMAN ENGLISH
COMPOSITION COURSE FOR INTENDED
USE AT OAKWOOD COLLEGE,
HUNTSVILLE, ALABAMA

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ABSTRACT

DESIGN OF A REMEDIAL FRESHMAN ENGLISH COMPOSITION COURSE FOR INTENDED USE AT OAKWOOD COLLEGE, HUNTSVILLE, ALABAMA

by Lloyd Evans Mulraine

The purpose of this dissertation was to design a course in remedial freshman English composition suited to the needs of entering freshmen at Oakwood College, Huntsville, Alabama. Before the actual course design, studies were made of the freshmen who enrolled at Oakwood College during the five-year academic period from 1970 through 1974. The studies were based largely on data compiled by the American College Testing Program (ACT) Research Services, and published by the ACT Publications in The Class Profile Service Report of enrolled freshmen at Oakwood College for each of the five academic years. Analyses were made of the students' academic background and preparation in English, and also of their socio-economic status and were reported in numerous tables and figures employed in Chapters II and III.

Based on the above studies, certain conclusions were formulated. It was discovered that when compared with national freshmen, the freshmen at Oakwood College were academically unprepared for regular college freshman composition, and that they were socio-economically deprived, the

Lloyd Evans Mulraine

latter condition doubtlessly influencing the former. In view of these factors, remedial English composition was seen as a necessity for many freshmen who enroll at Oakwood College, and a course suitable for these students was designed and recommended.

Because the academic year at Oakwood College is divided into three major quarters (fall, winter, and spring), the course was designed for the quarter system, but it may be successfully adapted to the semester system. Course goals and objectives, textbook selection, course structure, and methods and materials were discussed and carefully developed and selected with the type of student who enrolls at Oakwood College in mind. The course was developed to approach writing through perception, with emphasis being placed on the student's use of his five senses and his emotions in writing. A linguistic-descriptive approach to writing was taken, with prescriptive grammar recommended as a follow-up during the revision of written exercises.

Students can benefit greatly from the course herein designed, and teachers of remedial English composition classes should find this dissertation helpful.

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Chapter I

INTRODUCTION

STATEMENT OF THE PROBLEM

The purpose of this study is to design a program of remedial English composition to meet the needs of entering freshmen at Oakwood College, Huntsville, Alabama. Although the study is focussed upon Oakwood College, the program will be adaptable to the needs of any institution whose students have language problems similar to those of entering freshmen at Oakwood College.

In Chapter II, using ACT English and Composite scores, and high school averages in English, the writer analyzes the educational backgrounds and academic preparation of a select number of freshmen enrolled at Oakwood College during the five-year academic period from 1970 through 1974. The writer also analyzes the admissions policies and the graduation requirements of the College.

In Chapter III, the writer does a statistical study of the socio-economic backgrounds of these students. He uses data from ACT class profiles which provide information on the students' background economically and socially. Based on his findings from this and the above data, the writer

establishes a rationale for the need of a remedial program in English composition at Oakwood College.

In Chapter IV, the writer designs a course in remedial English composition for use at Oakwood College. He uses three guidelines for this course: the conclusions derived from his studies documented in Chapters II and III, information received from other institutions with remedial programs in English composition, and information gathered through normal library research. In designing the course, the writer discusses such important areas as course goals and objectives, recommended text selection, course structure, and methods and materials.

Finally, in Chapter V, the writer discusses the need for remedial English composition courses in many of the nation's colleges and universities, the responses of predominantly black institutions of higher learning in Alabama and Tennessee to these programs, and he makes positive recommendations for the implementation of the program which he has designed.

PROJECTIONS

1. That this study will re-emphasize the fact that there is an urgent need for remedial English composition programs by a number of college freshmen at Oakwood College and at other colleges with similar students.

2. That those who read the completed dissertation will be encouraged to initiate remedial composition programs where necessary in their various English departments to meet the needs of their students.

3. That the completed study will help to remove the stigma attached to remedial composition programs in colleges, and that such programs be viewed not as isolation camps for the linguistically helpless college students, but rather as opportunities for building a solid foundation for future academic pursuits.

4. That the program suggested herein will be practical, and that it might prove beneficial to teachers of remedial English composition classes, and to those students who need remedial programs in English composition.

BACKGROUND AND SIGNIFICANCE OF THE STUDY

Oakwood College has been offering remedial programs to its students since 1968. However, in the early 1970's the word "remedial" was banned from these programs. Remedial Math became Fundamentals of Math, Remedial Reading became Developmental Reading, and Remedial English became Basic English. At the outset the course in remedial English was a non-credit course required of those students who did not pass an English examination set by the English department of the College. These students were required to pay for a

course which met four days per week, but they received no credit for the course. Quite often these students were hostile and the course became rather unpopular. Later the course was called Basic English, EN 100; it still met four days per week but the students received two hours' credit which could not be applied to graduation. Until 1974 students whose ACT English scores were below 11 had to take this course; in 1975 the standard was raised and all students with ACT English scores of 15 and below were assigned to Basic English classes.

Eight years' experience in the teaching of English composition to college freshmen has brought the writer of this dissertation face to face with the reality that a large percentage of the students who enroll in freshman composition classes lack the necessary foundation and preparation for these classes. Based on this observation, the writer became interested in working with such students through experimental remedial methods. The results have been gratifying, and many students who participated in those remedial programs have gone on to make above average grades in the regular freshman composition classes.

The writer believes that this study will be valuable in creating guidelines for a program in remedial English Composition. He also hopes that this program will be a source of help to future students in need of remedial work in English,

and most of all to those teachers who, without specialized training and preparation, are required to teach this highly specialized course.

DEFINITION OF TERMS

Remedial: As used in this paper this term has three distinct meanings: Intended to correct or improve one's skill in a specified field; concerned with the improvement of skills imperfectly learned and with the raising of a pupil's general competence in a specified field; instruction aimed at increasing proficiency in a specified field.

Oakwood College: A four year liberal arts college situated in the city of Huntsville, Alabama. This college is a church-related institution established in 1896 to "train" the Black youth of the Seventh-day Adventist church. Today, the college has an enrollment of over a thousand students, and although still predominantly black in enrollment, it is integrated and offers a liberal arts education to youth and adults of all faiths, creeds, and nationalities.

ACT: "The American College Testing Program, an independent and non profit national educational organization. A primary function of the organization is the transmission of information to students, high schools, and colleges during the students' transition from high school to college. This is accomplished largely through the ACT Assessment which

includes a Student Profile Section plus a battery of four tests of educational development: English Usage, Mathematics Usage, Social Studies Reading, and Natural Sciences Reading. The ACT Assessment Program is used each year by approximately one million students and over 20,000 educational institutions."¹

Mean: Arithmetic average, average of a set of scores. The mean is the result of the well-known procedure of adding up all the measures and dividing by the number of measures.

Standard Deviation: The Standard Deviation reflects dispersion of scores so that the variability of different distributions may be compared.

Composite Scores: Average of all the scores combined in all four areas tested.

LIMITATIONS OF THE STUDY

This study is carried out mainly on freshmen enrolled at Oakwood College during the five academic years--1970 through 1974--who participated in the American College Testing Program. In addition, thirty freshman students, male and female, are selected from the top of an alphabetical list from each of the five academic years under consideration and used as subjects for additional study. The writer believes

¹ American College Testing Program Research and Development Division, Highlights of the ACT Technical Report (Iowa City: ACT Publications, 1973), p. 1.

that data acquired from five consecutive years within an institution is sufficient evidence of weaknesses and strengths of that institution. Therefore, the conclusions are of significant importance to Oakwood College.

The study is limited to ACT English scores and high school averages in English of the selected students, to determine their academic background and preparation. The writer does not deem it necessary to analyze other academic areas of the students since the purpose of this study is to design a program in remedial English composition. Data on racial-ethnic backgrounds and family income brackets found in the ACT Class Profile Reports are also analyzed to determine the socio-economic status of the students.

PROCEDURES FOR COLLECTING DATA

1. Through data received from the Office of Student Development and Planning at Oakwood College.
2. Through data received from the Office of Admissions at Oakwood College.
3. Through data received from the Office of the Registrar at Oakwood College.
4. Through data received from the American College Testing Program Research Services, Iowa City, Iowa.
5. In a very limited way, through information received from questionnaires sent out to predominantly black colleges

and universities in Alabama and Tennessee. The data received from these questionnaires provided information on the status of programs in remedial English composition in these institutions.

6. Through personal interviews.
7. Through an experimental course in remedial writing conducted by the writer at Oakwood College during the Fall quarter, 1975.
8. Through research of materials published about remedial English composition.

PROCEDURES FOR TREATING DATA

The data gathered from the sources aforementioned were used to determine the need for a remedial English composition course at Oakwood College. The ACT English scores and the High School English grades taken from The Class Profile Service Reports were assembled in tables and figures and compared with national norms. This procedure revealed that many entering freshmen at Oakwood College lacked basic English skills. Other factors such as racial or ethnic background, family income, and need for financial aid were also studied, and these revealed that the students were socio-economically deprived. Both socio-economic status and the limited academic preparation in English displayed by many freshmen at Oakwood College served as rationale for designing the course in remedial English composition for these students.

Chapter II

STATISTICAL ANALYSIS AND INTERPRETATION OF PREPARATION IN ENGLISH OF FRESHMEN ENTERING OAKWOOD COLLEGE 1970 THROUGH 1974

In a recent bulletin published by Oakwood College, the intellectual objectives of the institution are spelled out in the following terms:

Consonant with the divine plan of education, the College purposes to develop within its students certain attitudes and abilities conducive to independent and creative thinking; to further acquaint them with the basic facts and principles of the major fields of knowledge together with a more intensive concentration in one or more of these fields. The College seeks further to help the student to develop proficiency in the use of the English language; to encourage an unbiased attitude on controversial issues; and to motivate within the student a persistent and continuing intellectual curiosity.¹

Proficiency in the English language is thus a major intellectual objective of the College. To achieve this objective, the College must develop and implement adequate programs in English. Obviously, the effectiveness of these programs depends upon the needs of the student body. It follows, then, that these needs must be discovered through tests and other available devices.

¹ Oakwood College Bulletin 1975-76 (Huntsville, Alabama), pp. 30-31. (My italics.)

Like many institutions of higher learning throughout America, Oakwood College is faced with a major problem of accepting students who are deficient in English. Political, financial, and other problems have pressured these institutions into relaxing their standards and lowering their requirements for admissions. Fred E. Crossland states that "since 1968 there has been an effective lowering of the test barrier for substantial numbers of minority students."² This is true not only for the minority student but for other students as well. The results are that many institutions of higher learning today admit thousands of students who have not mastered basic language skills. In a recent issue of Newsweek, the following statement appeared:

If your children are attending college, the chances are that when they graduate they will be unable to write ordinary, expository English with any real degree of structure and lucidity. If they are in high school and planning to attend college, the chances are less than even that they will be able to write English at the minimal college level when they get there. If they are not planning to attend college, their skills in writing English may not even qualify them for secretarial or clerical work. . . . Willy-nilly, the U. S. educational system is spawning a generation of semiliterates.³

The above statement might be startling to many people, but it merely repeats what many executives in the business world and

² Fred E. Crossland, Minority Access to College: A Ford Foundation Report (New York: Schocken Books, 1971), p. 88.

³ "Why Johnny Can't Write," Newsweek (Dec. 8, 1975), p. 58.

many educators already know. "Many of the most intelligent freshmen, in some ways more articulate and sophisticated than ever before, are seriously deficient when it comes to organizing their thoughts on paper."⁴ There seems to be no question in the minds of educators that one of the major problems which confront institutions of higher learning is accepting students who cannot write English at the minimal college level.

According to the Newsweek article, "The College Entrance Examination Board announced the formation of a panel of top educators who will study the twelve year long decline in Scholastic Aptitude Test scores; the fall-off has been especially sharp in verbal skills."⁵ Both national and local agencies are concerned with the problem, and their studies reveal the proportions to which it has developed. Among these agencies is the National Assessment of Educational Progress, which reports that "the majority of Americans of all ages tend to use only the simplest sentence structure and the most elementary vocabulary when they write. Among teen-agers, writing performance appears to be deteriorating at the most alarming rate of all. The NAEP's largest studies show that the essays of 13- and 17-year-olds are far more awkward, incoherent and disorganized than the efforts of those tested

⁴ Ibid., p. 59.

⁵ Ibid., p. 58.

in 1969."⁶ It is these 17-year-olds that colleges and universities accept today, and these are the students who need remedial courses in English if they are to survive in college.

In the November 23, 1975, issue of the Tennessean, a Nashville newspaper, educators in the State of Tennessee "confirmed a trend reported in the national survey." Dr. Rupert Palmer, Chairman of English at Vanderbilt University, said, "Over the last five years there has been a lot more trouble with student writing, particularly with freshmen." Dr. Allison Ensor, Chairman of English at the University of Tennessee at Knoxville, reported, "The errors that are showing up are of a more elementary sort." Dr. William Beasley, Chairman of English at Middle Tennessee State University, said, "This year, for the first time, more than half the entering freshmen need an introductory English course emphasizing basic writing skills."⁷ Tennessee colleges and universities are not unique in this respect; even the nation's top ranking colleges and universities suffer the plague of deteriorating written communication. "At Harvard, one economics instructor has been so disturbed at the inability of his students to write clearly that he now offers

⁶ Ibid.

⁷ Dan Neuharth, "Educators Say Teens' Writing Less Coherent," Tennessean (November 23, 1975), p. 17-A.

his own services to try to teach freshmen how to write."⁸ It is also reported that "at the University of California at Berkeley, where students come from the top 12.5 percent of high-school graduates, nearly half of last year's freshmen demonstrated writing skills so poor that they were forced to enroll in remedial courses nicknamed 'bonehead English.'"⁹ Remedial work in English is becoming the rule rather than the exception in a number of schools around the nation. Michigan State University, the State colleges of Georgia, and Temple University in Philadelphia are among the leaders in these programs.

The problems that exist at other colleges and universities also exist at Oakwood College, where 211 of the 400 freshmen enrolled in September, 1975, had to be placed in basic English classes; over fifty percent of entering freshmen demonstrated the need for an introductory English course emphasizing basic writing skills. In a sense, the problem is more acute at Oakwood due to the uniqueness of the institution. It is the only predominantly Black Seventh-day Adventist institution of higher learning in North America, and as such, it is committed to provide higher education for the Black youth of the church. Since it is a Christian

⁸ Newsweek (Dec. 8, 1975), pp. 58-59.

⁹ Ibid., p. 59.

school, one of the major functions of Oakwood College is to prepare ministers for the Black Seventh-day Adventist Church. Of the 1,029 students currently enrolled at the College, more than 200 are pursuing degrees in religion and theology. Frequently, students choosing to enter these fields demonstrate great religious zeal, while at the same time their background in English usage is very poor. The College has a moral obligation to provide programs in basic English for these students, in order that the quality of its ministerial graduates might not be inferior. The problem of an impoverished background in English does not rest with the religion and theology majors at Oakwood College; it is a problem throughout the entire student body.

Oakwood College is accredited by the Southern Association of Colleges and Schools, "and is authorized by the State of Alabama to confer appropriate literary degrees and honors upon its graduates."¹⁰ The College grants the Bachelor of Arts or Bachelor of Science degrees in seventeen areas, and the Bachelor of General Studies degree. It is required by the College that all students demonstrate proficiency in English before graduation. "During the Spring of the Junior year, but no later than the fall of the senior [sic] year, a student is required to take a proficiency test in English.

¹⁰ Oakwood College Bulletin, 1975-76, p. 58.

. . . If a student fails to pass the test, he is required to enroll for EN 250, a two-hour course in English fundamentals, and to pass this in order to qualify for graduation."¹¹ It is also explicitly stated in the College Bulletin, "Satisfactory results must be on file in the Registrar's Office for the English Proficiency Examination,"¹² before the student can be considered eligible for degree candidacy.

In order that one might understand the needs of the student body at Oakwood College, it is necessary that information concerning the admissions policies and practices of the College, and the students' abilities and backgrounds be made available. Statistical class profiles and other devices which itemize the personal, academic, and socio-economic parameters of the students may be used not only as admissions criteria and for student placement and counseling, but as guidelines when one is designing and developing programs such as a course in Remedial Freshman English Composition.

Although statistical profiles give a general view of the students studied, one should keep in mind that individual differences are important. Karl D. Garrison states, "Generalizing from averages to individual cases is dangerous. When we consider the average adolescent we are dealing with

¹¹ Ibid., p. 57.

¹² Ibid., p. 60.

a nonexistent person, a statistic."¹³ Nevertheless, statistical studies do prove helpful in revealing students' academic potential and achievement, and it is necessary that such studies be taken into account prior to the designing of new courses.

In this chapter, statistical academic records of entering freshmen at Oakwood College for the five consecutive academic years 1970-71 through 1974-75 will be examined and analyzed to discover the academic potential and achievement of these students, to compare them with typical national college freshmen, and to determine the extent of these students' deficiencies in English. In addition to The Class Profile Service Report for each year under consideration, the results of a study of 30 entering freshmen for each year will be reported as further proof of the quality of freshmen who enroll at Oakwood College each year.

The American College Testing Program (ACT) administers a battery of tests. "Each of the ACT Tests is oriented toward one of the four primary subject-matter areas of college and high school instruction":¹⁴ English, mathematics,

¹³ Karl C. Garrison, Psychology of Adolescence (Englewood Cliffs: Prentice Hall, 1965), p. 10.

¹⁴ American College Testing Program Research Service, College Student Profiles: Norms for the ACT Assessment: Assessing Students on the Way to College (Iowa City: ACT Publications, 1972), p. 3.

social studies, and natural science. "The English test is designed to measure the student's understanding and use of the basic elements in correct and effective writing."¹⁵ Because this study is basically concerned with composition, attention will be focused on the results of the English test administered to freshmen at Oakwood College with occasional reference made to ACT composite scores. The ACT English scores have been chosen as a fairly reliable guide to the study of college freshmen because these "scores tended to be less variable than those for the other tests."¹⁶

The results of the ACT English test scores of the 128 entering freshmen at Oakwood College for the academic year 1970-71 appear in Table 1.1, p. 18. The distribution of standard scores is given, the percentile ranks, the percentage of students in various test score intervals, and the means (arithmetical averages) and standard deviations are also shown. The data given in Table 1.1 are pictured by the graph of Figure 1.1, p. 20. The selected score intervals are 1-15, 16-20, 21-25, and 26-36; and the percentages are 64, 30, 6, and 0, respectively. It is interesting to note that the lower the interval, the higher is the percentage, and as the intervals increase in score size, the percentages of students decrease, until finally the highest interval, 26-36, has 0%. The graph also sets up a comparison with the

¹⁵ Ibid.

¹⁶ Ibid., p. 21.

Table 1.1

DISTRIBUTIONS AND PERCENTILE RANKS
OF ACT ENGLISH TEST SCORES

SCALE	MEN		WOMEN		TOTAL	
	FREQ	PR	FREQ	PR	FREQ	PR
36	0	99	0	99	0	99
35	0	99	0	99	0	99
34	0	99	0	99	0	99
33	0	99	0	99	0	99
32	0	99	0	99	0	99
31	0	99	0	99	0	99
30	0	99	0	99	0	99
29	0	99	0	99	0	99
28	0	99	0	99	0	99
27	0	99	0	99	0	99
26	0	99	0	99	0	99
25	0	99	1	99	1	99
24	0	99	2	98	2	98
23	0	99	2	95	2	97
22	0	99	1	94	1	96
21	0	99	2	92	2	95
20	0	99	3	89	3	93
19	2	98	5	84	7	89
18	3	92	12	74	15	80
17	4	83	5	65	9	71
16	1	77	3	60	4	66
15	7	68	4	56	11	60
14	1	58	2	51	3	54
13	3	54	3	49	6	51
12	2	48	0	48	2	48
11	1	44	5	45	6	45
10	3	39	8	37	11	38
9	2	33	6	29	8	30
8	0	31	6	22	6	25
7	4	26	9	13	13	18
6	1	20	4	6	5	11
5	3	15	1	3	4	7
4	1	11	1	2	2	5
3	1	8	1	1	2	3
2	1	6	0	1	1	2
1	2	2	0	1	2	1

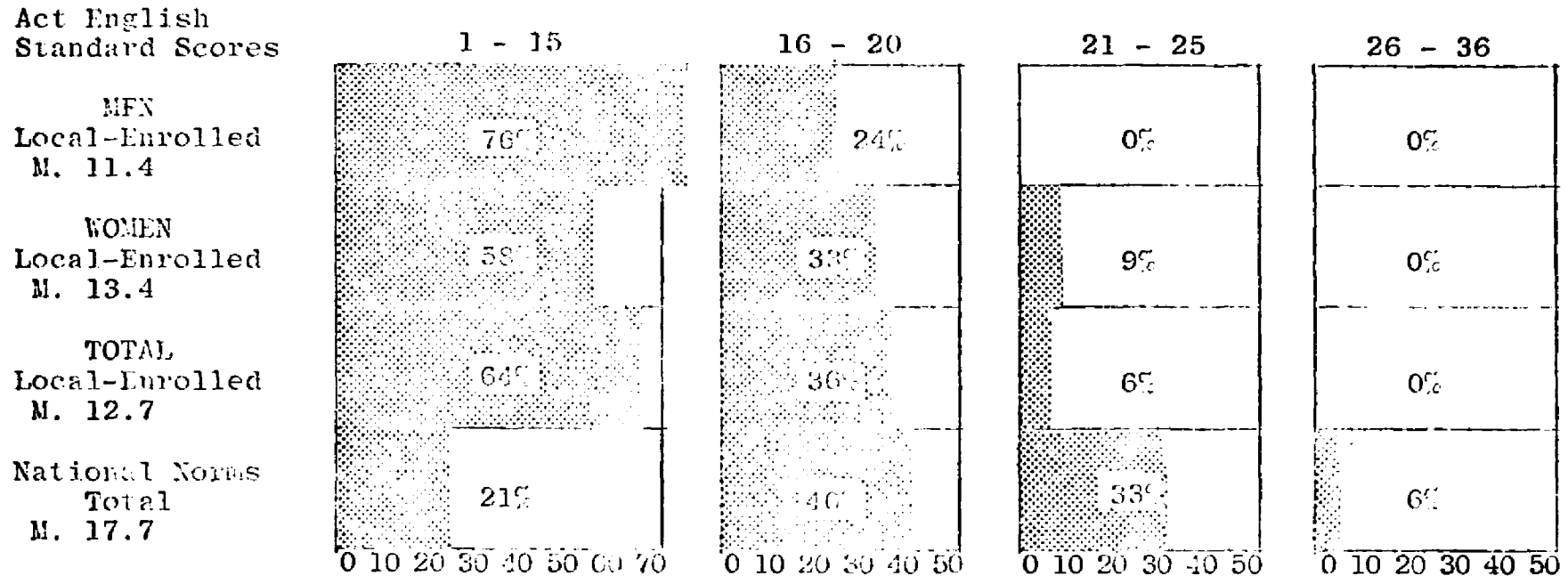
Table 1.1 (Continued)

SCALE	MEN		WOMEN		TOTAL	
	FREQ	PR	FREQ	PR	FREQ	PR
PERCENTAGE OF STUDENTS IN VARIOUS TEST SCORE INTERVALS						
26-36		0		0		0
21-25		0		9		6
16-20		24		33		30
1-15		76		58		64
MEAN		11.4		13.4		12.7
S.D.		5.3		5.5		
NUMBER OF STUDENTS			42 MEN,	86 WOMEN,		128 TOTAL

Source: American College Testing Program Research Service, The Class Profile Service Report, Enrolled 1970, Oakwood College, Huntsville, Alabama, Code 30 (Iowa City: ACT Publications, 1970), Table 1.1, p. 1. Hereafter references will include only the information required to identify the source.

Figure 1.1

PERCENT OF STUDENTS WITH ACT ENGLISH SCORES
IN SELECTED INTERVALS, 1970-71



Sources: Local--American College Testing Program Research Service, The Class Profile Service Report, Enrolled 1970, Oakwood College, Huntsville, Alabama, Code 30 (Iowa City: ACT Publications, 1970), Table 1.1, p. 1. Hereafter references will include only the information required to identify the source.

National--"ACT Means & SD's for Successive Years of Tested College-Bound Students," a single sheet furnished by American College Testing Program Research Service (Iowa City: ACT Publications, 1975). Hereafter references will include only the information required to identify the source.

national norms and shows Oakwood College freshmen of 1970 below the national norms for that year. The graph shows that nationally there is a heavy concentration of students in intervals two and three, whereas locally, intervals one and two are heavily populated.

Obviously, a college which accepts students who are below the national norms must provide special programs of remediation for these students. With more than half of the 1970 entering freshmen falling below the 25th percentile rank in English, Oakwood College should have a very strong program of remediation in English. The graph of Figure 1.2, p. 22, shows that Oakwood College freshmen trail the national college freshmen at a significant distance in their understanding and use of the basic elements in correct and effective writing. In this graph the local means for men, women, and total are compared with the national norms: local men 11.4, national men 16.7; local women 13.4, national women 18.8; local total 12.7, national total 17.7.¹⁷

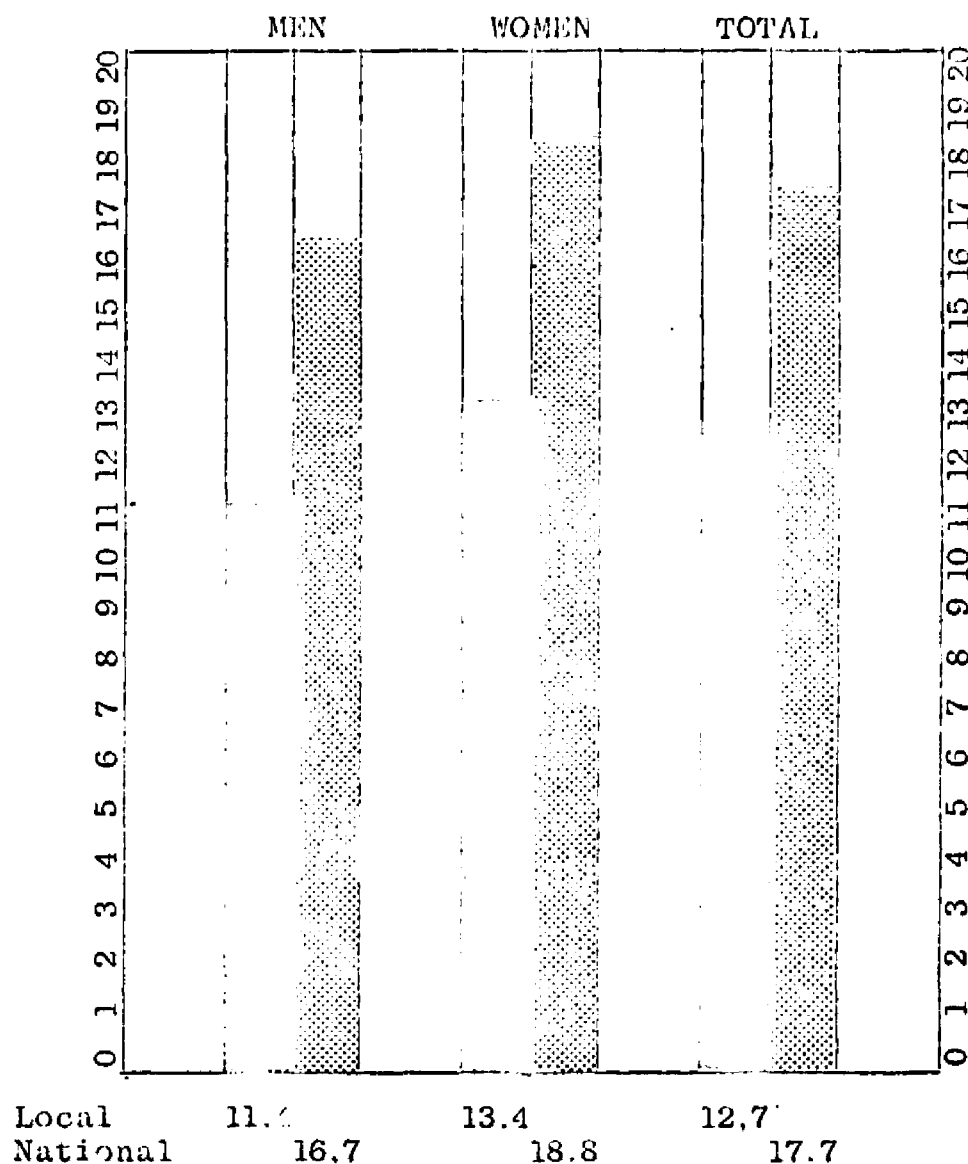
The typical freshman enrolled at Oakwood College in 1970-71 had an ACT composite score of 12.4,¹⁸ compared to the

¹⁷ American College Testing Program Research Service, The Class Profile Service Report, Enrolled 1970, Oakwood College, Huntsville, Alabama, Code 30 (Iowa City: ACT Publications, 1970), Table 1.1, p. 1.

¹⁸ Ibid., Table 1.5, p. 5.

Figure 1.2

COMPARISON OF THE LOCAL AND NATIONAL MEANS
OF ACT ENGLISH SCORES FOR 1970-71



Sources: Local--The Class Profile Service Report, Enrolled 1970-71, Table 1.1, p. 1.

National--"ACT Means & SD's for Successive Years of Tested College-Bound Students," a single sheet furnished by American College Testing Program Research Service (Iowa City: ACT Publications, 1975). Hereafter references will include only the information required to identify the source.

typical national freshman with 19.5.¹⁹ This suggests that in the four test areas combined, the typical Oakwood College freshman was not as academically prepared for college as was the typical national freshman.

Table 1.2, p. 24, gives the distribution of high school grades in four different areas for freshmen entering Oakwood College in 1970. In English, the means are as follows: men 2.44, women 2.77, total students 2.67.²⁰ The national mean for total students for that year was 2.72;²¹ this was higher than the local mean. Interestingly enough, the local students whose English mean was 2.67, a little better than C, did not demonstrate average ability in English on the ACT.

Table 1.3, p. 25, shows the distribution of the average of four high school grades (HSA), and the percentages of students in various HSA categories who entered as freshmen at Oakwood College in 1970. The means shown are men 2.50, women 2.42, and total students 2.44.²² Compared to the

¹⁹ "ACT Means & SD's for Successive Years of Tested College-Bound Students," a single sheet furnished by American College Testing Program Research Service (Iowa City: ACT Publications, 1975). Hereafter references will include only the information required to identify the source.

²⁰ The Class Profile Service Report, Enrolled 1970, Table 1.6, p. 6.

²¹ American College Testing Program Research Service, Your College Freshmen: Interpretive Guide to ACT Research Services for Higher Education (Iowa City: ACT Publications, 1971), Table S-2.5, p. 176.

²² The Class Profile Service Report, Enrolled 1970, Table 1.7, p. 7.

Table 1.2

DISTRIBUTIONS OF HIGH SCHOOL GRADES

	ENGLISH		MATH		SOC. S.		N. SCI.	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
<u>MEN STUDENTS</u>								
A	3	8	3	8	2	6	4	11
B	13	35	7	19	18	50	14	40
C	18	49	18	50	11	31	15	43
D	1	3	3	8	2	6	1	3
F	1	3	0	0	0	0	0	0
NOT TAKEN	1	3	5	14	3	8	1	3
MEAN		2.44		2.32		2.61		2.62
S.D.		0.80		0.78		0.69		0.73
NO. OF STUDENTS		37		36		36		35
<u>WOMEN STUDENTS</u>								
A	12	15	3	4	13	16	6	7
B	41	51	19	24	27	34	19	23
C	25	31	37	46	32	41	41	51
D	3	4	17	21	5	6	11	14
F	0	0	2	3	0	0	1	1
NOT TAKEN	0	0	2	3	2	3	3	4
MEAN		2.77		2.05		2.62		2.23
S.D.		0.74		0.85		0.84		0.83
NO. OF STUDENTS		81		80		79		81
<u>TOTAL STUDENTS</u>								
A	15	13	6	5	15	13	10	9
B	54	46	26	22	45	39	33	28
C	43	36	55	47	43	37	56	48
D	4	3	20	17	7	6	12	10
F	1	1	2	2	0	0	1	1
NOT TAKEN	1	1	7	6	5	4	4	3
MEAN		2.67		2.13		2.62		2.35
S.D.		0.77		0.84		0.80		0.82
NO. OF STUDENTS		118		116		115		116

Source: The Class Profile Service Report, Enrolled 1970,
Table 1.6, p. 6.

Table 1.3

DISTRIBUTION OF THE AVERAGE
OF FOUR HS GRADES (HSA)

	MEN		WOMEN		TOTAL	
	FREQ	PR	FREQ	PR	FREQ	PR
4.00	0	99	0	99	0	99
3.75	1	99	2	99	3	99
3.50	0	97	9	92	9	93
3.25	3	93	1	85	4	88
3.00	2	85	5	82	7	83
2.75	5	75	7	74	12	74
2.50	11	51	15	60	26	58
2.25	6	26	11	44	17	38
2.00	3	13	16	27	19	23
1.75	1	7	6	13	7	11
1.50	2	3	5	6	7	5
1.25	0	1	1	2	1	1
1.00	0	1	1	1	1	1
0.75	0	1	0	1	0	1
0.50	0	1	0	1	0	1
0.25	0	1	0	1	0	1
0.00	0	1	0	1	0	1

PERCENTAGE OF STUDENTS IN VARIOUS HSA CATEGORIES

3.5-4.0	3	14	11
2.5-3.4	62	35	43
1.5-2.4	35	48	44
0.5-1.4	0	3	2
0.0-0.4	0	0	0
MEAN	2.50	2.42	2.44
S.D.	0.48	0.62	0.58
NUMBER OF STUDENTS	34 MEN,	79 WOMEN,	113 TOTAL
NO HSA AVAILABLE	8 MEN,	7 WOMEN	15 TOTAL

Source: The Class Profile Service Report, Enrolled 1970,
Table 1.7, p. 7.

national means of men 2.53, women 2.81, and total students 2.67,²³ Oakwood College freshmen were academically lower. The percentages of students in the various HSA categories also show some differences in achievement when the local students are compared to the national. Whereas only 11% of the local students are in the highest category, 17% of the national are in that category; 43% of the local are in the second highest category compared to 48% of the national; 44% of the local are in the third category compared to 33% of the national; and 2% of the local are in the lowest category compared to 3% of the national.²⁴

In a study conducted by this writer for this dissertation, thirty students were selected from the top of an alphabetical list of the 1970 entering freshmen at Oakwood College for the purpose of doing a local study of their academic background and preparation in English. Their ACT English scores and their high school English grades were analyzed to determine the type of academic preparation these students had in English. Data were gathered from a bound IBM printout of students entering Oakwood College from 1969 through 1974. This information was made available to

²³ "ACT Means & SD's for Successive Years of Tested College-Bound Students."

²⁴ The Class Profile Service Report, Enrolled 1970, Table 1.7, p. 7.

administration and faculty of the College through the efforts of the Center for Student Development and Planning.

Table 1.4, p. 28, reveals that of the subjects studied, 60% fell between 1 and 15 on the ACT English test; this placed them below the 33rd percentile according to national norms. One conclusion that might be drawn from this study is that about 60% of incoming freshmen at Oakwood during 1970 were below average students, and that they needed remedial work in English. On the other hand, the high school grades in English of the same group of students, reflected in Table 1.5, also on p. 28, show only 7% of the students with below average grades in English. The mean on the ACT English test of these students was 12.3. This compares favorably with that of the total number of entering freshmen shown in Table 1.1, p. 18. However, compared to a national mean of 17.7, a mean of 12.3 revealed that Oakwood College freshmen were significantly lower than the national freshmen, and that they were less prepared in English.

Although according to the 1970-71 findings, freshmen at Oakwood College trailed the national college freshmen at a significant distance, it would seem premature for one to conclude from the findings of a single year that Oakwood College freshmen need remedial English courses. Such a conclusion ought to be based on more extensive research. In view of this, additional information will be analyzed, and this study

Table 1.4

PERCENTAGE OF STUDENTS IN VARIOUS ACT
ENGLISH TEST SCORE INTERVALS, 1970-71

INTERVALS	FREQ.	X	FX	PERCENTAGE OF STUDENTS IN EACH INTERVAL
26-36	0	31	0	0
21-25	2	23	46	7
16-20	10	18	180	33
1-15	18	8	144	60
	$\sum F=30$		$\sum FX=370$	
MEAN = 12.3				
X = Midpoint of Intervals				
FX = Frequency times Score				
$\sum FX$ = Sum of Frequency times Score				

Source: Oakwood College IBM Printout of ACT Scores and High School Grades for Entering Freshmen, 1969-74.

Table 1.5

DISTRIBUTION OF HIGH SCHOOL GRADES IN ENGLISH
OF 30 ENTERING FRESHMEN 1970-71

GRADE	FREQ.	PERCENTAGE
A	5	17
B	12	40
C	11	36
D	2	7

Source: Oakwood College IBM Printout of ACT Scores and High School Grades for Entering Freshmen, 1969-74.

will be extended over a period of five consecutive years before a definite conclusion is formed.

In 1971, the ACT was administered to 171 entering freshmen at Oakwood College. The results of the English test scores are given in Table 2.1, p. 30. In addition to the distribution of scores and percentile ranks, the percentage of students in various test score intervals and the means and standard deviations are also given.

Figure 2.1, p. 32, sets up a graph showing the differences in concentrations of the 1971 freshmen in various test score intervals, both on the local and the national levels. Whereas the local students are heavily concentrated in the lowest (1-15) interval with 66%, the national students show a lighter concentration of only 21% in this interval. As the interval scores increase, the percentages of students on the local level decrease. Interval 16-20 has 28% of the local freshmen, but 40% of the national. Interval 21-25 has only 6% of the local, but 33% of the national. Interval 26-36 has 0% of the local, but 6% of the national.

The above figures reveal first of all that, as in the previous year, Oakwood College did not receive any of the top students in English during the 1971-72 academic year. The figures also reveal that approximately two-thirds of the entering freshmen of 1971 were below the national averages,

Table 2.1

DISTRIBUTIONS AND PERCENTILE RANKS
OF ACT ENGLISH TEST SCORES

SCALE	MALE		FEMALE		TOTAL	
	FREQ	PR	FREQ	PR	FREQ	PR
36	0	99	0	99	0	99
35	0	99	0	99	0	99
34	0	99	0	99	0	99
33	0	99	0	99	0	99
32	0	99	0	99	0	99
31	0	99	0	99	0	99
30	0	99	0	99	0	99
29	0	99	0	99	0	99
28	0	99	0	99	0	99
27	0	99	0	99	0	99
26	0	99	0	99	0	99
25	0	99	1	99	1	99
24	1	99	2	98	3	99
23	0	99	1	97	1	97
22	0	99	1	96	1	97
21	2	97	2	94	4	95
20	2	94	5	91	7	92
19	1	92	8	85	9	87
18	4	88	6	78	10	82
17	1	84	9	71	10	76
16	7	78	5	64	12	70
15	4	70	7	58	11	63
14	2	66	1	54	3	59
13	2	63	10	49	12	54
12	3	59	3	43	6	49
11	4	54	0	41	4	46
10	4	48	6	38	10	42
9	6	40	10	31	16	35
8	7	31	8	22	15	25
7	7	20	5	16	12	18
6	3	13	8	10	11	11
5	3	8	2	5	5	6
4	2	4	2	3	4	4
3	2	1	0	2	2	2
2	0	1	1	1	1	1
1	0	1	1	1	1	1

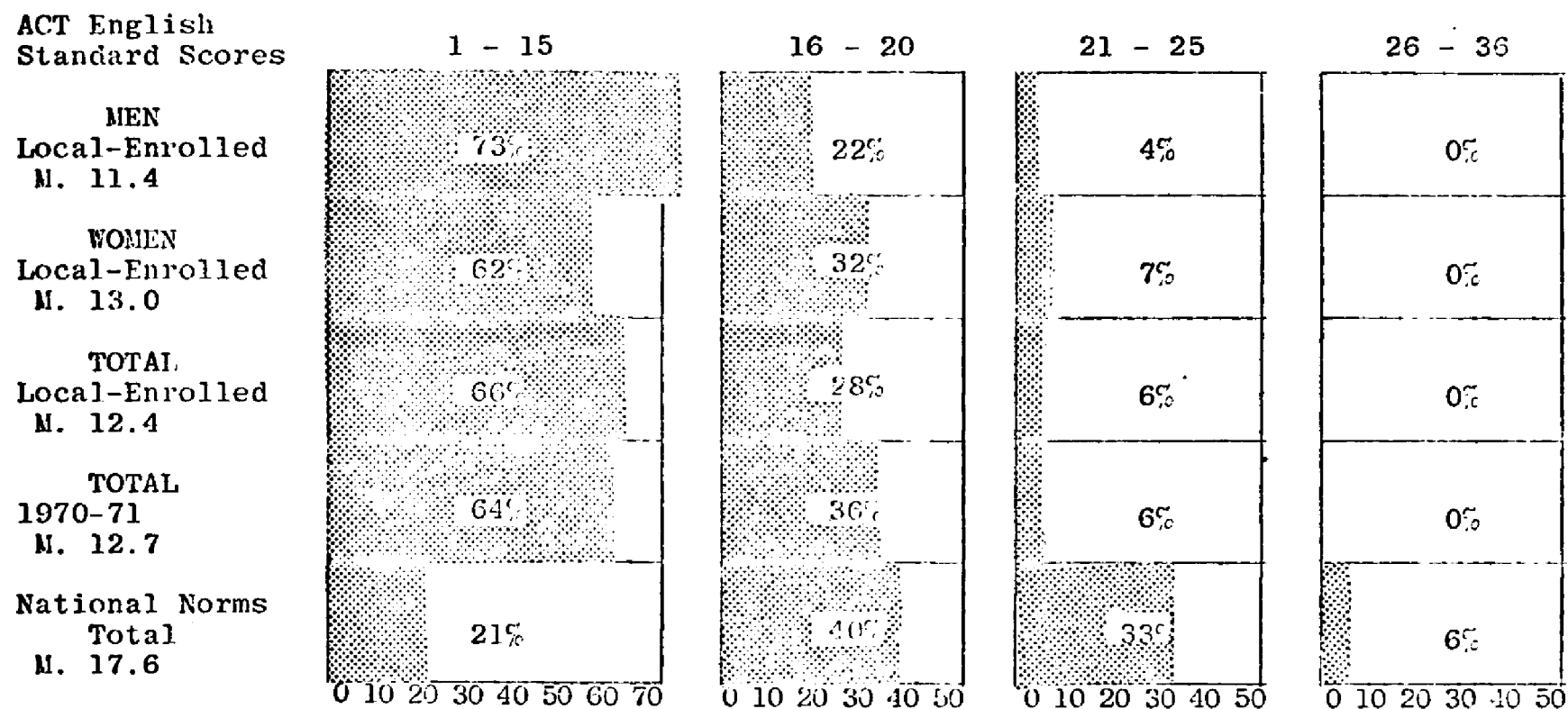
Table 2.1 (Continued)

SCALE	MEN		WOMEN		TOTAL	
	FREQ	PR	FREQ	PR	FREQ	PR
PERCENTAGE OF STUDENTS IN VARIOUS TEST SCORE INTERVALS						
26-36		0		0		0
21-25		4		7		6
16-20		22		32		28
1-15		73		62		66
MEAN		11.4		13.0		12.4
S.D.		5.0		5.5		5.4
NUMBER OF STUDENTS	67 MEN,		104 WOMEN,		171 TOTAL	

Source: The Class Profile Service Report, Enrolled 1971-72,
Table 1.1, p. 1.

Figure 2.1

PERCENT OF STUDENTS WITH ACT ENGLISH SCORES
IN SELECTED INTERVALS, 1971-72



Sources: Local--The Class Profile Service Report, Enrolled 1970, Table 1.1, p. 1; and Enrolled 1971-72, Table 1.1, p. 1.

National--"ACT Means & SD's for Successive Years of Tested College-Bound Students."

and therefore could have required remedial work in English to bring them up to the national level.

Figure 2.2, p. 34, compares the local means with the national means for the 1971-72 freshmen. The local mean for men is 11.4 compared to the national mean for men of 16.6. The local mean for women is 13.0 compared to the national mean for women of 18.5. The total local mean is 12.4, compared to the national total mean of 17.6.

The typical freshman enrolled at Oakwood College in 1971-72 had an ACT composite score of 12.3,²⁵ compared to the typical national freshman with 18.8.²⁶ This signifies that in all areas combined the typical Oakwood freshman fell significantly lower than the typical national freshman on the ACT. The typical Oakwood freshman of 1971-72 was definitely not as prepared for college work as was the typical national freshman.

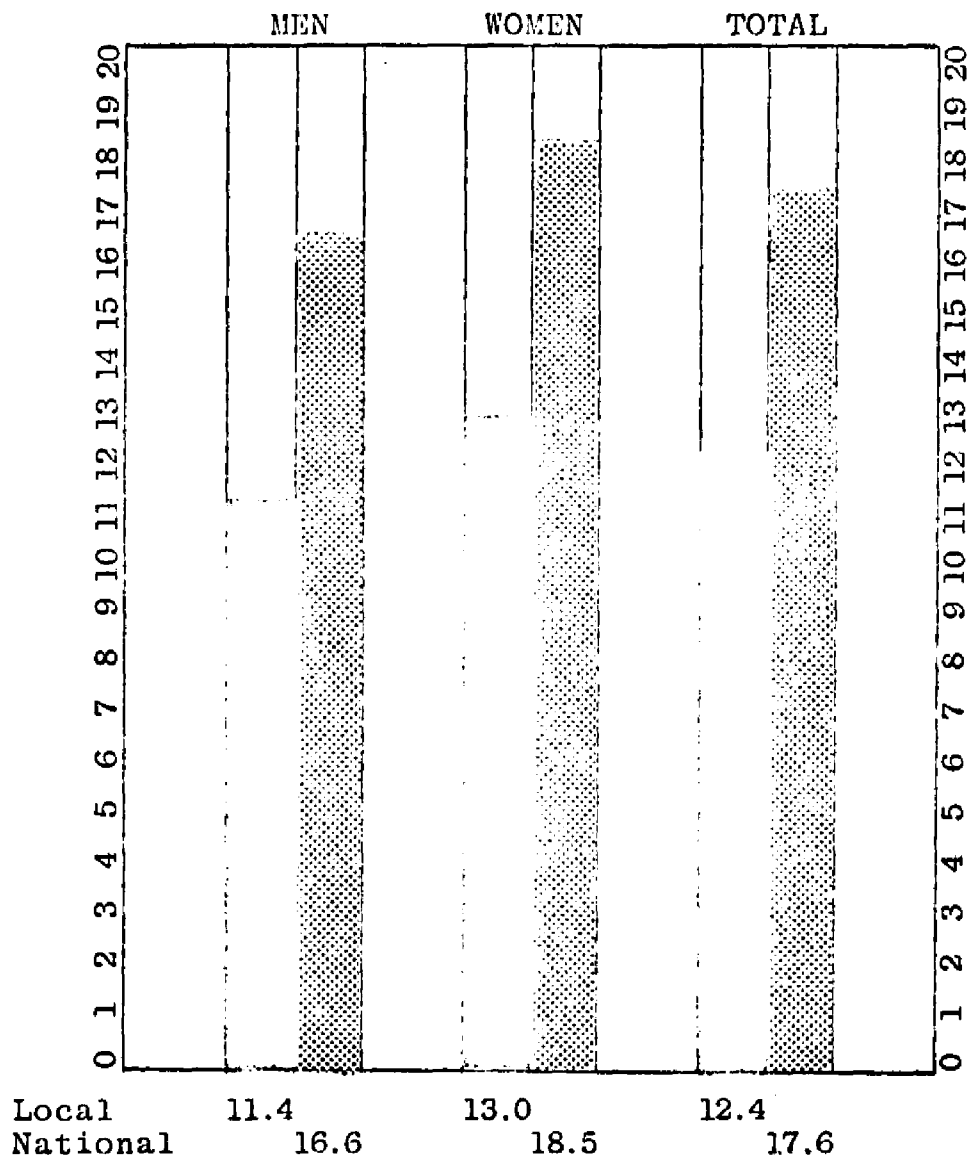
Table 2.2, p. 35, shows the distribution of high school grades in four different areas for freshmen entering Oakwood College during the 1971-72 academic year. In English, the mean for men is 2.54, for women 2.75, and for both men and

²⁵ Ibid., p. 5.

²⁶ "ACT Means and SD's for Successive Years of Tested College-Bound Students."

Figure 2.2

COMPARISON OF THE LOCAL AND NATIONAL MEANS
OF ACT ENGLISH SCORES FOR 1971-72



Sources: Local--The Class Profile Service Report, Enrolled 1971-72, Table 1.1, p. 1.

National--"ACT Means & SD's for Successive Years of Tested College-Bound Students."

Table 2.2
DISTRIBUTIONS OF HIGH SCHOOL GRADES

	ENGLISH		MATH		SOC. S.		N. SCI	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
MEN STUDENTS								
A	4	6	6	9	11	16	1	2
B	32	48	16	24	24	36	16	24
C	27	40	29	43	29	43	32	48
D	4	6	11	16	0	0	11	17
F	0	0	2	3	0	0	2	3
NOT TAKEN	0	0	3	4	3	4	4	6
MEAN	2.54		2.20		2.72		2.05	
S.D.	0.70		0.94		0.74		0.79	
NO. OF STUDENTS	67		67		67		66	
WOMEN STUDENTS								
A	18	17	6	6	16	16	10	10
B	49	48	24	24	36	35	24	24
C	28	27	49	49	34	33	49	49
D	8	8	14	14	5	5	9	9
F	0	0	1	1	3	3	1	1
NOT TAKEN	0	0	7	7	8	8	8	8
MEAN	2.75		2.21		2.61		2.35	
S.D.	0.83		0.81		0.94		0.84	
NO. OF STUDENTS	103		101		102		101	
TOTAL STUDENTS								
A	22	13	12	7	27	16	11	7
B	81	48	40	24	60	36	40	24
C	55	32	78	46	63	37	81	49
D	12	7	25	15	5	3	20	12
F	0	0	3	2	3	2	3	2
NOT TAKEN	0	0	10	6	11	7	12	7
MEAN	2.66		2.21		2.65		2.23	
S.D.	0.79		0.86		0.86		0.63	
NO. OF STUDENTS	170		168		169		167	

Source: The Class Profile Service Report, Enrolled 1971-72,
Table 1.6, p. 6.

women combined 2.66. Table 2.3, p. 37, gives the distribution of the average of four high school grades (HSA) and the percentage of students in various HSA categories. The means are men 2.38, women 2.48, combined men and women 2.44.²⁷ It is interesting to observe in both cases that although each of these averages reflect better than average work in high school English courses, the said group of freshmen fell significantly below average on the ACT English test. With a mean of 12.4, the students ranked at the seventeenth percentile according to national norms. Given all the variables, one might be able to draw many different conclusions concerning the validity and reliability of high school grades; however, it is not the purpose of this study to deal with such matters.

A study of 30 entering freshmen of 1971 was conducted to determine their strengths and weaknesses in English. The subjects were chosen alphabetically from data compiled by the Center for Student Development and Planning, Oakwood College. The results (which were quite similar to those of the study of the thirty 1970 freshmen) are reflected in Table 2.4, p. 38. The ACT English scores were placed in

²⁷ The Class Profile Report, Enrolled 1971-72, Table 1.6, p. 6; Table 1.7, p. 7.

Table 2.3

DISTRIBUTION OF THE AVERAGE
OF FOUR HS GRADES (HSA)

	MEN		WOMEN		TOTAL	
	FREQ	PR	FREQ	PR	FREQ	PR
4.00	0	99	3	98	3	99
3.75	1	99	3	95	4	97
3.50	1	98	0	94	1	95
3.25	3	95	9	89	12	91
3.00	8	86	13	78	21	81
2.75	6	75	11	66	17	70
2.50	9	64	17	52	26	57
2.25	17	44	15	36	32	39
2.00	11	22	12	22	23	22
1.75	5	10	7	13	12	12
1.50	3	4	2	8	5	6
1.25	1	1	5	5	6	3
1.00	0	1	2	1	2	1
0.75	0	1	0	1	0	1
0.50	0	1	0	1	0	1
0.25	0	1	0	1	0	1
0.00	0	1	0	1	0	1

PERCENTAGE OF STUDENTS IN VARIOUS HSA CATEGORIES

3.5-4.0	3	6	5
2.5-3.4	40	51	46
1.5-2.4	55	36	44
0.5-1.4	2	7	5
0.0-0.4	0	0	0
MEAN	2.38	2.48	2.44
S.D.	0.50	0.66	0.60
NUMBER OF STUDENTS	65 MEN,	99 WOMEN,	164 TOTAL
NO HSA AVAILABLE	2 MEN	5 WOMEN,	7 TOTAL

Source: The Class Profile Service Report, Enrolled 1971-72,
Table 1.7, p. 7.

Table 2.4

PERCENTAGE OF STUDENTS IN VARIOUS ACT
ENGLISH TEST SCORE INTERVALS, 1971-72

INTERVALS	FREQ.	X	FX	PERCENTAGE OF STUDENTS IN EACH INTERVAL
26-36	0	31	0	0
21-25	0	23	0	0
16-20	11	18	198	36
1-15	19	8	152	63
	$\sum F=30$		$\sum FX=350$	

MEAN = 11.6
 X = Midpoint of Intervals
 FX = Frequency times Score
 $\sum FX$ = Sum of Frequency times Score

Source: Oakwood College IBM Printout of ACT Scores and High School Grades for Entering Freshmen, 1969-74.

Table 2.5

DISTRIBUTION OF HIGH SCHOOL GRADES IN ENGLISH
OF 30 ENTERING FRESHMEN 1971-72

GRADE	FREQ.	PERCENTAGE
A	5	16
B	14	46
C	10	33
D	1	3
F	0	0

Source: Oakwood College IBM Printout of ACT Scores and High School Grades for Entering Freshmen, 1969-74.

class intervals as follows: 26-36, 21-25, 16-20, and 1-15. The percentage of students in each interval was 0, 0, 36, and 63 respectively. The mean score was 11.6. It was discovered through the study that 9 of the 30 students fell above the 50th percentile rank and that 21 fell below, 11 of whom fell below the 30th percentile rank.

Table 2.5, p. 38, shows the distribution of high school grades in English of the 30 students studied. Of these students, 62% made above average grades, 33% made average grades, and only 3% made below average grades. With HSA's as high as these, these students would be expected to do better work on the ACT English test, but unfortunately, this was not the case, for Table 2.4, p. 38, shows that 60% of the students who took the ACT fell below the average national student.

The statistics dealt with thus far have revealed that in 1971-72 entering freshmen at Oakwood College scored significantly lower than the typical national college freshman on the ACT as a whole, and on the English section in particular. Because the 1970-71 statistics revealed similar patterns, a trend is beginning to develop. Should this trend continue, there should remain no doubt in the reader's mind that a significant number of the freshmen admitted to Oakwood College need some kind of remedial work in English. However,

additional information will be sought from statistical records of three more academic years.

In 1972-73, the ACT was administered to 171 entering freshmen at Oakwood College. The results of the English test scores appear in Table 3.1, p. 41. The distributions, percentile ranks, and the percentage of students in various test score intervals are shown. Of the students tested, 74% appear in interval 1-15, 25% appear in interval 16-20, 1% in interval 21-25, and 0% in interval 26-36.²⁸ This information is portrayed by the graph of Figure 3.1, p. 43. The graph compares the 1972-73 percentages with those of 1971-72. Unfortunately, the entering freshmen of 1972-73 did worse on their English scores than the freshmen of the previous year. The mean in 1971 was 12.4, but in 1972 it dropped to 10.7. On the national level the mean increased two-tenths of one point in 1972.

The graph of Figure 3.2, p. 44, compares the local means with the national means for 1972-73. In each of the three categories, men, women, and total students, the local mean is significantly lower than that of the national. The local men have a mean of 9.5, compared to the national men's mean of 17.0. The local women's mean is 11.8, compared to the national women's mean of 18.6. The local total mean is 10.7,

²⁸ The Class Profile Report, Enrolled 1972-73, Table 1.1, p. 1.

Table 3.1

DISTRIBUTIONS AND PERCENTILE RANKS
OF ACT ENGLISH TEST SCORES

SCALE	MEN		WOMEN		TOTAL	
	FREQ	PR	FREQ	PR	FREQ	PR
36	0	99	0	99	0	99
35	0	99	0	99	0	99
34	0	99	0	99	0	99
33	0	99	0	99	0	99
32	0	99	0	99	0	99
31	0	99	0	99	0	99
30	0	99	0	99	0	99
29	0	99	0	99	0	99
28	0	99	0	99	0	99
27	0	99	0	99	0	99
26	0	99	0	99	0	99
25	0	99	0	99	0	99
24	0	99	0	99	0	99
23	0	99	0	99	0	99
22	0	99	0	99	0	99
21	1	99	1	99	2	99
20	1	98	4	97	5	97
19	2	96	6	91	8	94
18	5	92	9	83	14	87
17	4	87	8	73	12	80
16	1	84	3	67	4	75
15	3	81	2	64	5	72
14	2	78	1	61	3	70
13	7	73	7	58	14	65
12	2	67	1	53	3	60
11	2	65	3	51	5	58
10	9	58	11	43	20	50
9	2	51	3	35	5	43
8	8	45	9	29	17	37
7	5	37	1	23	6	30
6	7	30	5	20	12	25
5	5	23	6	13	11	18
4	4	17	5	7	9	12
3	7	10	2	3	9	7
2	0	6	1	2	1	4
1	5	3	1	1	6	2

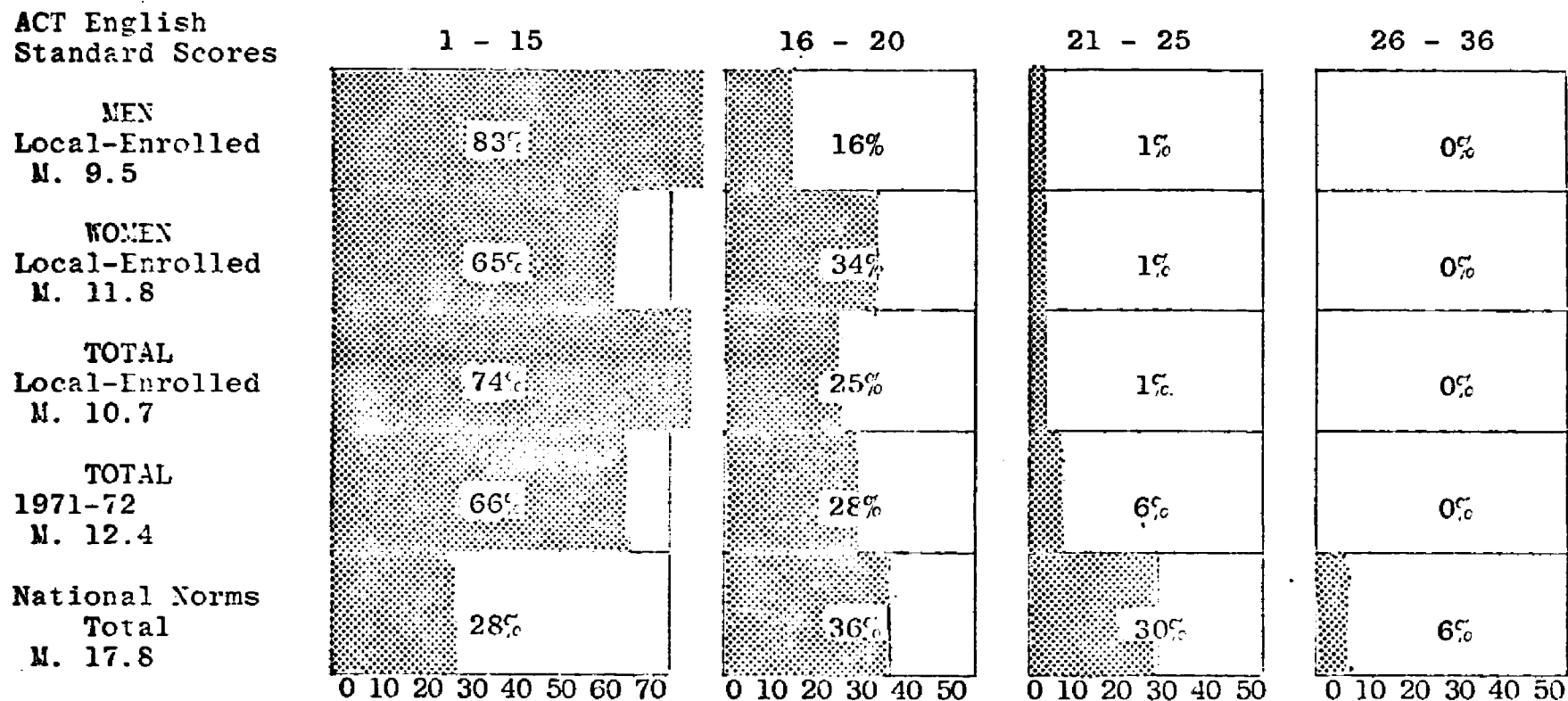
Table 3.1 (Continued)

SCALE	MEN		WOMEN		TOTAL	
	FREQ	PR	FREQ	PR	FREQ	PR
PERCENTAGE OF STUDENTS IN VARIOUS TEST SCORE INTERVALS						
26-36		0		0		0
21-25		1		1		1
16-20		16		34		25
1-15		83		65		74
MEAN		9.5		11.8		10.7
S.D.		5.3		5.5		5.5
NUMBER OF STUDENTS	82 MEN,		89 WOMEN,		171 TOTAL	

Source: The Class Profile Service Report, Enrolled 1972-73,
Table 1.1, p. 1.

Figure 3.1

PERCENT OF STUDENTS WITH ACT ENGLISH SCORES
IN SELECTED INTERVALS, 1972-73

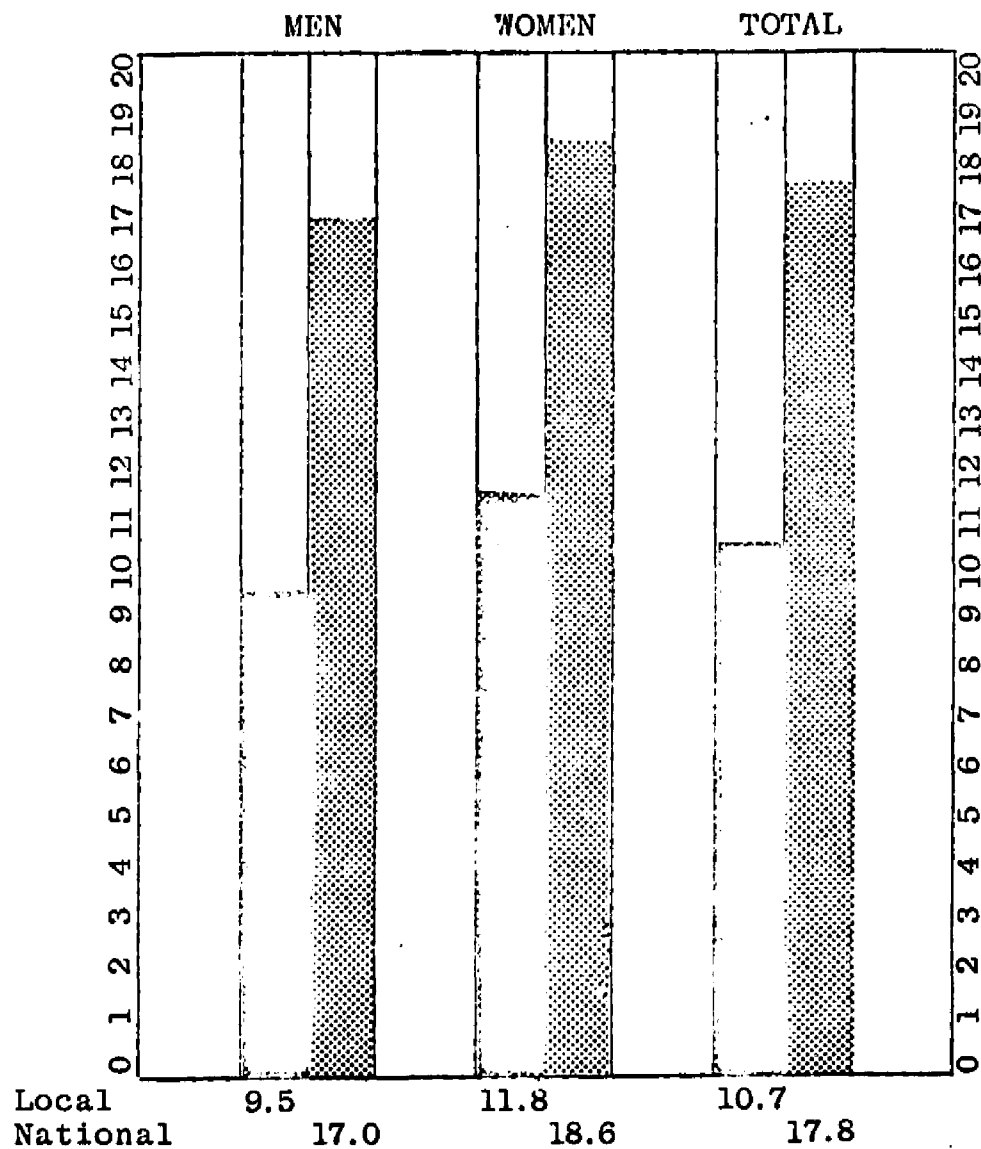


Sources: Local--The Class Profile Service Report, Enrolled 1971-72, Table 1.1, p. 1;
and Enrolled 1972-73, Table 1.1, p. 1.

National--American College Testing Program Research Service, ACT High School Profile Report: Students Tested 1972-73 School Year 10% Sample National Report, Code 99-000000 (Iowa City: ACT Publications, 1972), Table 1.1, p. 1.

Figure 3.2

COMPARISON OF THE LOCAL AND NATIONAL MEANS
OF ACT ENGLISH SCORES FOR 1972-73



Sources: Local--The Class Profile Service Report, Enrolled 1972-73, Table 1.1, p. 1.

National--"ACT Means & SD's for Successive Years of Tested College-Bound Students'."

compared to the national total mean of 17.8. Instead of improving, the entering freshmen at Oakwood College for the 1972-73 academic year fell lower than the local freshmen of 1971-72, and significantly lower than the national freshmen of both the 1971-72 and the 1972-73 academic years. The decrease in averages on the English scores is reflected in the composite mean, which also fell--from 12.3 in 1971 to 10.8²⁹ in 1972.

Table 3.2, p. 46, shows the distribution of high school grades in four areas for entering freshmen at Oakwood College in 1972-73. The mean for men in English is 2.61, for women 2.87, and for men and women combined 2.74.³⁰ These high school averages are undoubtedly above the C level; however, the same set of students, when given the ACT English test, failed to achieve an average score compared to the national average.

The combined high school grades (HSA) of the above mentioned students, given in Table 3.3, p. 47, show the following means: men 2.44, women 2.53, and total 2.49.³¹ The percentage of students in various HSA categories reflected in the same table reveal that over 90% of the total number

²⁹ Ibid., Table 1.5, p. 5.

³⁰ Ibid., Table 1.6, p. 6.

³¹ Ibid., Table 1.7, p. 7.

Table 3.2
DISTRIBUTIONS OF HIGH SCHOOL GRADES

	ENGLISH		MATH		SOC. S.		N. SCI.	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
MEN STUDENTS								
A	8	10	5	6	9	11	4	5
B	39	48	19	23	33	41	26	33
C	30	37	34	42	31	39	34	43
D	5	6	14	17	3	4	5	6
F	0	0	2	2	0	0	0	0
NOT TAKEN	0	0	7	9	4	5	10	13
MEAN	2.61		2.15		2.63		2.42	
S.D.	0.75		0.90		0.74		0.71	
NO. OF STUDENTS	82		81		80		79	
WOMEN STUDENTS								
A	16	18	7	8	11	13	10	12
B	43	49	23	27	31	36	23	27
C	27	31	33	38	36	41	34	40
D	0	0	14	16	5	6	6	7
F	0	0	1	1	1	1	0	0
NOT TAKEN	1	1	8	9	3	3	11	13
MEAN	2.87		2.27		2.55		2.51	
S.D.	0.70		0.90		0.83		0.83	
NO. OF STUDENTS	87		86		88		84	
TOTAL STUDENTS								
A	24	14	12	7	20	12	14	9
B	82	49	42	25	65	39	49	30
C	57	34	67	40	67	40	68	42
D	5	3	28	17	8	5	11	7
F	0	0	3	2	1	1	0	0
NOT TAKEN	1	1	15	9	7	4	21	13
MEAN	2.74		2.21		2.59		2.46	
S.D.	0.73		0.90		0.79		0.78	
NO. OF STUDENTS	169		167		168		163	

Source: The Class Profile Service Report, Enrolled 1972-73,
Table 1.6, p. 6.

Table 3.3

DISTRIBUTION OF THE AVERAGE
OF FOUR HS GRADES (HSA)

	MEN		WOMEN		TOTAL	
	FREQ	PR	FREQ	PR	FREQ	PR
4.00	0	99	3	98	3	99
3.75	3	98	2	95	5	97
3.50	1	95	2	93	3	94
3.25	3	93	5	88	8	91
3.00	6	87	9	80	15	83
2.75	15	73	12	67	27	70
2.50	16	53	9	54	25	54
2.25	13	34	22	35	35	35
2.00	9	20	11	15	20	18
1.75	8	9	4	6	12	8
1.50	1	3	1	3	2	3
1.25	1	2	1	2	2	2
1.00	1	1	1	1	2	1
0.75	0	1	0	1	0	1
0.50	0	1	0	1	0	1
0.25	0	1	0	1	0	1
0.00	0	1	0	1	0	1

PERCENTAGE OF STUDENTS IN VARIOUS HSA CATEGORIES

3.5-4.0	5	9	7
2.5-3.4	52	43	47
1.5-2.4	40	46	43
0.5-1.4	3	2	3
0.0-0.4	0	0	0
MEAN	2.44	2.53	2.49
S.D.	0.53	0.59	0.56

NUMBER OF STUDENTS	77 MEN,	82 WOMEN,	159 TOTAL
NO HSA AVAILABLE	5 MEN,	7 WOMEN,	12 TOTAL

Source: The Class Profile Service Report, Enrolled 1972-73,
Table 1.7, p. 7.

of students were average and above. However, the composite mean score of the said students on the ACT was only 10.8.

Both the ACT scores and the HSA reported by the American College Testing Program Research Service reveal the caliber of freshmen enrolled at Oakwood College in 1972-73. The 1972 freshman, like the 1970 and the 1971 freshman, fell significantly lower than the typical national freshman, both on the ACT composite score and on the English section. With this additional evidence, it seems that one can conclude that Oakwood College follows a trend of accepting lower caliber students, and therefore should devise programs of remediation for these students to help them qualify for college degrees.

A study of 30 entering freshmen of 1972-73 was conducted locally. ACT English scores and high school English grades were analyzed. As with the students of 1970 and 1971, the subjects were chosen from the top of an alphabetical list of freshmen, and the results were practically the same as those of the entire group of entering freshmen. Table 3.4, p. 49, shows the percentage of students in various score intervals, and the mean score of the students. Of the students, 0% appear in interval 26-36, 13% appear in interval 21-25, 23% appear in interval 16-20, and 63% appear in interval 1-15. Approximately two-thirds of the subjects studied fell below the average. The mean score of this group was 12.3, compared to 10.7, the mean score of the total population.

Table 3.4

PERCENTAGE OF STUDENTS IN VARIOUS ACT
ENGLISH TEST SCORE INTERVALS, 1972-73

INTERVALS	FREQ	X	FX	PERCENTAGE OF STUDENTS IN EACH INTERVAL
26-36	0	31	0	0
21-25	4	23	92	13
16-20	7	18	126	23
1-15	19	8	152	63
	$\Sigma F=30$		$\Sigma FX=370$	
MEAN = 12.3				
X = Midpoint of Interval				
FX = Frequency times Score				
ΣFX = Sum of Frequency times Score				

Source: Oakwood College IBM Printout of ACT Scores and High School Grades for Entering Freshmen 1969-74.

Table 3.5

DISTRIBUTION OF HIGH SCHOOL GRADES IN ENGLISH
OF 30 ENTERING FRESHMEN 1972-73

GRADE	FREQ	PERCENTAGE
A	4	13
B	11	37
C	13	43
D	2	7
F	0	0

Source: Oakwood College IBM Printout of ACT Scores and High School Grades for Entering Freshmen 1969-74.

Table 3.5, p. 49, gives a breakdown of the percentages of high school English grades recorded for the same thirty students. Ranging from A to D, the percentages are as follows: 13, 37, 43, and 7. These figures show 93% of the students studied with average and above average grades in English. However, the same students did not demonstrate their ability to do at least average work in English on the ACT, since two-thirds of the number fell below the average national norm on this test.

For three consecutive years, 1970, 1971, 1972, records have shown that entering freshmen at Oakwood College lacked adequate preparation in English when compared with national freshmen of the same years. As this trend continues to develop, the need for remedial English programs at the College becomes more evident. Further study and analysis of records will no doubt strengthen this viewpoint.

In 1973-74, the ACT was administered to 130 students at Oakwood College. On the English section of the examination, the average score for the men was 12.8, for the women 13.2, and for the combined number of students, 13.1.³² The distributions of the scores, the percentile ranks, the percentage of students in various test score intervals, the mean

³² The Class Profile Report, Enrolled 1973-74, Table 1.1, p. 1.

and standard deviation are all shown in Table 4.1, p. 52. The percentages of students in the various intervals, 26-36, 21-25, 16-20, and 1-15, are 0, 12, 30, and 58, respectively.³³ This information is shown in the graph of Figure 4.1, p. 54.

Although the above-mentioned figure shows a noticeable improvement in local percentages over the previous year in all intervals except 26-36, the local average is much lower than the national average for 1973-74. The national mean for men on the English test in 1973-74 was 16.8, compared to the local mean of 12.8. The national mean for women was 18.4, compared to the local mean of 13.2. The combined national mean was 17.7, compared to the combined local mean of 13.1.³⁴

Figure 4.2, p. 55, is a graph which compares the national and local means in English for the 130 students who took the ACT in 1973-74. Oakwood College entering freshmen continue to trail the national freshmen in performance on the English section of the test. In the said year the local composite mean was 13.1, compared to the national composite mean of 18.7. The freshmen entering Oakwood in 1973 were not only behind in English, but they were behind in all four areas tested on the ACT. The picture presented by these statistics is a somewhat gloomy one in that it would appear that Oakwood

³³ Ibid.

³⁴ "ACT Means and SD's for Successive Years of Tested College-Bound Students."

Table 4.1

DISTRIBUTIONS AND PERCENTILE RANKS
OF ACT ENGLISH TEST SCORES

SCALE	MEN		WOMEN		TOTAL	
	FREQ	PR	FREQ	PR	FREQ	PR
36	0	99	0	99	0	99
35	0	99	0	99	0	99
34	0	99	0	99	0	99
33	0	99	0	99	0	99
32	0	99	0	99	0	99
31	0	99	0	99	0	99
30	0	99	0	99	0	99
29	0	99	0	99	0	99
28	0	99	0	99	0	99
27	0	99	0	99	0	99
26	0	99	0	99	0	99
25	0	99	0	99	0	99
24	0	99	0	99	0	99
23	0	99	2	99	2	99
22	2	98	3	95	5	97
21	4	92	4	91	8	92
20	3	86	1	88	4	87
19	2	81	1	86	3	84
18	5	75	6	82	11	79
17	3	67	5	75	8	72
16	3	61	10	65	13	63
15	2	57	5	55	7	56
14	1	54	3	50	4	52
13	2	51	4	45	6	48
12	3	46	5	40	8	42
11	1	41	4	34	5	37
10	3	39	2	30	5	33
9	2	34	2	27	4	30
8	6	26	6	22	12	24
7	1	20	2	17	3	18
6	4	15	4	13	8	14
5	2	9	4	8	6	8
4	2	6	3	3	5	4
3	1	3	0	1	1	2
2	0	2	0	1	0	2
1	1	1	1	1	2	1

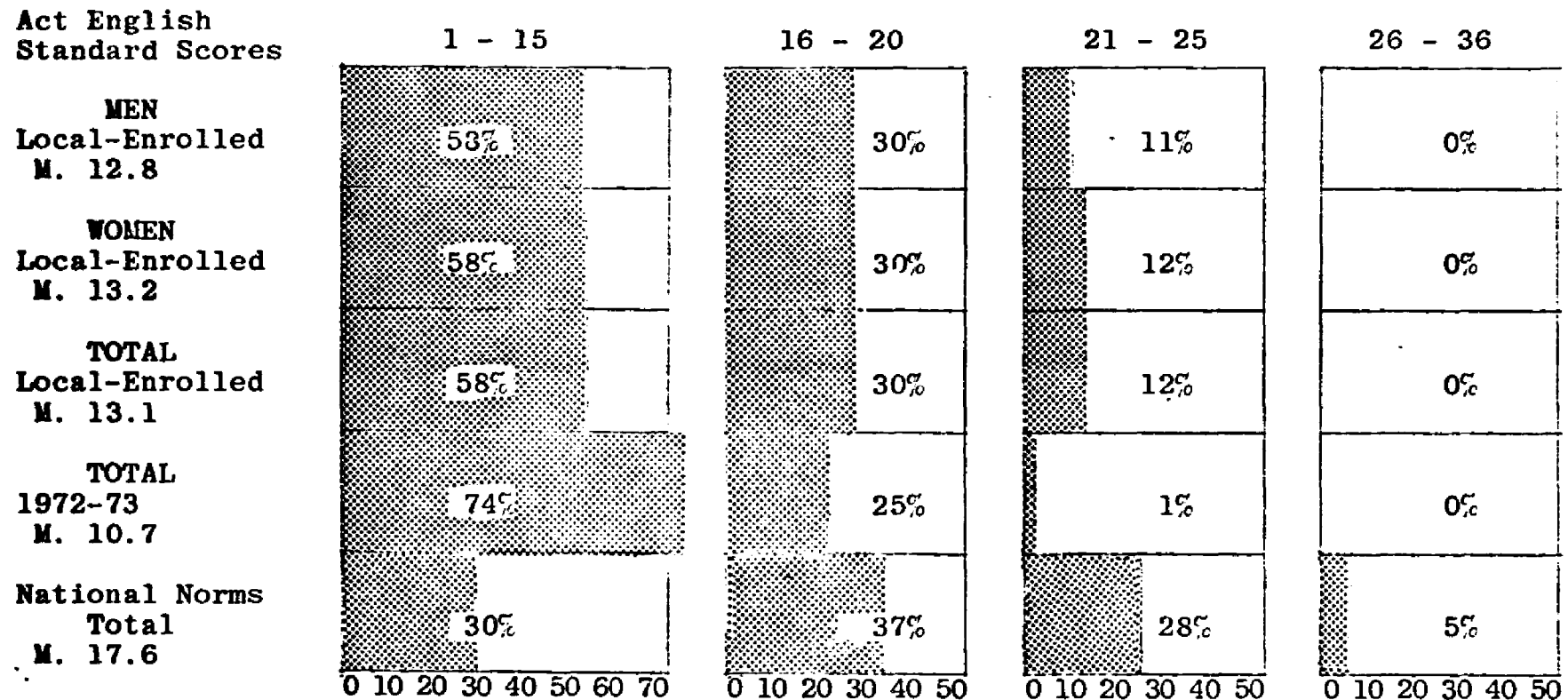
Table 4.1 (Continued)

SCALE	MEN		WOMEN		TOTAL	
	FREQ	PR	FREQ	PR	FREQ	PR
PERCENTAGE OF STUDENTS IN VARIOUS TEST SCORE INTERVALS						
26-36		0		0		0
21-25		11		12		12
16-20		30		30		30
1-15		58		58		58
MEAN		12.8		13.2		13.1
S.D.		5.9		5.4		5.6
NUMBER OF STUDENTS	53 MEN,		77 WOMEN,		130 TOTAL	

Source: The Class Profile Service Report, Enrolled 1973-74,
Table 1.1, p. 1.

Figure 4.1

PERCENT OF STUDENTS WITH ACT ENGLISH SCORES
IN SELECTED INTERVALS, 1973-74

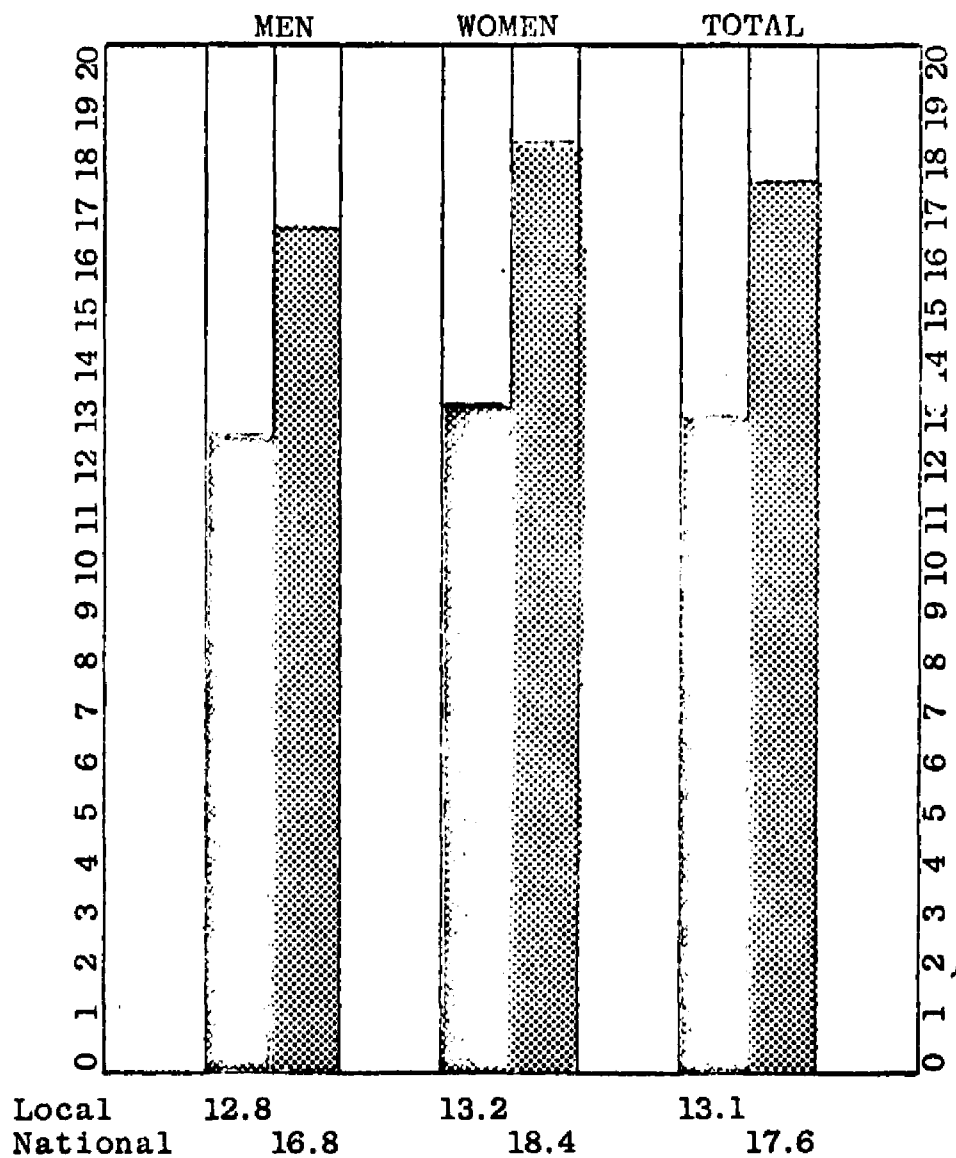


Sources: Local—The Class Profile Service Report, Enrolled 1972-73, Table 1.1, p. 1;
and Enrolled 1973-74, Table 1.1, p. 1.

National--American College Testing Program Research Service, ACT High
School Profile Report: Students Tested 1973-74 School Year 10% Sample
National Report, Code 99-000000 (Iowa City: ACT Publications, 1973),
Table 1.1, p. 2.

Figure 4.2

COMPARISON OF THE LOCAL AND NATIONAL MEANS
OF ACT ENGLISH SCORES FOR 1973-74



Sources: Local--The Class Profile Service Report, Enrolled 1973-74, Table 1.1, p. 1.

National--"ACT Means & SD's for Successive Years of Tested College-Bound Students."

College accepts freshmen who are not linguistically prepared for college.

Table 4.2, p. 57, gives the distribution of high school grades in four areas for 128 entering freshmen at Oakwood College in 1973-74. The averages in English are as follows: men 2.77, women 2.72, and totals 2.74. These averages are below the national averages of men 2.80, women 3.17, and total students 3.00.³⁵

In Table 4.3, p. 58, the distribution of the average of four high school grades, and the percentage of students in various HSA categories are given. There are 9% in category 3.5-4.0, 42% in category 2.5-3.4, 47% in category 1.5-2.4, and 3% in category 0.5-1.4. The mean is 2.50.³⁶ This mean, compared to the national HSA mean of 2.86,³⁷ shows Oakwood College freshmen trailing the national freshmen as in previous years.

As in the three preceding years, a study was conducted of 30 students selected from the top of an alphabetical list of entering freshmen at Oakwood College for the year 1973-74.

³⁵ ACT High School Profile Report: Students Tested 1973-74 School Year 10% Sample National Report, Code 99-000000 (Iowa City: ACT Publications, 1973), Table 1.6, p. 6.

³⁶ The Class Profile Report, Enrolled 1973-74, Table 1.7, p. 7.

³⁷ Ibid., Table 1.5, p. 5.

Table 4.2
DISTRIBUTIONS OF HIGH SCHOOL GRADES

	ENGLISH		MATH		SOC. S.		N. SCI.	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
MEN STUDENTS								
A	9	17	3	6	8	16	5	10
B	24	46	11	22	18	36	15	30
C	17	33	24	47	20	40	24	48
D	2	4	8	16	3	6	3	6
F	0	0	1	2	0	0	0	0
NOT TAKEN	0	0	4	8	1	2	3	6
MEAN	2.77		2.15		2.63		2.47	
S.D.	0.77		0.85		0.83		0.77	
NO. OF STUDENTS	52		51		50		50	
WOMEN STUDENTS								
A	11	14	8	11	8	11	4	6
B	35	46	17	23	23	31	19	27
C	28	37	31	41	31	42	28	40
D	2	3	8	11	7	9	5	7
F	0	0	1	1	0	0	0	0
NOT TAKEN	0	0	10	13	5	7	14	20
MEAN	2.72		2.35		2.46		2.39	
S.D.	0.74		0.90		0.83		0.75	
NO. OF STUDENTS	76		75		74		70	
TOTAL STUDENTS								
A	20	16	11	9	16	13	9	8
B	59	46	28	22	41	33	34	28
C	45	35	55	44	51	41	52	43
D	4	3	16	13	10	8	8	7
F	0	0	2	2	0	0	0	0
NOT TAKEN	0	0	14	11	6	5	17	14
MEAN	2.74		2.27		2.53		2.43	
S.D.	0.75		0.89		0.83		0.76	
NO. OF STUDENTS	128		126		124		120	

Source: The Class Profile Service Report, Enrolled 1973-74,
Table 1.6, p. 6.

Table 4.3

DISTRIBUTION OF THE AVERAGE
OF FOUR HS GRADES (HSA)

	MEN		WOMEN		TOTAL	
	FREQ	PR	FREQ	PR	FREQ	PR
4.00	2	98	1	99	3	99
3.75	4	92	1	97	6	95
3.50	1	87	1	95	2	92
3.25	2	84	4	91	6	88
3.00	3	79	9	82	12	81
2.75	8	67	8	70	16	69
2.50	4	55	11	56	15	56
2.25	9	41	14	38	23	39
2.00	10	22	10	20	20	21
1.75	4	8	6	9	10	8
1.50	1	3	1	4	2	3
1.25	1	1	2	1	3	1
1.00	0	1	0	1	0	1
0.75	0	1	0	1	0	1
0.50	0	1	0	1	0	1
0.25	0	1	0	1	0	1
0.00	0	1	0	1	0	1

PERCENTAGE OF STUDENTS IN VARIOUS HSA CATEGORIES

3.5-4.0	14	6	9
2.5-3.4	35	46	42
1.5-2.4	49	45	47
0.5-1.4	2	3	3
0.0-0.4	0	0	0
MEAN	2.53	2.47	2.50
S.D.	0.66	0.57	0.61

NUMBER OF STUDENTS	49 MEN,	69 WOMEN,	118 TOTAL
NO HSA AVAILABLE	4 MEN,	8 WOMEN,	12 TOTAL

Source: The Class Profile Service Report, Enrolled 1973-74,
Table 1.7, p. 7.

The findings were similar in that, as in the past, the 1973 entering freshmen at Oakwood College fell significantly lower than the national freshmen. The local students' ACT English scores were placed in categories of 26-36, 21-25, 16-20, and 1-15. The percentage of students in the respective categories was as follows: 0, 7, 20, and 73. The mean of this group of students was 11. The information is presented in Table 4.4, p. 60.

The distribution of high school grades in English of the 30 students mentioned above appears in Table 4.5, also on p. 60. Of these students, 10% received A, 47% received B, 37% received C, and 0% received D. There were no high school grades in English for 3% of the students. The grades of A and B seem inflationary when compared to the results of the ACT English scores of these students.

According to records, there is indeed a definite trend being followed at Oakwood College. For four consecutive years the College has accepted students who were below the national norms in English. Oakwood's freshmen were below the national freshmen in ACT English scores, in ACT composite scores, and in high school grade averages in English. The case for remedial programs in English seems clear at this point; however, the 1974-75 records will be analyzed before a final conclusion is reached.

Table 4.4

PERCENTAGE OF STUDENTS IN VARIOUS ACT
ENGLISH TEST SCORE INTERVALS, 1973-74

INTERVALS	FREQ	X	FX	PERCENTAGE OF STUDENTS IN EACH INTERVAL
26-36	0	31	0	0
21-25	4	23	46	7
16-20	7	18	108	20
1-15	19	8	176	73
	$\sum F=30$		$\sum FX=330$	
MEAN = 11				
X = Midpoint of Intervals				
FX = Frequency times Score				
$\sum FX$ = Sum of Frequency times Score				

Source: Oakwood College IBM Printout of ACT Scores and High School Grades for Entering Freshmen 1969-74.

Table 4.5

DISTRIBUTION OF HIGH SCHOOL GRADES IN ENGLISH
OF 30 ENTERING FRESHMEN 1973-74

GRADE	FREQ.	PERCENTAGE
A	3	10
B	14	47
C	11	37
D	1	3
F	0	0
Not Given	1	3

Source: Oakwood College IBM Printout of ACT Scores and High School Grades for Entering Freshmen 1969-74.

In 1974-75 the ACT was administered to a much larger group of students at Oakwood College. This group, 294 students, was tested in the four major categories of English, mathematics, social studies, and natural science. The distributions of the ACT score frequencies, percentile ranks, and the percentages for men and women combined (total) are given in Table 5.1, p. 62. As in previous years, the results show most of the students in the lowest score interval. The greatest concentration is at the bottom, and the least is at the top. Notice the graph of Figure 5.1, p. 64.

The mean score in English of the local students was 11.3 in 1974.³⁸ Compared to the local mean score of 1973, which was 13.1, this is a significant drop. Again, compared to the national mean score of 17.7 for 1974,³⁹ the 1974 local mean shows that the entering freshmen at Oakwood College trailed the national freshmen at a considerable distance. Figure 5.2, p. 65, compares the local and national means of men, women, and both sexes combined. It seems obvious from this graph that the local students are in need of remedial work in English.

³⁸ The Class Profile Report, Enrolled 1974-75, Table 1.1, p. 2.

³⁹ ACT High School Profile Report: Students Tested 1974-75 School Year, Table 1.1, p. 2.

Table 5.1

DISTRIBUTIONS OF ACT SCORE FREQUENCIES,
PERCENTILE RANKS, AND PERCENTAGES FOR
MEN AND WOMEN COMBINED (TOTAL)

STD SCORE	ACT		ACT		ACT		ACT		ACT	
	ENGLISH FREQ	PR	MATHEMATICS FREQ	PR	SOCIAL STU FREQ	PR	NATURAL SCI FREQ	PR	COMPOSITE FREQ	PR
36	0	99	0	99	0	99	0	99	0	99
35	0	99	0	99	0	99	0	99	0	99
34	0	99	0	99	0	99	0	99	0	99
33	0	99	0	99	0	99	0	99	0	99
32	0	99	0	99	0	99	0	99	0	99
31	0	99	0	99	0	99	0	99	0	99
30	0	99	0	99	0	99	0	99	0	99
29	0	99	0	99	0	99	1	99	0	99
28	0	99	0	99	0	99	1	99	0	99
27	0	99	1	99	3	99	5	98	0	99
26	0	99	1	99	3	98	1	97	0	99
25	0	99	2	99	1	98	4	97	0	99
24	0	99	0	99	2	97	1	96	2	99
23	1	99	0	99	5	96	2	95	2	99
22	2	99	1	98	8	94	6	94	2	98
21	6	98	2	98	6	91	3	92	4	97
20	2	97	3	97	3	90	7	91	5	96
19	11	94	8	95	9	88	6	88	7	94
18	17	90	13	92	6	85	17	85	10	91
17	22	83	12	87	5	84	17	79	7	88
16	21	76	20	82	8	81	16	73	16	84
15	11	70	21	75	12	78	26	66	14	79
14	21	65	22	68	1	76	25	57	17	74
13	14	59	19	61	13	73	27	48	18	68
12	8	55	12	55	9	70	20	40	21	61
11	11	51	24	49	15	65	18	34	35	52
10	20	47	7	44	19	60	11	29	31	40
9	23	39	27	38	23	53	15	25	27	30
8	18	32	6	33	15	46	15	20	22	22
7	26	25	22	28	32	38	11	15	18	15
6	13	18	17	21	24	29	13	11	16	10
5	24	12	8	17	26	20	4	8	13	5
4	8	6	15	13	26	11	4	7	4	2
3	7	4	8	9	11	5	9	5	3	1
2	3	2	7	7	5	2	2	3	0	1
1	5	1	16	3	4	1	7	1	0	1

Table 5.1 (Continued)

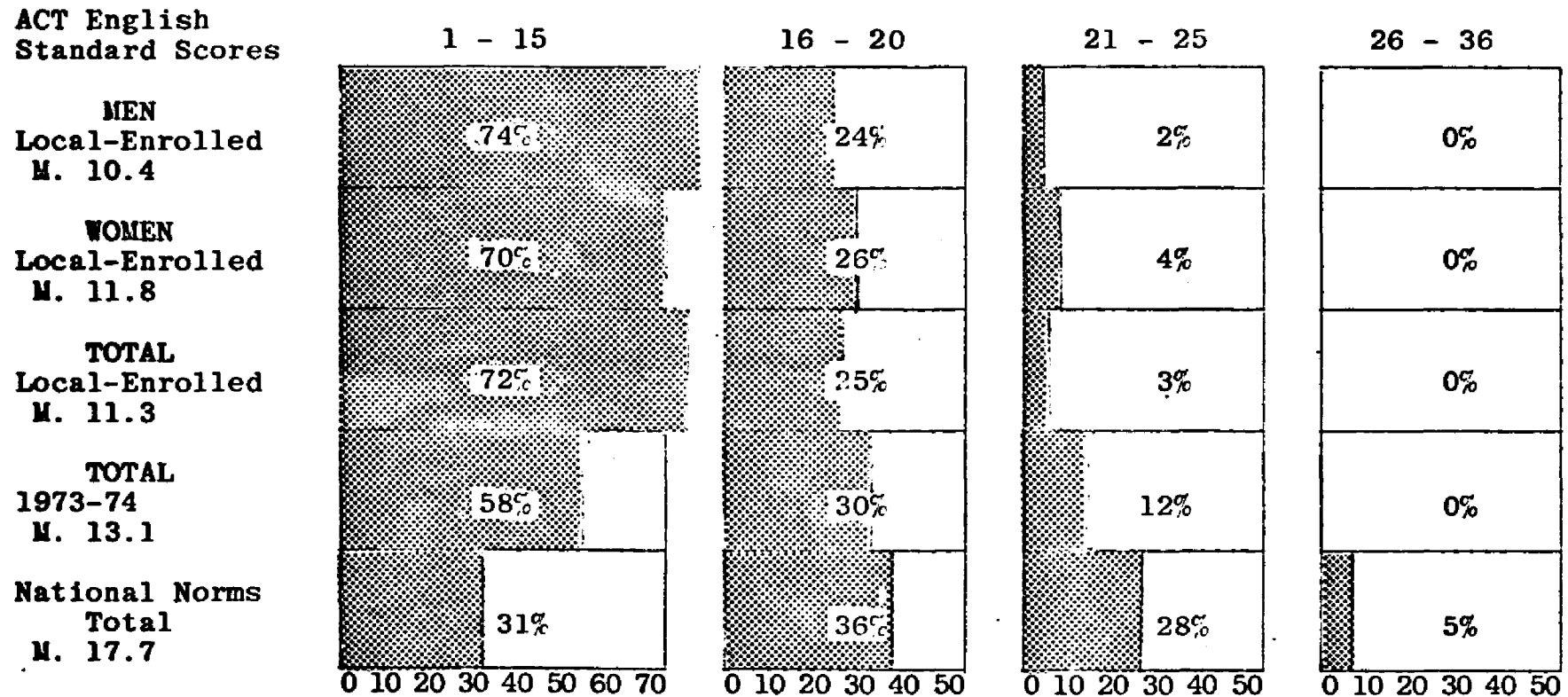
STD SCORE	ACT ENGLISH		ACT MATHEMATICS		ACT SOCIAL STU		ACT NATURAL SCI		ACT COMPOSITE	
	FREQ	PR	FREQ	PR	FREQ	PR	FREQ	PR	FREQ	PR
PERCENTAGES OF STUDENTS IN VARIOUS TEST SCORE INTERVALS										
26-36	0	0	2	1	6	2	8	3	0	0
21-25	9	3	5	2	22	7	16	5	10	3
16-20	73	25	56	19	31	11	63	21	45	15
1-15	212	72	231	79	235	80	207	70	239	81
MEAN	11.3		10.8		10.2		13.0		11.5	
S.D.	5.2		5.5		6.1		5.6		4.3	

NUMBER OF STUDENTS - 294

Source: The Class Profile Service Report, Enrolled 1974-75,
Table 1.1, p. 2.

Figure 5.1

PERCENT OF STUDENTS WITH ACT ENGLISH SCORES
IN SELECTED INTERVALS, 1974-75

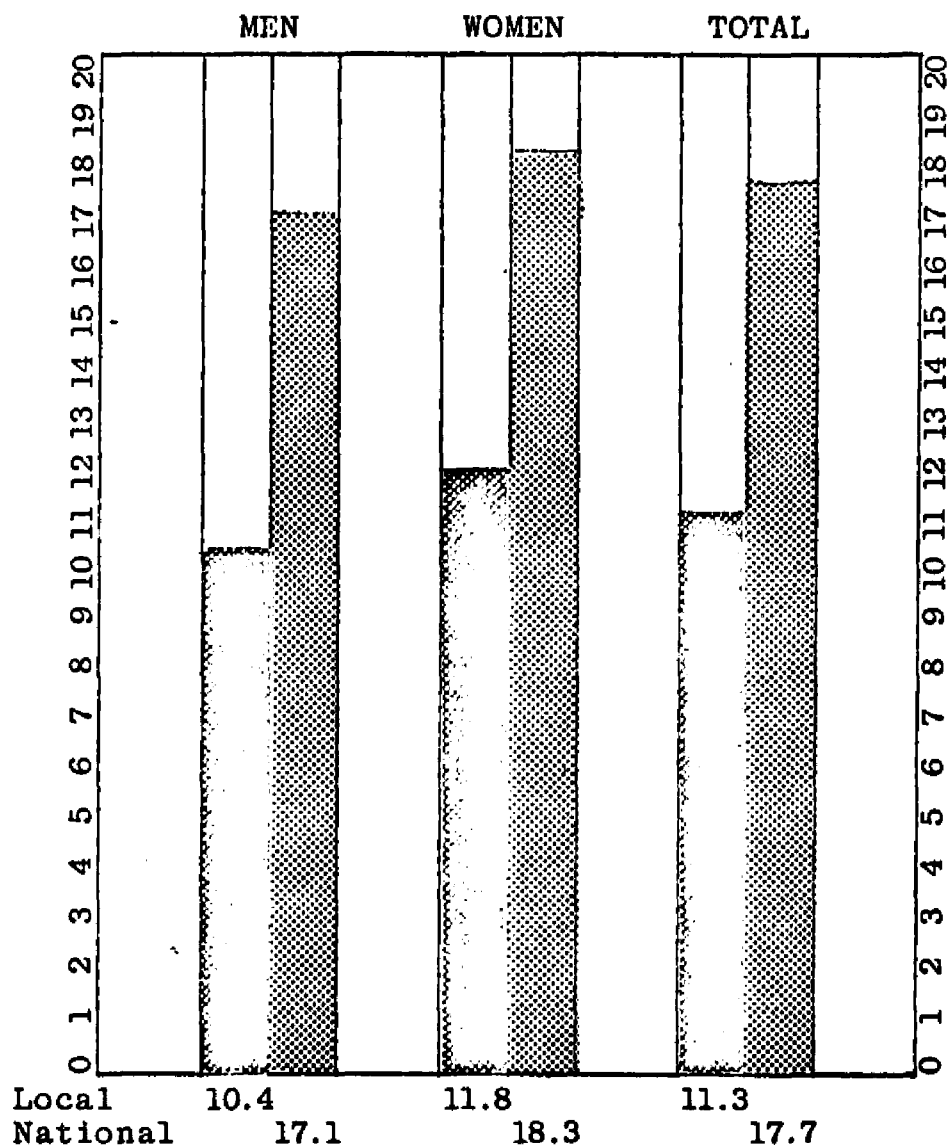


Sources: Local--The Class Profile Service Report, Enrolled 1973-74, Table 1.1, p. 1;
and Enrolled 1974-75, Table 1.1, p. 1.

National--American College Testing Program Research Service, ACT High School Profile Report: Students Tested 1974-75 School Year 10% Sample National Report, Code 99-000000 (To a City: ACT Publications, 1974), Table 1.1, p. 2.

Figure 5.2

COMPARISON OF THE LOCAL AND NATIONAL MEANS
OF ACT ENGLISH SCORES FOR 1974-75



Sources: Local--The Class Profile Service Report, Enrolled 1974-75, Table 1.1, p. 2.

National--ACT High School Profile Report: Students Tested 1974-75 School Year 10% Sample National Report, Code 99-000000 (Iowa City: ACT Publications, 1974), Table 1.1, p. 2; Table 1.2, p. 3; Table 1.3, p. 4.

The high school grades reported in four different areas by the entering freshmen at Oakwood College in 1974-75, presented in Tables 5.2 and 5.3, pp. 67 and 68, reveal the following: In English the mean score for men was 2.42, the mean score for women was 2.80, and the combined mean score was 2.65.⁴⁰ In each group the grade level was a little better than C. The percentages of students in the various HSA categories 3.50-4.00, 2.50-4.49, 1.50-2.49, and 0.50-1.49 were 7, 52, 39, and 2, respectively.⁴¹ More students reported above average grades than average and below average grades; however, on their ACT composite scores the mean of 11.5⁴² was below the average, and also far below the national mean of 18.6.⁴³

As with students of the four preceding years, a study was done locally of 30 students taken from the top of an alphabetical list of entering freshmen in 1974-75. Again this study revealed that Oakwood's students fell considerably low on the ACT English scores. Table 5.4, p. 69, shows that the percentages of students in the various score intervals,

⁴⁰ The Class Profile Report, Enrolled 1974-75, Table 1.6, p. 6.

⁴¹ Ibid., Table 1.5, p. 5.

⁴² Ibid., Table 1.1, p. 2.

⁴³ ACT High School Profile Report 1974-75, Table 1.1, p. 2.

Table 5.2
DISTRIBUTIONS OF HIGH SCHOOL GRADES

	ENGLISH		MATH		SOC. S.		N. SCI.	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
MEN STUDENTS								
A	8	7	10	9	14	12	12	10
B	45	38	25	22	41	35	27	23
C	51	43	52	46	38	32	51	44
D	12	10	18	16	7	6	12	10
F	0	0	1	1	1	1	0	0
NOT TAKEN	4	3	8	7	16	14	15	13
MEAN	2.42		2.24		2.59		2.38	
S.D.	0.77		0.87		0.85		0.84	
NO. OF STUDENTS	120		114		117		117	
WOMEN STUDENTS								
A	23	14	11	7	28	18	18	11
B	92	55	38	23	66	41	48	30
C	46	27	68	41	49	31	59	37
D	5	3	33	20	6	4	7	4
F	0	0	2	1	0	0	2	1
NOT TAKEN	2	1	12	7	11	7	26	16
MEAN	2.80		2.15		2.78		2.54	
S.D.	0.70		0.89		0.79		0.84	
NO. OF STUDENTS	168		164		160		160	
TOTAL STUDENTS								
A	31	11	21	8	42	15	30	11
B	137	48	63	23	107	39	75	27
C	97	34	120	43	87	31	110	40
D	17	6	51	18	13	5	19	7
F	0	0	3	1	1	0	2	1
NOT TAKEN	6	2	20	7	27	10	41	15
MEAN	2.65		2.19		2.70		2.47	
S.D.	0.75		0.88		0.82		0.85	
NO. OF STUDENTS	288		278		277		277	

Source: The Class Profile Report, Enrolled 1974-75, Table 1.6, p. 6.

Table 5.3

**DISTRIBUTION OF THE AVERAGE
OF FOUR HS GRADES (HSA)**

HSA	MEN		WOMEN		TOTAL
	FREQ	PR	FREQ	PR	FREQ
4.00	0	99	2	99	2
3.75	0	99	4	97	4
3.50	6	97	6	94	12
3.25	10	90	12	88	22
3.00	10	80	16	79	26
2.75	7	72	25	65	32
2.50	22	59	31	46	53
2.25	18	40	23	28	41
2.00	17	24	16	15	33
1.75	7	13	7	7	14
1.50	7	6	4	3	11
1.25	2	2	2	1	4
1.00	1	1	1	1	2
0.75	0	1	0	1	0
0.50	0	1	0	1	0
0.25	0	1	0	1	0
0.00	0	1	0	1	0

PERCENTAGE OF STUDENTS IN VARIOUS HSA CATEGORIES

3.50-4.00	6	8
2.50-3.49	46	56
1.50-2.49	46	34
0.50-1.49	3	2
0.00-0.49	0	0
MEAN	2.42	2.57
S.D.	0.58	0.56
NO. OF STUDENTS	107	149
NO HSA AVAILABLE	15	23

Source: The Class Profile Service Report, Enrolled 197
Table 1.5, p. 5.

Table 5.4

PERCENTAGE OF STUDENTS IN VARIOUS ACT
ENGLISH TEST SCORE INTERVALS, 1974-75

INTERVALS	FREQ.	X	FX	PERCENTAGE OF STUDENTS IN EACH INTERVAL
26-36	0	31	0	0
21-25	0	23	0	0
16-20	8	18	144	27
1-15	22	8	176	73
	$\swarrow F=30$		$\swarrow FX=320$	
MEAN = 10.6				
X = Midpoint of Intervals				
FX = Frequency times Score				
\swarrow FX = Sum of Frequency times Score				

Source: Oakwood College IBM Printout of ACT Scores and High School Grades for Entering Freshmen, 1969-74.

Table 5.5

DISTRIBUTION OF HIGH SCHOOL GRADES IN ENGLISH
OF 30 ENTERING FRESHMEN 1974-75

GRADE	FREQ.	PERCENTAGE
A	2	7
B	11	36
C	15	50
D	2	7
F	0	0

Source: Oakwood College IBM Printout of ACT Scores and High School Grades for Entering Freshmen, 1969-74.

26-36, 21-25, 16-20, and 1-15, were 0, 0, 27, and 73, respectively; and that the mean score was 10.6. The majority of the students studied fell below the 28th percentile according to national norms.

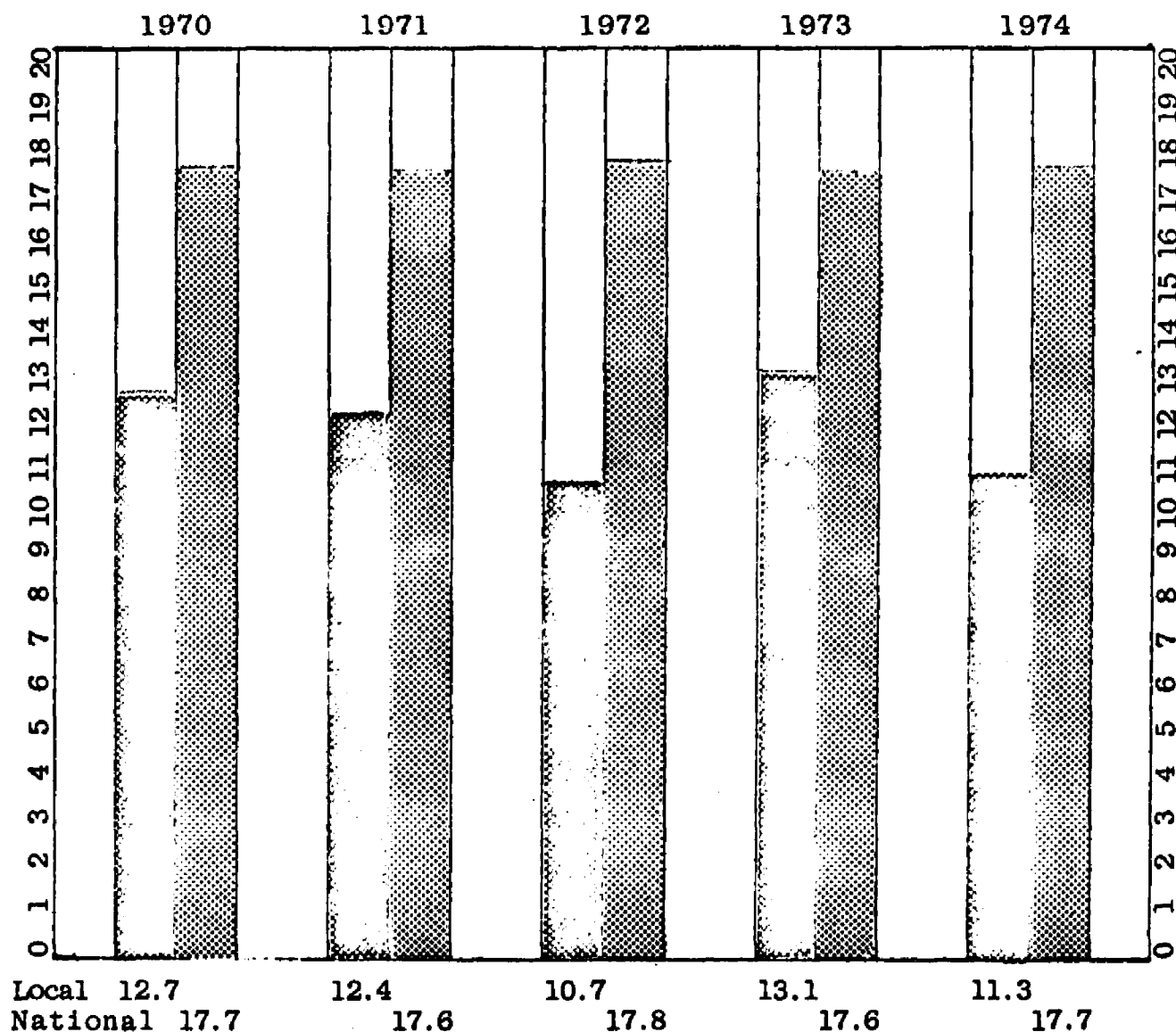
Table 5.5, p. 69, gives the distribution of high school grades in English of the thirty students studied. Of these, 7% received A, 36% received B, 50% received C, and 7% received D. There were 43% of the students who received above average grades, but over 73% fell below the national average on the ACT English test scores.

This study of ACT scores and high school averages in English of entering freshmen at Oakwood College over the five-year period, 1970-71 through 1974-75, has revealed much concerning admissions policies at the College. Statistics show a large number of entering freshmen at Oakwood unable to achieve national norms. For the entire five-year period, Oakwood's freshmen fell from 5 to 7 points behind the national freshmen on the mean scores in English. (See Figure 6.1, p. 71.) During the same period, high school averages of Oakwood's freshmen were consistently lower than those of national freshmen. (See Figure 6.2, p. 72.)

If the graduates of Oakwood College are to achieve proficiency in English as the bulletin states, it follows that Oakwood must do something extra for her freshmen who are deficient in English. The idea of waiting until the

Figure 5.3

COMPARISON OF THE LOCAL AND NATIONAL MEANS OF THE ACT
ENGLISH SCORES FOR FIVE YEARS, 1970-74

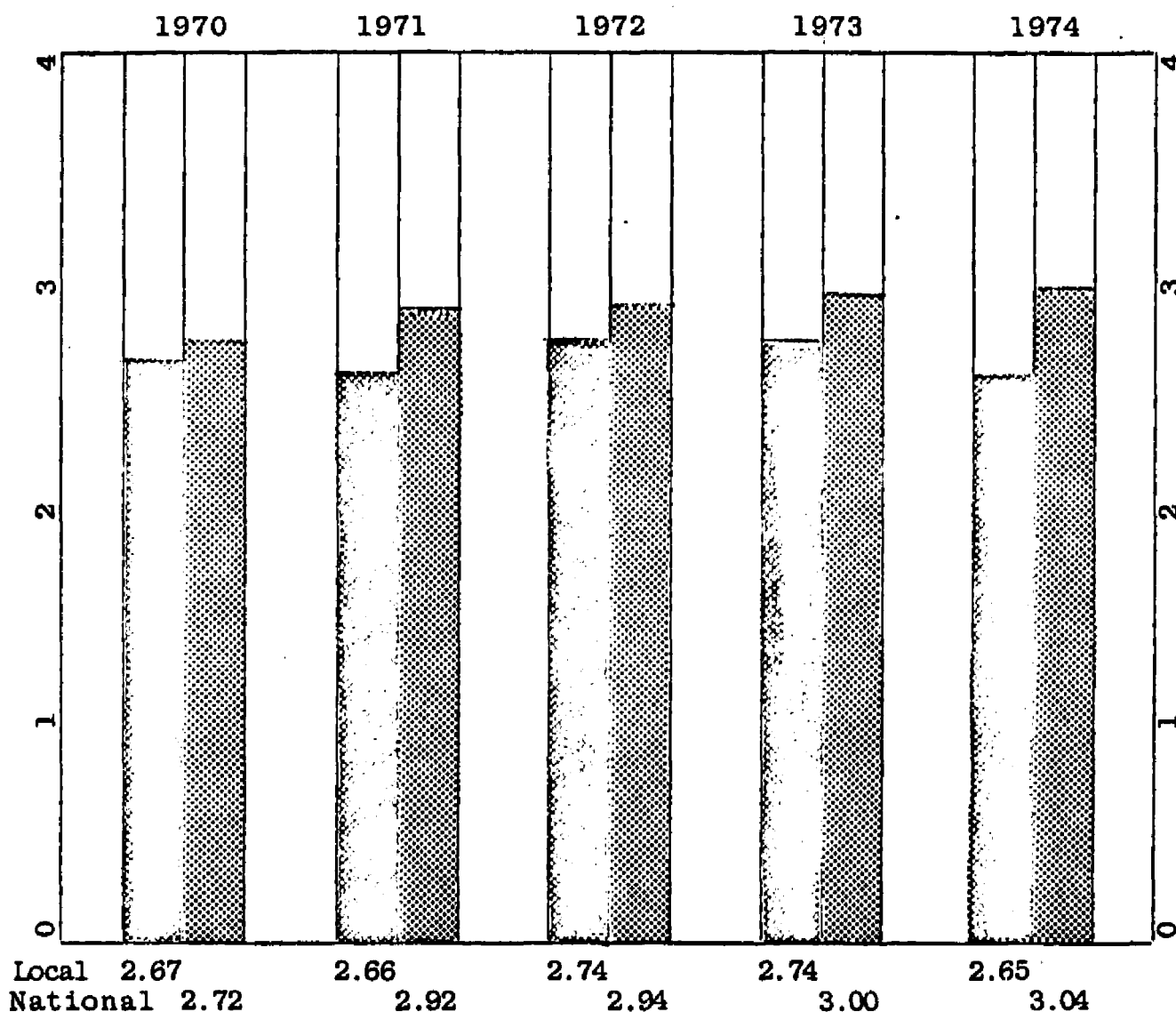


Sources: Local--The Class Profile Service Report, Enrolled 1970, 1971, 1972, 1973, and 1974.

National--"ACT Means & SD's for Successive Years of Tested College-Bound Students." Also ACT High School Profile Report: Students Tested 1973-74, and 1974-75.

Figure 5.4

COMPARISON OF THE LOCAL AND NATIONAL MEANS OF THE
ENGLISH HIGH SCHOOL AVERAGES FOR FIVE YEARS, 1970-74



Sources: Local--The Class Profile Service Report, Enrolled 1970, 1971, 1972, 1973, and 1974.

National--Your College Freshman: Interpretive Guide to ACT Research Services for Higher Education, Table S-2.5, p. 176; College Student Profiles: Norms for the ACT Assessment: Assessing Students on the Way to College, p. 115; ACT High School Profile Report Students Tested 1972-73, Table 1.6, p. 6; Students Tested 1973-74, Table 1.6, p. 6; Students Tested 1974-75, Table 1.6, p. 6.

prospective graduates fail the English Proficiency examination to direct them to EN 250, English Fundamentals, seems like a backward process. Of the thirty-five students who wrote the English Proficiency examination in October, 1975, eleven failed the exam, approximately 32% of the number. Had these students received remedial work in English at the beginning of their college careers, the chances are that they would have been much better prepared for their college courses, and for the English Proficiency examination. The need for remedial English programs exists at Oakwood College, and for the good of the College and its graduates, this need should be met.

Chapter III

STATISTICAL ANALYSIS AND INTERPRETATION OF SOCIO-ECONOMIC BACKGROUNDS OF FRESHMEN ENTERING OAKWOOD COLLEGE 1970-1974

The student body at Oakwood College is predominantly Black. The Class Profile Service Reports of 1970 through 1974 reveal that the enrolled freshmen came chiefly from minority racial or ethnic backgrounds. According to these profiles, not a single Caucasian enrolled as a freshman at Oakwood College for the entire five-year academic period. During this time, however, the Afro-American population at the College was dominant with 62% of the enrolled freshmen in 1970, 92% in 1971, 87% in 1972, 97% in 1973, and 79% in 1974. Next in population size was the group identified as "Other or I prefer not to respond" with 30% in 1970, 7% in 1971, 10% in 1972, and 18% in 1974. Of course, one who teaches at the College, or has direct contact with the student body, will easily assume that almost all of the freshmen who did not declare their racial or ethnic backgrounds were Black. The populations of other minority groups varied from 1% to 5% in a given year. This information is tabulated in Table 8.1, p. 75.

Table 6.1

RACIAL OF ETHNIC BACKGROUND**OAKWOOD COLLEGE FRESHMEN, 1970-1974**

	1970		1971		1972		1973		1974	
	Total F.	PC	Total F.	PC	Total F.	PC	Total F.	PC	Total F.	PC
Afro-American	72	62	152	92	145	87	117	97	231	79
American Indian	0	0	2	1	2	1	0	0	4	1
Caucasian/White	--	--	0	0	0	0	0	0	0	0
Spanish/Mexican American	1	1	0	0	1	1	0	0	1	0
Oriental American	3	3	1	1	2	1	3	2	1	0
Foreign Students	6	5	--	--	--	--	--	--	--	--
Other/Prefer Not to Respond	35	30	11	7	17	10	1	1	50	18
No. of Students	117		177		167		121		287	
No Response	11		5		4		9		--	

Source: American College Testing Program Research Service, The Class Profile Service Report, Enrolled 1970, Oakwood College, Huntsville, Alabama, Code 30 (Iowa City: ACT Publications, 1970), Table 6.4, p. 34; Enrolled 1971-72, Table 6.4, p. 34; Enrolled 1972-73, Table 6.4, p. 34; Enrolled 1973-74, Table 6.4, p. 34; Enrolled 1974-75, Table 4.1, p. 16. Hereafter references will include only the information required to identify the source.

Although Oakwood College is located in Huntsville, Alabama, the Blacks who enroll there are not all Southern. They come from over thirty states in the Union and from other parts of the world, such as Africa and the Caribbean. In 1970-71, of the 128 freshmen studied, only 19 were from Alabama. California followed with 16, and New York was next with 14.¹ In 1971-72, of the 171 freshmen studied, 29 came from New York, Alabama followed with 18, California was next with 17, and Florida followed with 12.² In 1972-73, 171 freshmen were studied, and California took the lead with 33. New York was second with 21, Florida third with 15. Other (which might be interpreted to mean foreign) followed with 14, then came Alabama and Ohio both with 10.³ In 1973-74, 130 freshmen were studied. California took the lead again with 22, followed by Alabama and Pennsylvania both with 12 each.⁴ Finally, in 1974-75, of the 294 freshmen who reported their State of residence, 34 claimed California, 32 claimed

¹ American College Testing Program Research Service, The Class Profile Service Report, Enrolled 1970, Oakwood College, Huntsville, Alabama, Code 30 (Iowa City: ACT Publications, 1970), Table 6.3, p. 33.

² The Class Profile Service Report, Enrolled 1971-72, Table 6.3, p. 33.

³ The Class Profile Service Report, Enrolled 1972-73, Table 6.3, p. 33.

⁴ The Class Profile Service Report, Enrolled 1973-74, Table 6.3, p. 33.

New York, 25 claimed Alabama, 22 claimed Florida, 20 claimed Illinois, 18 claimed Michigan, 16 claimed Ohio, 15 claimed Georgia, 13 claimed Pennsylvania, 11 claimed Virginia, and 10 claimed Other.⁵

Because Oakwood College is the only predominantly black Seventh-day Adventist institution of higher learning in North America, and because Adventists are Christian Education oriented, it is easy to understand why so many Black S.D.A. youth travel from all parts of the country, and from other parts of the world, to attend Oakwood College. The College offers not only academic degrees, but also the social and religious atmosphere which is conducive to the religious growth and well-being of many of these young people. A straw poll taken of 230 freshmen during Orientation week last Fall revealed that 58% of the students came to Oakwood because it was a black S.D.A. college with a favorable social atmosphere. Fifty-one percent reported that they came to Oakwood because they were searching for a religious experience. Thirty-one percent came to Oakwood because they wanted to get away from home and stay in an adventist environment. Thirty-one percent were also influenced by friends or Oakwood students to attend. Twenty-seven percent chose Oakwood on their own; while 21% attended because they had family members

⁵ The Class Profile Service Report, Enrolled 1974-75,
Table 5.6, p. 26.

and relatives who attended before.⁶ Complete results of this straw poll may be seen on page 79.

The cost of higher education in America today is becoming almost prohibitive for large numbers of students. This cost varies according to the type of institution. Public institutions cost less for students, especially if they attend college in their State of residence. Private institutions on a whole cost much more than public institutions. Fred E. Crossland, in Minority Access to College: A Ford Foundation Report, said, "In 1970-71 the average annual expense budget for undergraduate resident students was about \$4,000 at private and \$2,000 at public institutions. It ranged from as low as \$1,000 at some public, non-resident, community colleges in urban centers, to nearly \$5,000 at a few prestigious private universities in the Northeast."⁷ Since 1971, inflation has skyrocketed the prices of goods and services; and the cost of education has soared so high during the past five years that, had it not been for scholarships and grants, the vast majority of college students in

⁶ Ronald Lang, "Why Freshmen Choose Oakwood: A Straw Poll," The Institutional Researcher: An Up-Date on Research and Evaluation Activities of Oakwood College (Huntsville, Alabama: Oakwood College Institutional Research Center, 1975), p. 4.

⁷ Minority Access to College: A Ford Foundation Report (New York: Schocken Books, 1971), p. 64.

Table 6.2

WHY FRESHMEN CHOOSE OAKWOOD--

A STRAW POLL

by Ronald Lang

Why do freshmen choose Oakwood over scores of colleges and universities which are closer to home and much less expensive?

During Freshman Orientation Week, 230 freshmen were asked to identify the reasons they chose Oakwood College as their school home. Results of survey appear below:

What were the main reasons for your coming to Oakwood? What most influenced your decision to come here and not some other college? Check three reasons. N = 230.

	<u>Number</u>	<u>Percent- age*</u>
I came because I had family members and relatives to attend.	45	21%
My friends or Oakwood students encouraged me to come.	65	31%
I came to Oakwood because it was a black SDA college with a favorable social atmosphere.	119	58%
I came to Oakwood because Oakwood teachers and recruiters contacted me and encouraged me to come.	10	4%
I came to Oakwood because this was the only college that accepted me.	4	1%
I came to Oakwood because I wanted to get away from home and stay in an adventist environment.	65	31%
I came to Oakwood because I was searching for a religious experience.	106	51%
I came to Oakwood to find a spouse.	13	6%

Table 6.2 (Continued)

	<u>Number</u>	<u>Percent- age*</u>
I came to Oakwood because I was encouraged by alumni, members of my church, or my minister.	41	20%
I came to Oakwood because of the excellent reputation of its faculty.	28	13%
I came to Oakwood because my high school guidance counselor or high school teacher encouraged me.	5	2%
No one influenced my decision to come. I chose to come on my own.	56	27%
OTHER	32	15%

* Percentage 100 due to multiple responses.

Source: The Institutional Researcher: An Up-Date on Research and Evaluation Activities of Oakwood College (Huntsville, Alabama: Oakwood College Research Center, 1975), p. 4.

America could not afford to attend college. As Crossland, in his research observes, "The costs for the individual and his family obviously are sufficiently high to make it virtually impossible for substantial proportions of the population even to consider higher education unless gifts, scholarships, and other forms of aid reduce the personal bill."⁸

The cost of higher education at Oakwood College has also been rising steadily. In 1970 a full-time student at Oakwood paid a total amount of \$2,166 for the three quarters.⁹ In 1971 the total cost remained at \$2,166;¹⁰ however, in 1972 the total cost for the school year was \$2,292,¹¹ an increase of \$126, or 5.8% over the previous year. In 1973 the cost went up to \$2,397,¹² an increase of \$105, or 4.6% over the previous year. In 1974 the total cost jumped to \$2,703,¹³ an increase of \$306, or 12.76% over the previous year. These details can be more clearly seen in Table 6.3, p. 82, and in Figure 6.1, p. 83.

⁸ Ibid., pp. 64-65.

⁹ Oakwood College Bulletin 1970-71 (Huntsville, Alabama), p. 115.

¹⁰ Oakwood College Bulletin 1971-72, p. 115.

¹¹ Oakwood College Bulletin 1972-73, p. 116.

¹² Oakwood College Bulletin 1973-74, p. 115.

¹³ Oakwood College Bulletin 1974-75, p. 127.

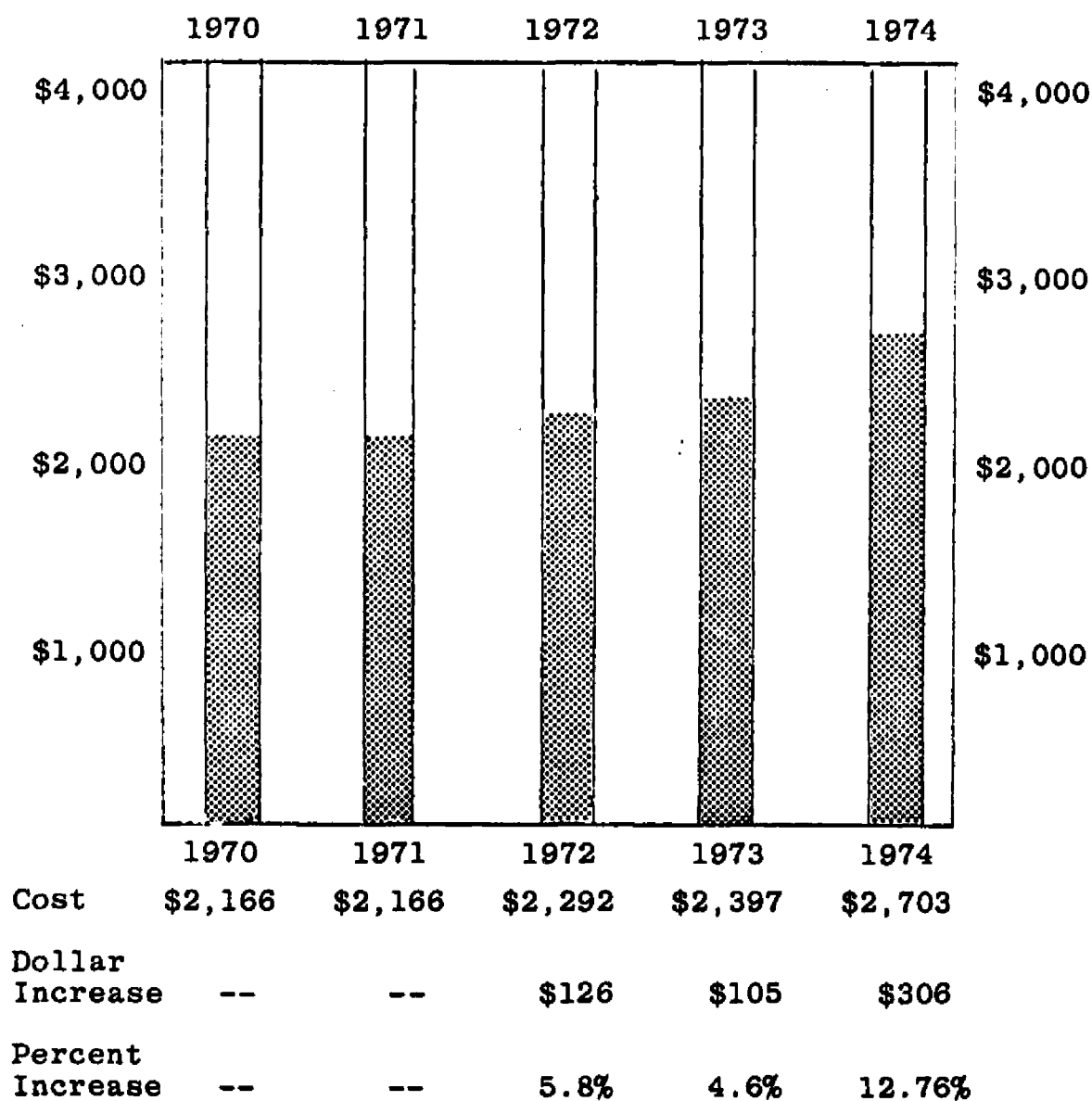
Table 6.3

TOTAL CHARGES PER YEAR AT OAKWOOD COLLEGE
WITH INCREASE IN DOLLARS AND PERCENT

YEAR	COST	DOLLAR INCREASE	PERCENT
1970	\$2,166	---	---
1971	2,166	---	---
1972	2,292	\$126	5.8%
1973	2,397	105	4.6%
1974	2,703	306	12.76%

Source: Oakwood College Bulletins, 1970-71, 1971-72,
1972-73, 1973-74, and 1974-75.

Figure 6.1

TOTAL CHARGES PER YEAR,
OAKWOOD COLLEGE 1970-74

Source: Oakwood College Bulletins 1970-71, 1971-72, 1972-73, 1973-74, and 1974-75.

Blacks and other racial and ethnic minorities are hit hardest by the costs of higher education, because their family incomes are considerably lower than the national averages. "The Census Bureau reported the following data about the distribution of families by income in 1968:

	<u>White</u>	<u>Non-White</u>
Under \$5,000	20%	45%
\$5,000-\$9,999	38%	35%
\$10,000-\$14,999	26%	15%
\$15,000 and over	<u>16%</u>	<u>5%</u>
	100%	100%

The median family income in 1968 for whites was \$8,937; for non-whites it was only \$5,590, or 63% of the figure for whites."¹⁴ The percentage of non-whites in the lowest income bracket more than doubles that of the whites, but the picture changes as the brackets increase. In the three higher brackets beginning with \$5,000 to \$15,000 and over, the white percentage takes the lead, until in the final bracket it is more than three times that of the non-white percentage.

The United States Department of Commerce: Report on Consumer Income gives the median of incomes for all families in the country. In 1970 the median was \$9,667; in 1971 it was \$10,285; in 1972 it was \$11,116, and in 1973 it was

¹⁴ Crossland, p. 65.

\$12,051. The median for Negro and other races was as follows: In 1970, \$7,454; in 1971, \$7,361; in 1972, \$7,534; and in 1973, \$7,596. These figures were considerably lower than those given for all families; they failed to keep pace with the national figures. During 1973 the median income for white families was \$12,600 compared to \$7,270, the median income of black families. In that same year the median income for all males was \$8,056, for white males \$8,453, and for black males \$5,113. It is quite obvious that the black person in America is always at the lowest income level.¹⁵

"In 1973 the low-income or poverty threshold--the income level which separates 'poor' from 'non-poor'--was \$4,540 for the non-farm family of four; it was \$4,275 in 1972." Of course, depending on the number of persons in the family, the poverty level may be raised to \$5,914. It is interesting to note that whereas only 8% of white persons were below poverty level in 1973, 31% of black persons were below poverty level that year.¹⁶

¹⁵ U. S. Department of Commerce, Social and Economic Statistics Administration, Money Income in 1973 of Families and Persons in the United States (Washington, D. C.: Government Printing Office, 1974), pp. 1-6.

¹⁶ U. S. Department of Commerce, Consumer Income, Characteristics of the Low Income Population, 1973 (Washington, D. C.: Government Printing Office, 1974), p. 1.

With this valuable information in mind, let us take a look at the estimated family incomes of entering freshmen at Oakwood College for the years 1970 through 1974. The fact has already been established that the student population of Oakwood College is almost 100 percent minorities. Since the income of minority families is usually considerably lower than the income of Caucasians, it seems safe to conclude that most of the students at Oakwood College come from low income families.

According to statistics, in 1970-71 ten percent of entering freshmen at Oakwood reported family income less than \$3,000 annually. An additional 12% reported family incomes between \$3,000 and \$4,999.¹⁷ This means that according to U. S. Government figures, about 22% of the 1970 entering freshmen who came to Oakwood College, came from within poverty lines. Eighteen percent reported family incomes of \$5,000-\$7,499. This places them in the "getting along" category. An additional 11% reported incomes of \$7,500-\$9,999.¹⁸ These were still below the "comfortable" category. These totals combined reveal that 51% of entering freshmen at Oakwood in 1970 came from families ranging from

¹⁷ The Class Profile Service Report, Enrolled 1970, Table 6.6, p. 35.

¹⁸ Ibid.

poverty level to below comfortable. Table 6.4, p. 88, gives the complete statistics on these income brackets, and Figure 6.2, p. 89, charts the information making comparisons with national norms where the figures were available.

In 1971, entering freshmen at Oakwood College reported family incomes given in Table 6.5, p. 90. Nine percent reported income below \$3,000, and 14% reported income between \$3,000 and \$4,999, making a total of 23% in the poverty area. An additional 20% reported income in categories from \$5,000-\$9,999.¹⁹ This makes a total of 43% of the freshmen who came from homes ranging from poverty to below comfortable living. Figure 6.3, p. 91, charts this data and compares it with national norms where the figures were available. It is also interesting to note that in both 1970 and 1971 a very high percentage of students reported that they did not know their family income. Chances are that many of these students, along with those who considered the information confidential, belonged to the poverty or getting along categories. It is a human characteristic for one to boast of one's income, particularly if it is considered high. Therefore, any attempt to conceal this information is more than likely due to the fact that the income is indeed low.

¹⁹ The Class Profile Service Report, Enrolled 1971-72, Table 6.6, p. 35.

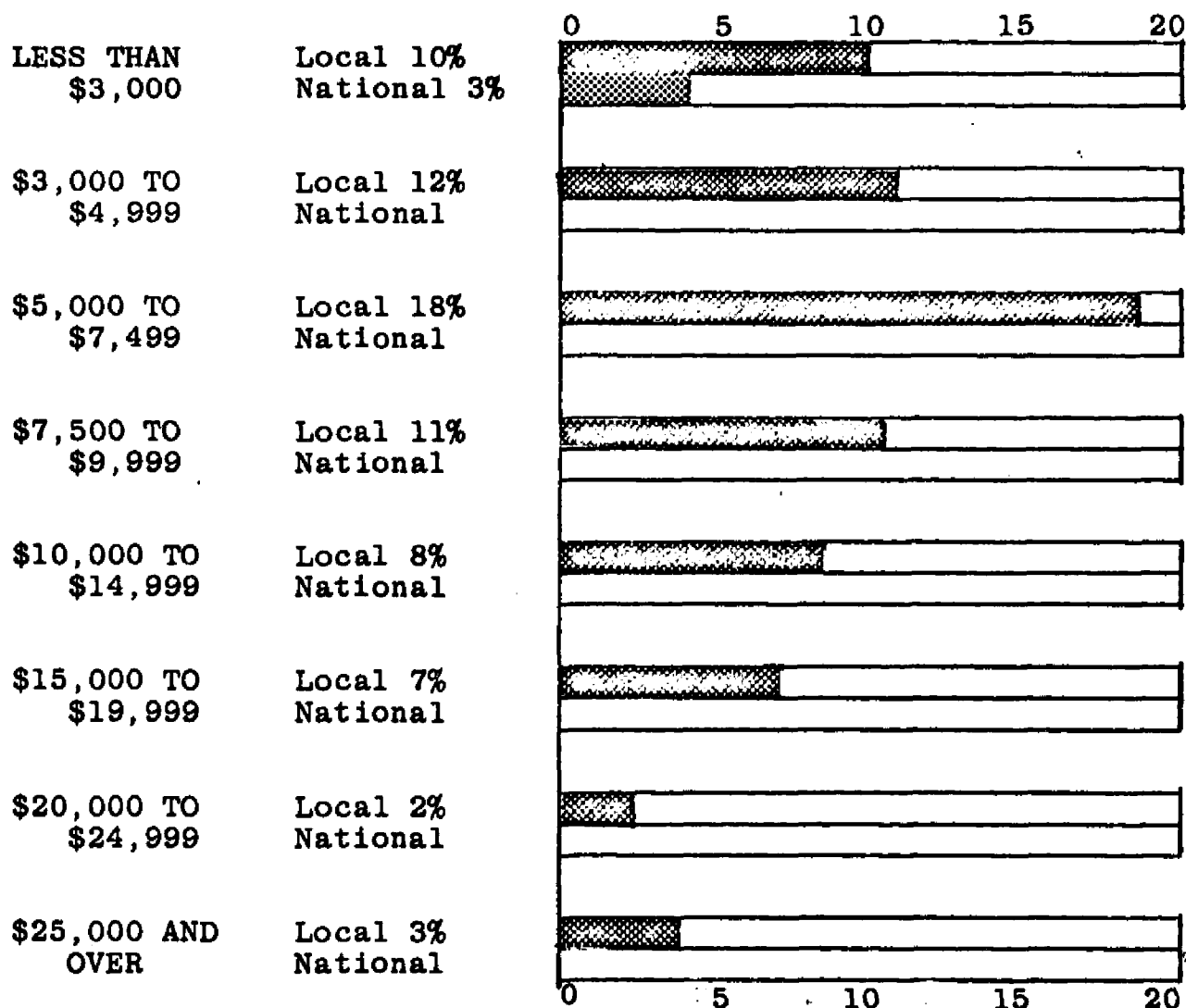
Table 6.4
1970
ESTIMATED FAMILY INCOME

	MEN		WOMEN		TOTAL	
	FREQ	PC	FREQ	PC	FREQ	PC
LESS THAN \$3,000 PER YEAR	4	10	9	11	13	10
\$3,000 TO \$4,999	3	7	12	14	15	12
\$5,000 TO \$7,499	8	20	15	18	23	18
\$7,500 TO \$9,999	4	10	10	12	14	11
\$10,000 TO \$14,999	2	5	8	10	10	8
\$15,000 TO \$19,999	4	10	5	6	9	7
\$20,000 TO \$24,999	1	2	1	1	2	2
\$25,000 AND OVER	4	10	0	0	4	3
CONSIDER THIS CONFIDENTIAL	5	12	3	4	8	6
DO NOT KNOW	6	15	21	25	27	22
NUMBER OF STUDENTS	41 MEN,		84 WOMEN,		125 TOTAL	
NO RESPONSE	1 MEN,		2 WOMEN,		3 TOTAL	

Source: The Class Profile Service Report, Enrolled 1970,
Table 6.6, p. 35.

Figure 6.2

ESTIMATED FAMILY INCOME OAKWOOD COLLEGE
COMPARED WITH NATIONAL NORMS 1970



Sources: Local--The Class Profile Service Report, Enrolled 1970, Table 6.6, p. 35.

National--The Class Profile Service Report, Enrolled 1974-75, Table 7.2, p. 32.

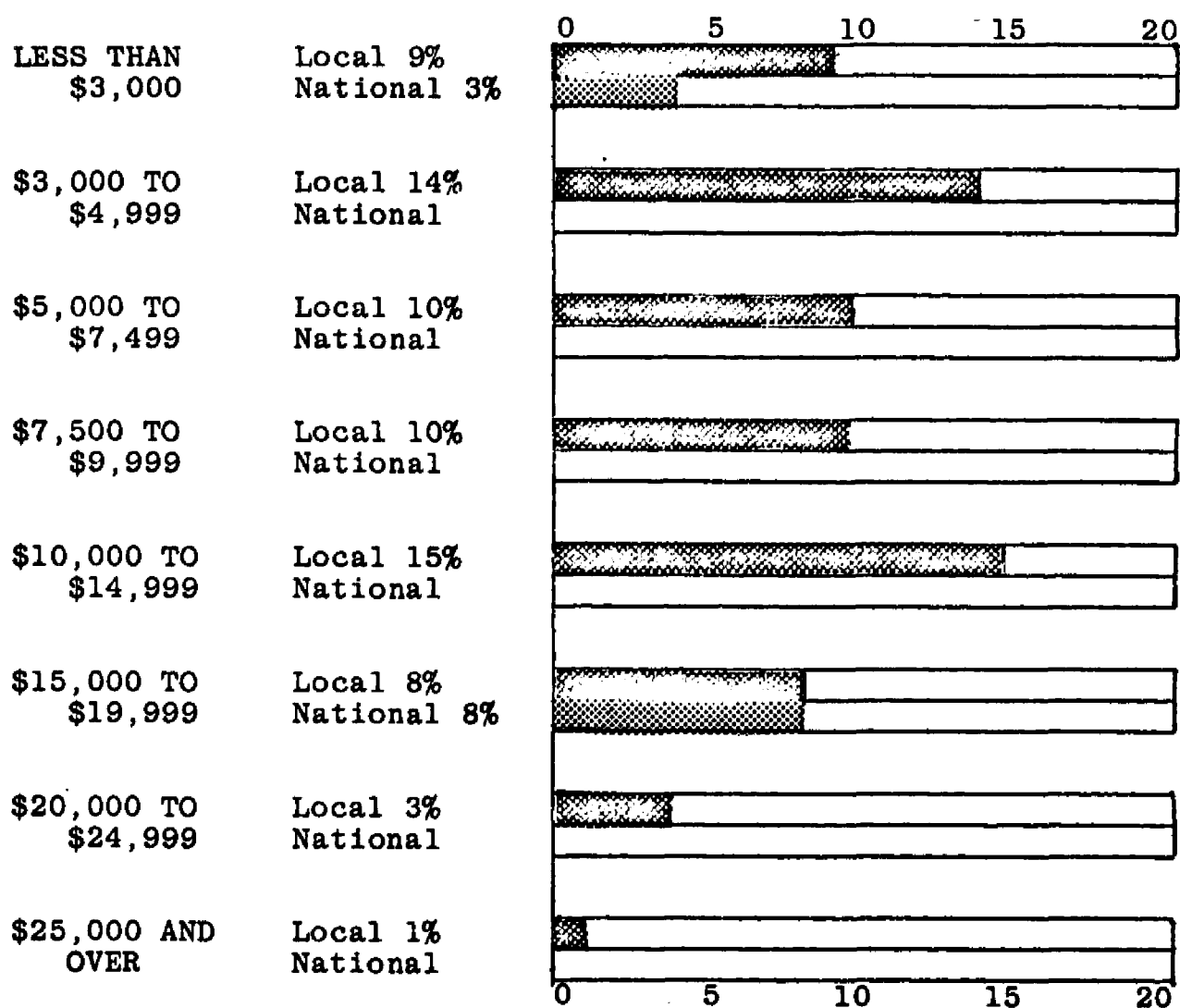
Table 6.5
1971
ESTIMATED FAMILY INCOME

	MEN		WOMEN		TOTAL	
	FREQ	PC	FREQ	PC	FREQ	PC
LESS THAN \$3,000 PER YEAR	4	6	11	11	15	9
\$3,000 TO \$4,999	11	17	12	12	23	14
\$5,000 TO \$7,499	5	8	12	12	17	10
\$7,500 TO \$9,999	10	15	6	6	16	10
\$10,000 TO \$14,999	10	15	15	15	25	15
\$15,000 TO \$19,999	6	9	7	7	13	8
\$20,000 TO \$24,999	1	2	4	4	5	3
\$25,000 AND OVER	2	3	0	0	2	1
CONSIDER THIS CONFIDENTIAL	5	8	5	5	10	6
DO NOT KNOW	11	17	28	28	39	24
NUMBER OF STUDENTS	65 MEN,		100 WOMEN,		165 TOTAL	
NO RESPONSE	2 MEN,		4 WOMEN,		6 TOTAL	

Source: The Class Profile Service Report, Enrolled 1971-72,
Table 6.6, p. 35.

Figure 6.3

ESTIMATED FAMILY INCOME OAKWOOD COLLEGE
COMPARED WITH NATIONAL NORMS 1971



Sources: Local--The Class Profile Service Report, Enrolled 1971-72, Table 6.6, p. 35.

National--The Class Profile Service Report, Enrolled 1974-75, Table 7.2, p. 32.

The 1972-73 estimated family income for entering freshmen at Oakwood College showed 50% of the families below the \$9,000 mark. The percentage of students whose family incomes were below the \$3,000 limit increased over the previous years to 13%. An additional 14% came from families whose incomes were below \$6,000. It seems that about 27% of these freshmen were in the poverty area, and that about 23% were merely getting along. In the same year 23% claimed that they did not know their family incomes, while 5% considered such information confidential.²⁰ Of this 28% it is more than likely that half of these belonged to the lower income levels. Information on the family income for the 1972-73 entering freshmen at Oakwood College can be seen in Table 6.6, p. 93, and in Figure 6.4, p. 94. National norms have been compared with local norms where the information was available.

The estimated family income figures given by the entering freshmen at Oakwood College in 1973-74 looked much better than those given in previous years, although when these were compared with national norms, they showed the local students' family incomes to be far below national standards. For example, 7% of entering freshmen came from families whose incomes were below \$3,000.²¹ Although this is much better

²⁰ The Class Profile Service Report, Enrolled 1972-73, Table 6.6, p. 35.

²¹ The Class Profile Service Report, Enrolled 1973-74, Table 6.6, p. 35.

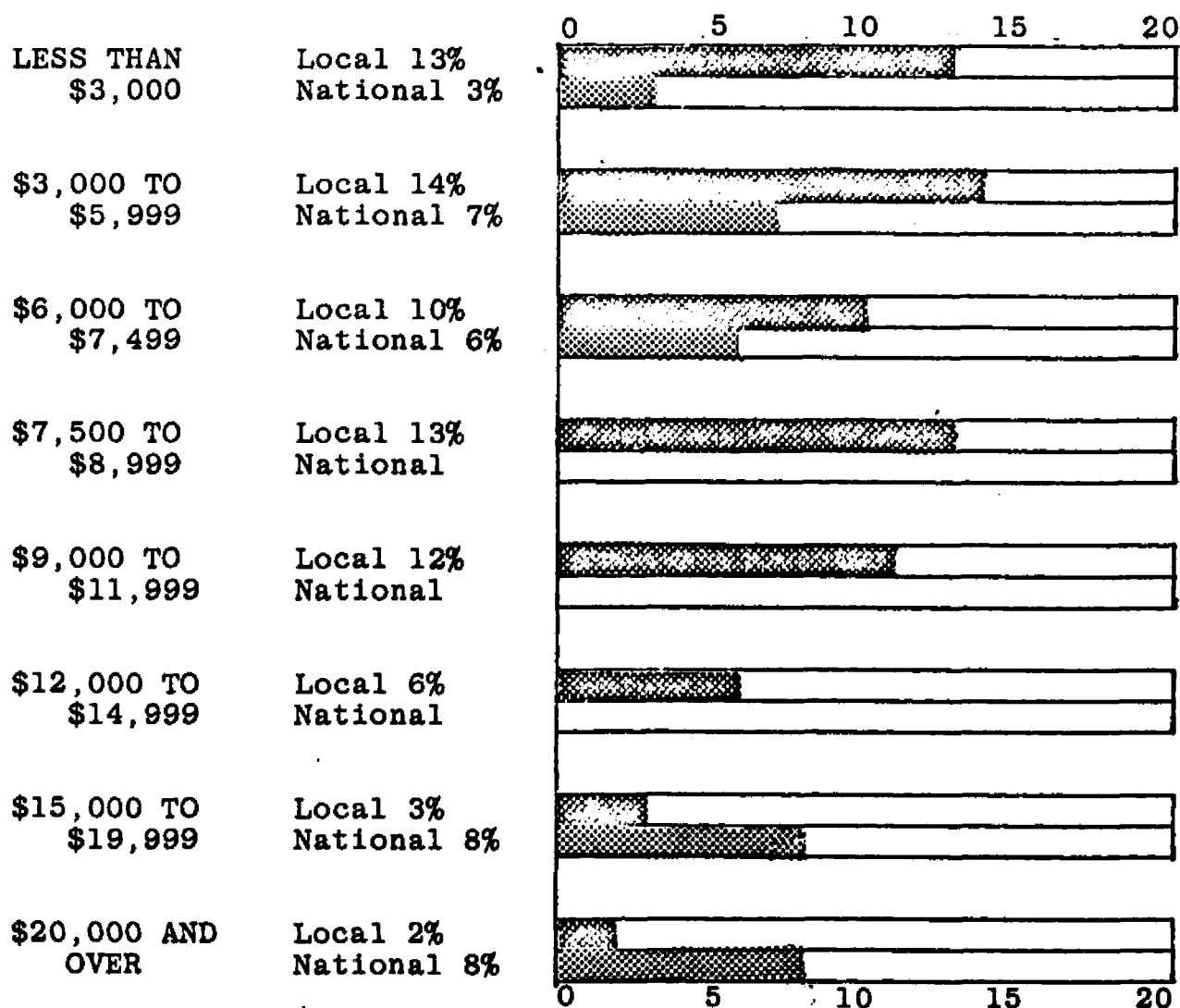
Table 6.6
1972
ESTIMATED FAMILY INCOME

	MEN		WOMEN		TOTAL	
	FREQ	PC	FREQ	PC	FREQ	PC
LESS THAN \$3,000 PER YEAR	14	18	7	8	21	13
\$3,000 TO \$5,999	13	16	10	11	23	14
\$6,000 TO \$7,499	9	11	8	9	17	10
\$7,500 TO \$8,999	11	14	10	11	21	13
\$9,000 TO \$11,999	11	14	9	10	20	12
\$12,000 TO \$14,999	3	4	7	8	10	6
\$15,000 TO \$19,999	3	4	2	2	5	3
\$20,000 AND OVER	2	3	1	1	3	2
CONSIDER THIS CONFIDENTIAL	4	5	5	6	9	5
DO NOT KNOW	9	11	29	33	38	23
NUMBER OF STUDENTS	79 MEN,		88 WOMEN,		167 TOTAL	
NO RESPONSE	3 MEN,		1 WOMEN,		4 TOTAL	

Source: The Class Profile Service Report, Enrolled 1972-73,
Table 6.6, p. 35.

Figure 6.4

ESTIMATED FAMILY INCOME OAKWOOD COLLEGE
COMPARED WITH NATIONAL NORMS 1972



Sources: Local--The Class Profile Service Report, Enrolled 1972-73, Table 6.6, p. 35.

National--The Class Profile Service Report, Enrolled 1974-75, Table 7.2, p. 32.

than the 13% local of the previous year, when compared to the national figure of 3% in the "less than \$3,000" category, the figures showed that the families of Oakwood College freshmen were below national norms. Eight percent of the local students came from families whose incomes were between \$3,000 and \$5,999. This 8% added to the previous 7% make a total of 15% who probably fell in the poverty area. Fifteen percent of the freshmen reported family incomes of \$6,000-\$7,499, and 6% reported incomes of \$7,500-\$8,999.²² Thus 21% were in the getting alone category. It is also interesting to note that the percentages of students who reported that they did not know their family income, and those who considered the information confidential, increased over the previous years, with 26% in the former category and 8% in the latter.²³ Perhaps these increases can account for the decreases in the lower income levels. Table 6.7, p. 96, gives the complete estimated family income report for 1973-74 freshmen, and Figure 6.5, p. 97, graphs the information, making comparisons with national norms where the information was available.

In 1974-75, more freshmen enrolled at Oakwood College than in any previous year in the school's history. The number of students who took the ACT also increased tremendously, from 130 in 1973 to 294 in 1974. The results on the

²² Ibid.

²³ Ibid.

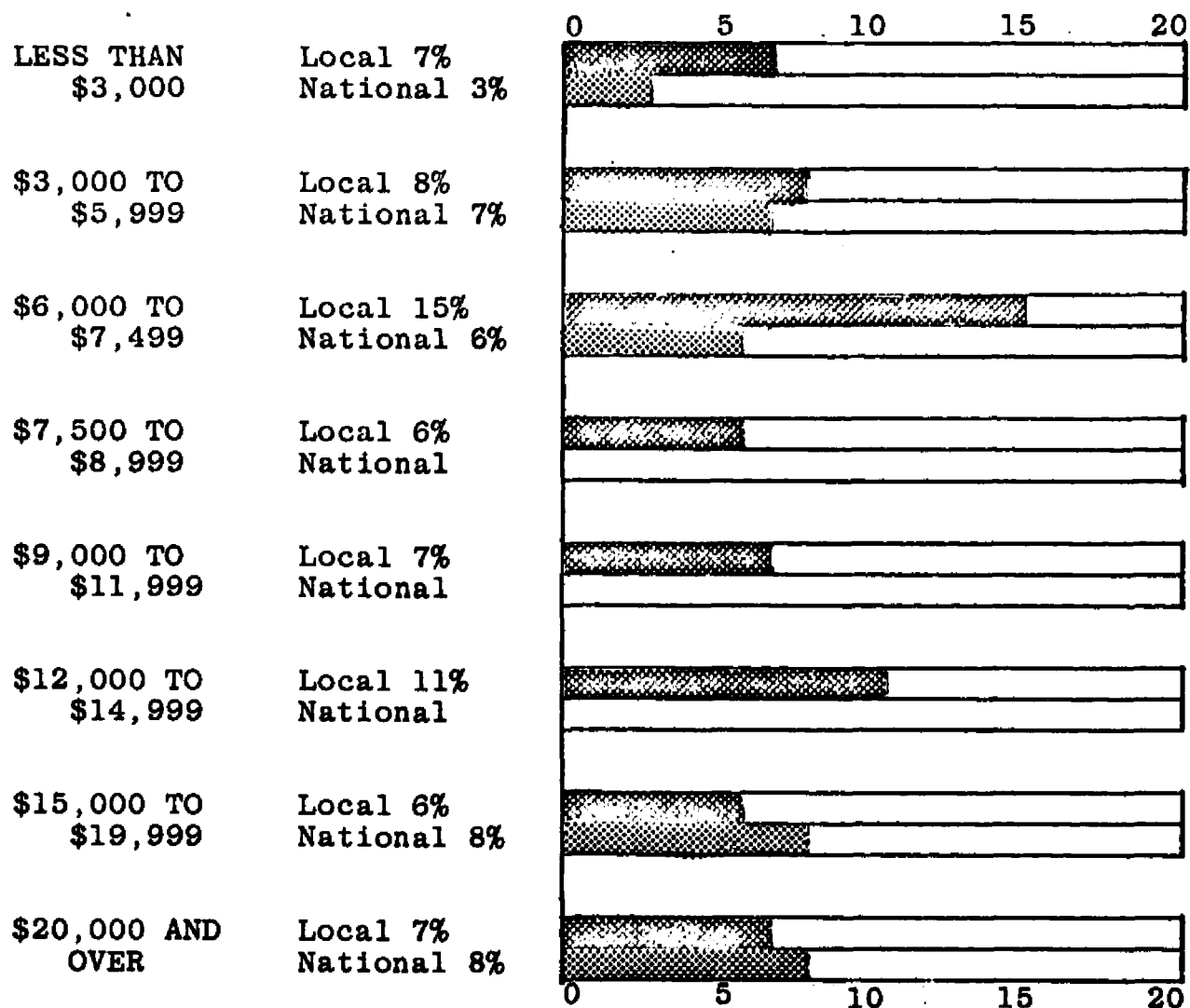
Table 6.7
1973
ESTIMATED FAMILY INCOME

	MEN		WOMEN		TOTAL	
	FREQ	PC	FREQ	PC	FREQ	PC
LESS THAN \$3,000 PER YEAR	3	6	6	8	9	7
\$3,000 TO \$5,999	4	8	6	8	10	8
\$6,000 TO \$7,499	6	12	12	17	18	15
\$7,500 TO \$8,999	4	8	3	4	7	6
\$9,000 TO \$11,999	5	10	3	4	8	7
\$12,000 TO \$14,999	7	13	6	8	13	11
\$15,000 TO \$19,999	2	4	5	7	7	6
\$20,000 AND OVER	5	10	4	6	9	7
CONSIDER THIS CONFIDENTIAL	5	10	5	7	10	8
DO NOT KNOW	11	21	21	30	32	26
NUMBER OF STUDENTS	52 MEN,		71 WOMEN,		123 TOTAL	
NO RESPONSE	1 MEN,		6 WOMEN,		7 TOTAL	

Source: The Class Profile Service Report, Enrolled 1973-74,
Table 6.6, p. 35.

Figure 6.5

**ESTIMATED FAMILY INCOME OAKWOOD COLLEGE
COMPARED WITH NATIONAL NORMS 1973**



Sources: Local--The Class Profile Service Report, Enrolled 1973-74, Table 6.6, p. 35.

National--The Class Profile Service Report, Enrolled 1974-75, Table 7.2, p. 32.

estimated family income of the 1974 freshmen varied little from those of the 1973 freshmen, but in general they fit into the overall pattern of Oakwood College freshmen for the five years under consideration. Eleven percent of the 1974 freshmen reported family incomes less than \$3,000, and an additional 17% reported incomes between \$3,000 and \$5,999. Thus 21% of these families might be considered within the poverty area. Eleven percent reported incomes of \$6,000-\$7,499, while 8% reported incomes of \$7,500-\$8,999.²⁴ Nineteen percent of these freshmen came from the "getting along" families; thus 40% of the enrolled freshmen in 1974 came from families who could not afford to live comfortably.

In 1974, 15% of the freshmen did not respond to the family income section of the questionnaire, and 16% considered the information confidential,²⁵ making a total of 31%. As in previous years, it is quite possible that many of these students belonged to the lower income levels. Table 6.8, p. 99, tabulates the data on the 1974-75 family income, and Figure 6.6, p. 100, graphs the information. In this figure, comparisons are made between local and national percentages where the national figures were available.

²⁴ The Class Profile Service Report, Enrolled 1974-75, Table 6.1, p. 27.

²⁵ Ibid.

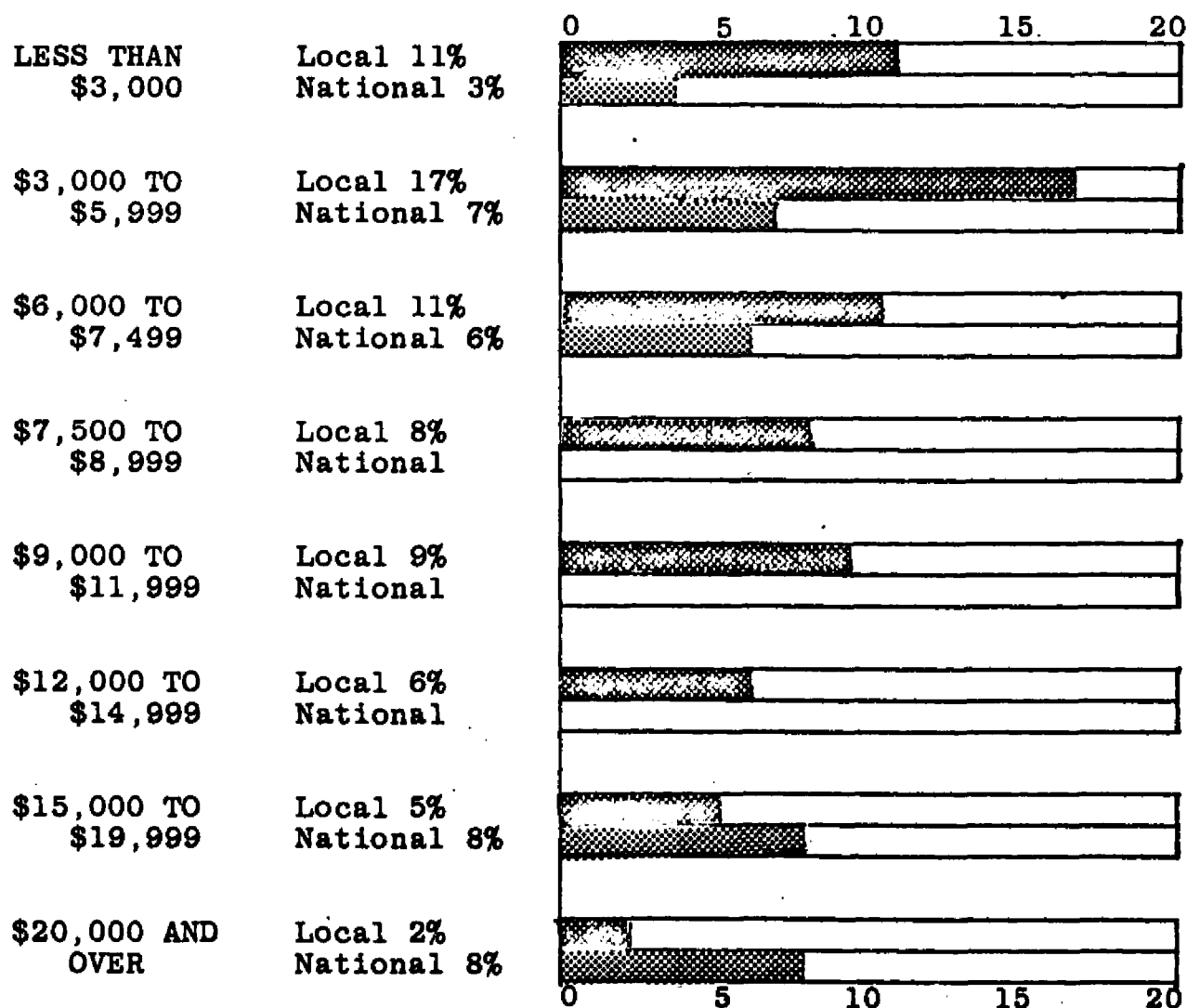
Table 6.8
1974
ESTIMATED FAMILY INCOME

ESTIMATED TOTAL FAMILY INCOME BEFORE TAXES	MEN		WOMEN		TOTAL	
	FREQ	PC	FREQ	PC	FREQ	PC
LESS THAN \$3,000	16	13	17	10	33	11
\$3,000 TO \$5,999	17	14	34	20	51	17
\$6,000 TO \$7,499	13	11	19	11	32	11
\$7,500 TO \$8,999	14	11	10	6	24	8
\$9,000 TO \$11,999	12	10	14	8	26	9
\$12,000 TO \$14,999	9	7	8	5	17	6
\$15,000 TO \$19,999	7	6	7	4	14	5
\$20,000 AND OVER	2	2	5	3	7	2
CONSIDER INFO CONFIDENTIAL	16	13	30	17	46	16
NO RESPONSE	16	13	28	16	44	15
NUMBER OF STUDENTS	122 MEN,		172 WOMEN,		294 TOTAL	

Source: The Class Profile Service Report, Enrolled 1974-75,
Table 7.2, p. 32.

Figure 6.6

**ESTIMATED FAMILY INCOME OAKWOOD COLLEGE
COMPARED WITH NATIONAL NORMS 1974**



Sources: Local--The Class Profile Service Report, Enrolled 1974-75, Table 7.2, p. 32.

National--The Class Profile Service Report, Enrolled 1974-75, Table 7.2, p. 32.

The data gathered on family income of freshmen who entered Oakwood College for the five-year period 1970 through 1974 have been assembled in Table 6.9, p. 102. The income brackets were reduced to six beginning in 1972; thus for 1970-71 and 1971-72, the percentages of students in categories \$3,000-\$5,999 and \$6,000-\$7,499 were combined into 30 and 24 respectively in the table. It is interesting to note that for the three years, 1972-73, 1973-74, and 1974-75, the percentages of students who probably came from the poverty level were 27, 15, and 28 respectively. These were the students whose family incomes ranged from below \$3,000 to \$5,999. On the national scene only 10% of the college freshmen came from families whose income categories were within poverty level. As one looks at the table on p. 102, one is able to compare the local figures with the national in column seven, and to discover the economic status of the freshmen who enrolled at Oakwood College during the five-year period, 1970 through 1974.

This study does not presume to set up any correlation between ACT English scores and family incomes. For one to do this, one would have to pinpoint each individual student's scores, then match up the particular student with his particular family income. The information in The Class Profile Service Reports is not set up on an individual basis; instead it gives the general profile of the student population, and

Table 6.9

PERCENTAGES ON FAMILY INCOME FOR ENTERING
FRESHMEN, OAKWOOD COLLEGE, 1970-74, AND
PERCENTAGES FOR CURRENT NATIONAL NORMS

FAMILY INCOME	1970- 1971	1971- 1972	1972- 1973	1973- 1974	1974- 1975	NATIONAL ENR. STU. NORMS
LESS THAN \$3,000	10	9	13	7	11	3
\$3,000 TO \$5,999	((30	((24	14	8	17	7
\$6,000 TO \$7,499	((((10	15	11	6
\$7,500 TO \$14,999	19	25	31	24	23	33
\$15,000 TO \$19,999	7	8	3	6	5	8
\$20,000 AND OVER	5	4	2	7	2	8

Source: The Class Profile Service Report, Enrolled 1970,
Table 6.6, p. 35; Enrolled 1971-72, Table 6.6, p. 35;
Enrolled 1972-73, Table 6.6, p. 35; Enrolled 1973-74,
Table 6.6, p. 35; Enrolled 1974-75, Table 7.2, p. 32.
Note: Some students considered the information confidential, others did not know; hence the shortage in percentages.

the means and standard deviations. In addition, although for the purposes of this study correlations might be helpful, they are not absolutely necessary.

As one views the racial and ethnic background of the students who enroll at Oakwood College, and examines the economic status of these students, it is not difficult to see why so many students express need for financial aid. Of the number of freshmen enrolled in 1970-71 academic year, 74% expressed need for financial aid all through college.²⁶ This percentage fell a little in 1971-72, when 68%²⁷ expressed need for such aid. In 1972-73 the percentage increased to 76%.²⁸ There was a slight decrease in 1973-74 when the figure dropped to 71%,²⁹ but the figure shot up to 85% in 1974-75.³⁰ This information is given in Table 6.10, p. 104, and charted in Figure 6.7, p. 105.

Another area of economics which one should not overlook when studying entering freshmen at Oakwood College is the

²⁶ The Class Profile Service Report, Enrolled 1970,
Table 3.5A, p. 15.

²⁷ The Class Profile Service Report, Enrolled 1971-72,
Table 3.5A, p. 15.

²⁸ The Class Profile Service Report, Enrolled 1972-73,
Table 3.5A, p. 15.

²⁹ The Class Profile Service Report, Enrolled 1973-74,
Table 3.5A, p. 15.

³⁰ The Class Profile Service Report, Enrolled 1974-75,
Table 4.5, p. 20.

Table 6.10

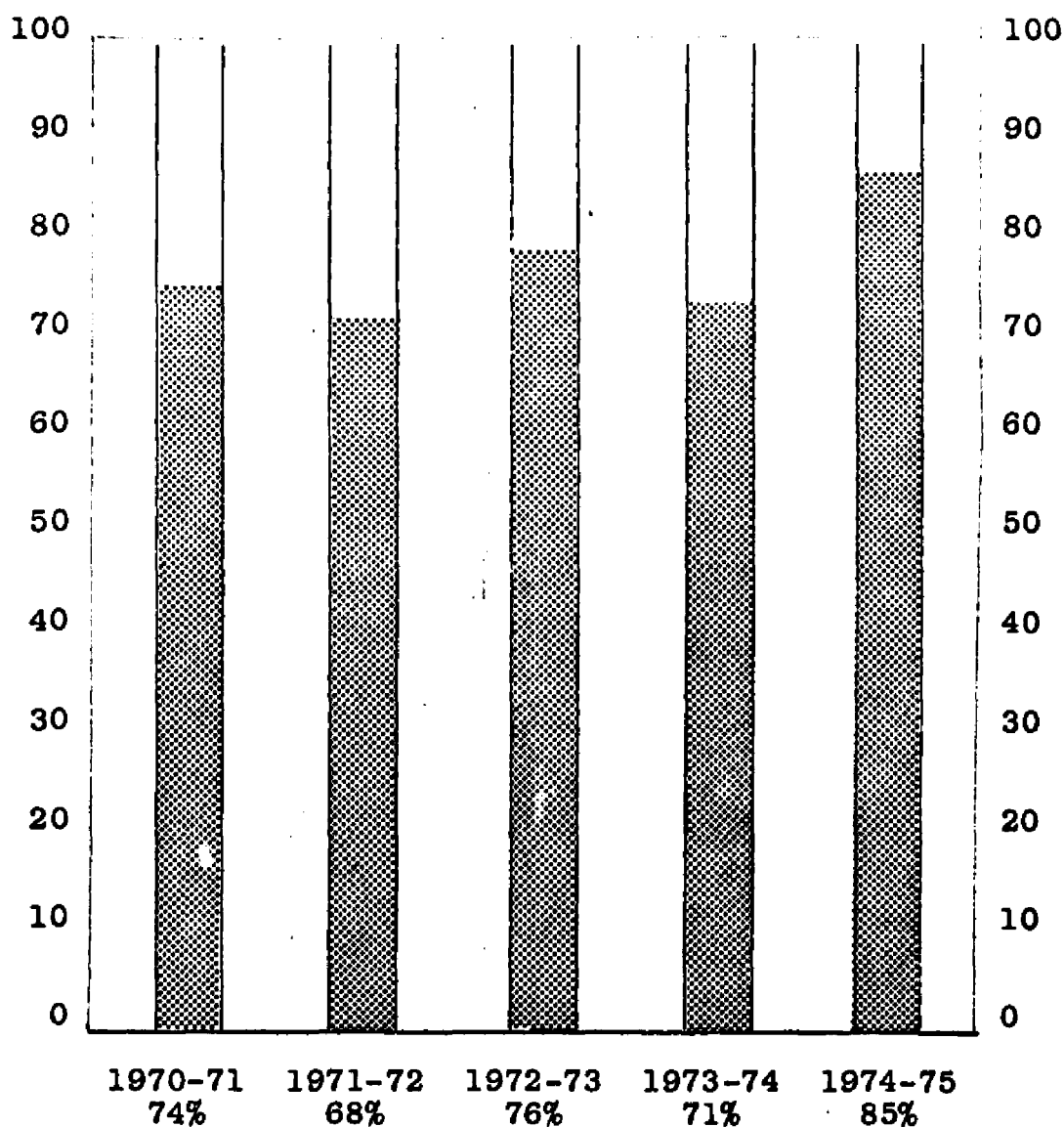
PERCENTAGE OF ENTERING FRESHMEN
NEEDING FINANCIAL AID
1970-74

	MEN	WOMEN	TOTAL
1970	64	78	74
1971	61	72	68
1972	76	75	76
1973	67	73	71
1974	87	83	85

Source: The Class Profile Service Report, Enrolled 1970, Table 3.5A, p. 15; Enrolled 1971-72, Table 3.5A, p. 15; Enrolled 1972-73, Table 3.5A, p. 15; Enrolled 1973-74, Table 3.5A, p. 15; Enrolled 1974-75, Table 4.5, p. 20.

Figure 6.7

PERCENTAGE OF OAKWOOD COLLEGE ENTERING
FRESHMEN NEEDING FINANCIAL AID 1970-74



Source: The Class Profile Service Report, Enrolled 1970;
Table 3.5, p. 15; Enrolled 1971-72, Table 3.5A,
p. 15; Enrolled 1972-73, Table 3.5A, p. 15;
Enrolled 1973-74, Table 3.5A, p. 15; Enrolled
1974-75, Table 4.5, p. 20.

percentage of students who must find employment to be able to support themselves while attending college. For the entire five-year period studied, there were steady increases in these percentages. In 1970 only 37% of the entering freshmen needed employment;³¹ this increased to 57% in 1971,³² 64% in 1972,³³ 69% in 1973,³⁴ and 87% in 1974.³⁵ These percentages are recorded in Table 2.11, p. 107, and in Figure 2.8, p. 108.

Racial and ethnic backgrounds, family income levels, need for financial aid, and need for employment while attending college are all very important factors in the study of socio-economic backgrounds of entering freshmen at Oakwood College, or at any college or university for that matter. The student body at Oakwood College is predominantly Black, and since Blacks and other minority racial or ethnic groups are generally in the lower income brackets, it follows that most of those Blacks who attend Oakwood College come

³¹ The Class Profile Service Report, Enrolled 1970, Table 3.5B, p. 15.

³² The Class Profile Service Report, Enrolled 1971-72, Table 3.5B, p. 15.

³³ The Class Profile Service Report, Enrolled 1972-73, Table 3.5B, p. 15.

³⁴ The Class Profile Service Report, Enrolled 1973-74, Table 3.5B, p. 15.

³⁵ The Class Profile Service Report, Enrolled 1974-75, Table 4.5, p. 20.

Table 6.11

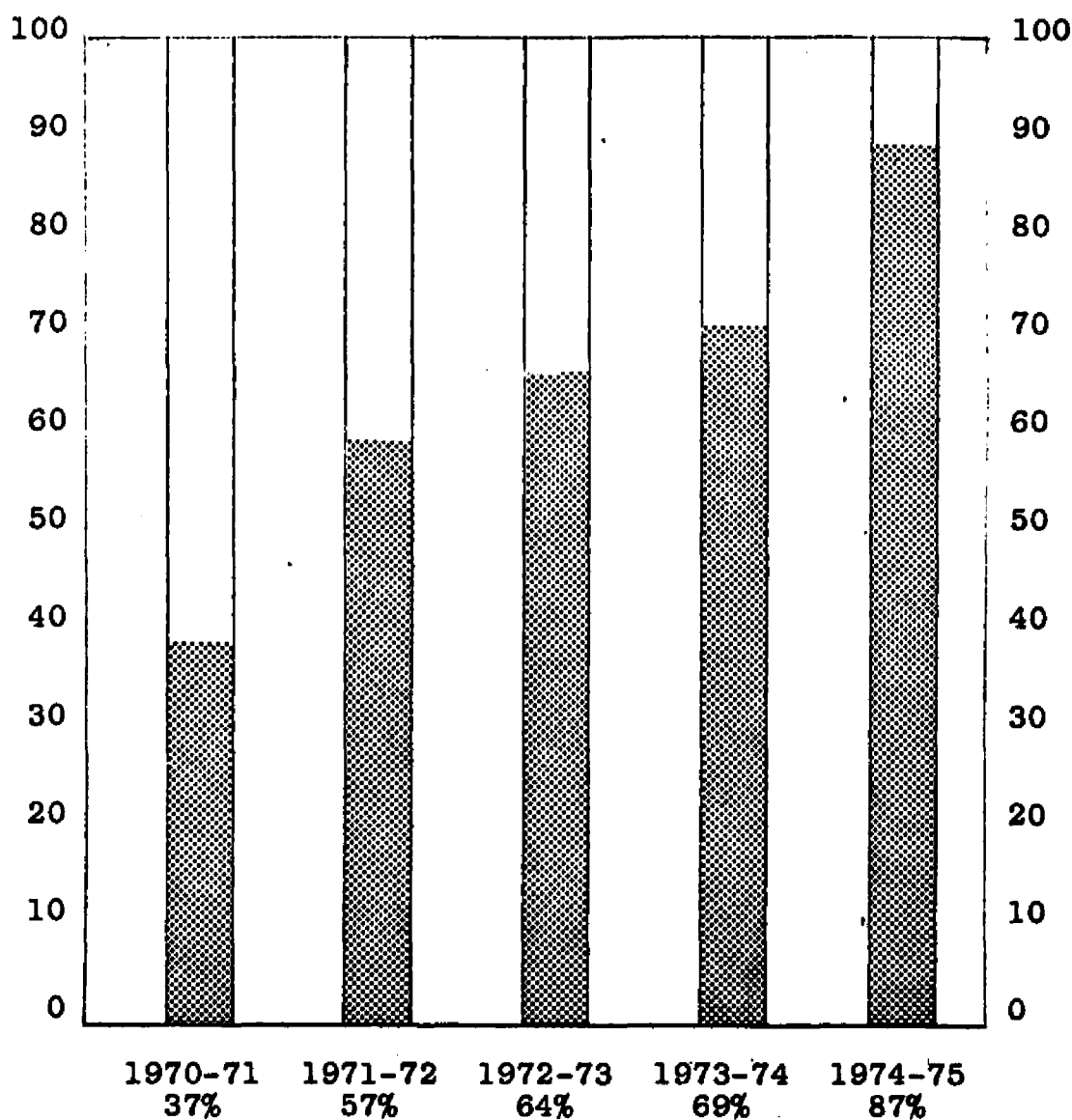
PERCENTAGE OF ENTERING FRESHMEN
WHO MUST WORK WHILE IN COLLEGE
1970-74

	MEN	WOMEN	TOTAL
1970	34	38	37
1971	58	57	57
1972	67	61	64
1973	73	67	69
1974	85	88	87

Source: The Class Profile Service Report, Enrolled 1970,
Table 3.5B, p. 15; Enrolled 1971-72, Table 3.5B,
p. 15; Enrolled 1972-73, Table 3.5B, p. 15; Enrolled
1973-74, Table 3.5B, p. 15; Enrolled 1974-75,
Table 4.5, p. 20.

Figure 6.8

PERCENTAGE OF OAKWOOD COLLEGE FRESHMEN
WHO MUST WORK DURING THEIR FOUR YEARS
IN COLLEGE, 1970-74



Source: The Class Profile Service Report, Enrolled 1970, Table 3.5B, p. 15; Enrolled 1971-72, Table 3.5B, p. 15; Enrolled 1972-73, Table 3.5B, p. 15; Enrolled 1973-74, Table 3.5B, p. 15; Enrolled 1974-75, Table 4.5, p. 20.

from lower level income families. It is not surprising, then, to find that as many as 85% of one entering freshman class expressed need for financial aid, and of the same class 87% expressed need for jobs to support themselves while attending college.

Although it is incorrect to assume that one's socio-economic background is completely responsible for one's academic achievement, it does appear from this study that one's socio-economic background influences greatly one's academic achievement. A large percentage of the students who attend Oakwood College come from economically deprived homes; similarly, a large percentage of these students fall rather low on their ACT Composite and English scores. Whether or not the one influences the other, the fact is that the freshmen who enroll at Oakwood College, for the most part, are economically deprived and academically unprepared for college work. The latter is particularly noticeable on the ACT English scores; therefore, it is imperative that programs in remedial English be provided to meet the needs of these students.

Chapter IV

DESIGN OF REMEDIAL FRESHMAN COMPOSITION COURSE

In April 1960, Professor Warner G. Rice, Chairman of the Department of English, University of Michigan, published "A Proposal for the Abolition of Freshman English, As It Is Now Commonly Taught, from the College Curriculum." This article was based on an address given at the 1959 NCTE Convention. Professor Rice very strongly recommended that Freshman Composition "be eliminated from the college curriculum," and that "colleges and universities must plan to use their staffs and facilities more and more efficiently for higher education, not for elementary instruction." He contended that the content of Freshman Composition should be taught and mastered in the high school and that admission standards of colleges and universities be raised so that applicants unable to meet the requirements for admission be denied admission until such time as they are prepared. He foresaw the possibility of open admissions policies at state-supported colleges and universities, which would force acceptance of all who wish to attend; but he argued that open admission was "educationally unsound, too expensive to be continued, and vulnerable to determined attack." With Open Admissions comes

the need for what Professor Rice called "sub-Freshman English"; and he believed that "the abolition of sub-Freshman English can logically be followed by the abolition of Freshman English."¹

Sixteen years have gone by since Professor Rice presented his proposal. A few schools have attempted to augment the proposal, but for the most part Freshman Composition has remained a vital course in the English curriculum of colleges and universities. As Albert R. Kitzhaber points out, "In spite of Prof. Warner Rice's call for the abolition of freshman composition, it is still very much with us, and the great majority of college English departments, though they often grumble about the course, still offer it and not infrequently defend it."² The need for Freshman Composition still exists, and with it exists the need for "sub-Freshman Composition" in colleges and universities.

Although in 1959 Professor Rice warned that open admissions was "educationally unsound, too expensive to be continued, and vulnerable to determined attack," the policy seems to be the norm in many institutions of higher learning. The phenomenal growth of the junior and community college

¹ "A Proposal for the Abolition of Freshman English, As It Is Now Commonly Taught, from the College Curriculum," College English, 21 (April, 1960), 361-367.

² Themes, Theories, and Therapy: The Teaching of Writing in College (New York: McGraw-Hill Book Co., Inc. 1963), p. 2.

movement during the 1960's is one major step in this direction. Professor Richard M. Bossone, Director of Secondary and Junior College Education, University of California, Riverside, writes: "California is justly proud of its 'open door' policy. This philosophy allows many of our youth, particularly those who are not high school graduates, their last chance for a second chance." Of course he was not oblivious to the problems of open admissions and he suggested that serious attention be given to the fact that junior colleges had a great responsibility to provide remedial programs. As a matter of fact, the following statement of Professor Bossone makes it quite clear that open admissions will create the need for remedial English programs. He states: "Approximately 70 percent of the entering freshmen (of which there are approximately 270,000) in California public junior colleges fail the qualifying examination of English IA (or equivalent transfer course); and, with the trend toward education for all persons through the age of twenty, there will undoubtedly be an increase in the number of students in need of Remedial English work."³ In addition, many four-year colleges and universities have been pressured into relaxing admissions requirements. For example, the City

³ "Remedial English Introduction in California Public Junior Colleges: An Analysis and Evaluation of Current Practices," Sacramento: California State Department of Education, 1966, pp. iii, 1.

College of the City University of New York now opens its doors to applicants who formerly would not be admitted to a college or university. Consequently, not only is there need for Freshman Composition, but there is also great need for Remedial Writing. In 1973, Mina Shaughnessy, English Professor at City College wrote, "Open Admissions began as a remedial wing to a few departments on traditional college campuses, but it is now transforming the colleges themselves, exposing far more than the deficiencies of the new students."⁴ Many colleges and universities are today taking a closer look at themselves and are redefining their purposes as they are faced with educating a new breed of college students. Instead of the raised admission standards suggested by Professor Rice sixteen years ago, colleges and universities are now settling for lowered admission standards, and are also providing programs of remediation to meet the needs of their students.

As early as 1950, and perhaps earlier, recommendations were being made to responsible bodies concerning the organization of composition courses. One workshop group which studied the problems involved in teaching composition recommended to the NCTE "that special remedial measures be taken for the benefit of those students found particularly deficient in the

⁴ "Open Admissions and the Disadvantaged Teacher," CCC, 24 (December, 1973), 404.

mechanics of composition."⁵ The group recommended sectioning of freshmen according to proficiency test results into remedial, advanced, and standard sections.⁶ Another workshop group at the same session of the NCTE discussed the problems of morale for both students and teachers of segregated composition classes, but agreed "that some degree of segregation is desirable, to the extent of separating two groups from the majority of students in the standard course. The top five percent, perhaps, should be placed in a special section in which the work is more mature and advanced than the average; the lowest five percent should be placed in a group in which the work is more elementary, with greater emphasis on fundamentals."⁷

As student enrollment increased during the 1960's, the problem of remediation became even more complex. Professor Bossone wrote, "Unfortunately the junior colleges do not know exactly what to do about this growing number of remedial English students. With very little encouragement to investigate this problem, the junior colleges have tended to carry on in a trial and error fashion hoping to find some answer. But in remedial English . . . can one afford to leave so much

⁵ "Objectives and Organization of the Composition Course," A Workshop Report at the NCTE, CCC, 1 (May, 1950), 9.

⁶ Ibid., pp. 9-10.

⁷ Ibid., p. 12.

to chance?"⁸ This is a rather searching question, for the same conditions exist today, and many institutions are still carrying out these trial and error programs in remedial English which may be more harmful than useful.

Fortunately some college English teachers and administrators today are expressing concern over the state of Freshman Composition, especially its remedial aspects. They realize that problems in composition cannot and will not be solved by any attempt to abolish the subject from the English curriculum of colleges and universities. There is much dialogue and discussion, and some individuals have even attempted to act upon the problem. One evidence of this action was seen at the MLA Convention in San Francisco, in December 1975. At least seven forums and workshops were conducted in which various aspects of freshman composition were discussed. One of the key addresses on writing, "Diving In: An Introduction to Basic Writing," by Mina P. Shaughnessy, generated an enthusiastic response, and evidently gave to many in attendance a new perspective on remedial writing.

Professor Shaughnessy opened her discourse as follows: "Basic Writing, alias remedial, developmental, pre-baccalaureate, or even handicapped English, is commonly thought of as a writing course for young men and women who

⁸ Bossone, p. 1.

have many things wrong with them."⁹ This has been the thinking of not only the English professors who must constantly guard their ivory towers from the invasion of barbarians, but also of those students, who by some streak of luck, narrowly escaped the basic writing classes themselves. Professor Shaughnessy continued that, "Not only do medical metaphors dominate the pedagogy (remedial, clinic, lab, diagnosis, and so on) but teachers and administrators tend to discuss basic writing students much as doctors tend to discuss their patients, without being tinged by mortality themselves and with certainly no expectations that questions will be raised about the state of their health."¹⁰ The terms associated with basic writing have doubtlessly attributed to the attitudes developed by many people at the mere mention of the subject, but a real understanding of the need for and purpose of this course should help to alleviate these negative attitudes.

A course in remedial English is of vital importance to thousands of college students today. It is the course which will enable these students to survive in academia. Almost everyone agrees that English is the tool that is necessary for use in every other subject area in the college curriculum;

⁹ "Diving In: An Introduction to Basic Writing," Address at the MLA Forum on Writing, San Francisco, December 28, 1975.

¹⁰ Ibid.

it is logical that if the tool is blunt or dull, it is useless. Something must be done to sharpen the tool to make it useful. By the same token, whenever it becomes necessary that remedial English courses be given to prepare college students for the tasks which lie before them, such courses ought to be administered and looked upon as the most important courses for these students. No longer should college English teachers look down upon courses in remedial English or look down upon the students for whom these courses are designed, for as Professor Shaughnessy writes, "so irrevocable now is the tide that brings the new students into the nation's college classrooms that it is no longer within our power, as perhaps it once was, to refuse to accept them into the community of the educable. They are here . . . teaching them to write well is not only suitable but challenging work for those who would be teachers and scholars in a democracy."¹¹

Open admissions, relaxed admission policies and practices, the growth of the community colleges, politics, economics, and other factors are all responsible for the caliber of students enrolled in institutions of higher learning today. These students are here to stay. The major concern ought to be, how can the institution best serve

¹¹ Ibid.

these students? One very simple answer is by designing and developing relevant and appropriate programs to meet their needs; and in many cases, relevant and appropriate mean remedial. "Open Admissions is forcing the real question--not how many people society is willing to salvage, but how much this society is willing to pay to salvage itself."¹² Just how much effort institutions of higher learning are willing to expend in designing and developing remedial courses for the academically inept is a matter of great importance.

Thus, remedial English courses are necessary for many students in our institutions of higher learning today, and much thought and careful planning should be devoted to these programs. "Common sense should tell us that the mere existence of remedial English courses does not mean they have been effectively designed."¹³ These courses ought not to be hurriedly designed or carelessly implemented, in which case they might do more damage than good. Designers of these programs should take a close look at both the students and the type of programs they design if these programs are to be effective.

A prerequisite to the development and designing of any course is a broad knowledge of the field. Unfortunately,

¹² Shaughnessy, "Open Admissions and the Disadvantaged Teacher," p. 404.

¹³ Bossone, p. 12.

little has been published in the area of remedial English, and most of what has been written in the field deals with specific experimental programs in remedial English. The few writers who deal with the subject in a general sense discuss it rather briefly in connection with honors programs in composition or in connection with standard composition courses. In addition to a broad knowledge of the subject area, a careful study should be done of the students for whom the course is being designed. Professor Bossone writes, "Unless something is done--specifically research on the abilities, interests, and problems of remedial English students so that this information can be related to the development of a more appropriate course or program to meet their needs--we will continue to have the same vicious circle of frustration and wasted efforts."¹⁴ It was to this problem that the writer addressed himself in Chapters II and III wherein the academic aptitude and socio-economic background of the students of Oakwood College were studied.

COURSE GOALS AND OBJECTIVES

Establishing goals and objectives for a course is not as simple as it might appear to be. Many teachers, when assigned this responsibility, search for the fanciest terms and the

¹⁴ Ibid., p. 3.

choicest vocabulary, and more often than not, they are guilty of vagueness. Professor Richard L. Larson said that teachers to whom he directed the questions, "Why do you teach composition?" and "What are your goals?" instead of giving a simple answer, such as "because students as human beings need to be able to put words together successfully," bring out a variety of reasons to justify what they teach. These reasons he placed into eight categories which he called Social goals, Perceptual goals, Verbal goals, Fluency goals, Moral goals, Aesthetic goals, and Psychological goals.¹⁵ Although in the final analysis each of these is achieved if the course is successful, goals and objectives should be much more specific and direct.

One reason that so much vagueness prevails in the establishing of goals is that many teachers who prepare these goals are ignorant of the backgrounds, attitudes, interests, academic needs, problems, and abilities of the students for whom the goals are established. A major problem is that these teachers think mostly of themselves and the course which they must teach. Their aim is to "perform well," to get so much done in the course, and they ignore the fact that the students are the ones upon whom they ought to focus their

¹⁵ "A Theory of the Curriculum in Composition: Goals and Writing Assignments," English Journal, 59 (March, 1970), 394-95.

attention. Presumably, a teacher is conversant with his course material, and should be skilled in his craft. Why, then, should he be only concerned about the course itself and how well he performs at the expense of students for whom the course is prepared? Goals and objectives ought to be less course-oriented and more student-oriented.

The knowledge gained and the discoveries made through the study of freshmen at Oakwood College over a five-year period have been helpful to the writer, and have enabled him to arrive at the goals and objectives which will be established for the course in remedial freshman English. The writer has taken into account two important considerations: (1) where the students are when they enter the course, and (2) where they ought to be after they have completed the course. It has already been established that the students for whom this course is being designed are culturally deprived and academically unprepared for standard composition courses in college. Their ACT English and composite scores and their high school grades in English attest to their situation; thus a primary concern of this course is to teach these students how to communicate adequately and effectively. The goals which will be established have been tried with good results, and have been discussed at length by Professors Richard M. Bossone and Max Weiner in their report, "Three

Modes of Teaching Remedial English: A Comparative Analysis:
A Pilot Study."¹⁶

Specifically, then, the objective of the course in remedial freshman English composition is to teach the remedial student to write good and effective expository prose. Towards this end instructors must provide positive reinforcements; they should not focus attention exclusively on the correction of errors. To shift the focus away from correcting errors, the emphasis of the course should be placed on writing and not on grammar. Too many teachers spend period after period hammering home some point of grammar, but they do not teach students how to write. As Erwin R. Steinberg, Assistant Professor of English, Carnegie Institute of Technology, once stated, the primary concern of the composition teacher is not to get students "to master systems, juggle catchwords, or manipulate formulas. In their enthusiasm to provide students with tools to aid them in their writing, many instructors forget the writing and allow the tools to become an end in themselves."¹⁷ In essence, then, the remedial English composition teacher should keep his objectives in perspective.

¹⁶ "Three Modes of Teaching Remedial English: A Comparative Analysis: A Pilot Study" (New York: City University, Bernard Baruch College, Graduate School and University Center, 1973), p. 8.

¹⁷ "Some Basic Assumptions for Courses in English Composition," CCC, 2 (October 1951), 11.

To achieve the overall objectives of the course, the students will be encouraged to do the following:

1. Spell, punctuate, and employ standard English according to accepted conventions of college writing.
2. Present ideas in clearly constructed sentences.
3. Develop and expand ideas into organized units of paragraphs.

These goals are all student directed; the instructor is merely the agent who leads the students to achieving these goals. As agent, he has a great responsibility, because any wrong approach on his part might be catastrophic for the student. Professor George E. Montag writes, "As in no other area of instruction can the teacher be more instrumental in the students' not learning than in remedial English. The student comes with his history of failure, to an unpopular compulsory subject, tottering on the brink of being 'turned-off' once again. The prime duty of the teacher is to see that this does not occur. For if it does, if the student 'gives up,' no method can succeed."¹⁸ The chances of success are good if the teacher constantly keeps in mind the caliber of students he has in the course, and if he

¹⁸ George E. Montag, et al., "An Oral-Audio-Visual Approach to Remedial Writing," Final Report, Jefferson College, Hillsboro, Mo., June 1969, p. 15.

focusses attention upon the goals which he strives to help them achieve.

TEXT SELECTION

With general course goals established, the next major concern in designing a course in remedial freshman English composition is selection of a suitable textbook for the course. Quite an issue can be made about the suitability or appropriateness of the text for such a course. Hundreds of textbooks, handbooks, readers, programmed texts, workbooks, and other materials roll off the nation's presses each year aimed at the instructors and students of freshman composition. Some of these books experience a very brief "life span," while a few others linger around for a number of years. The selection and adoption of a text for the course is sometimes done by a committee, but quite often it is left up to the Chairman of the English Department, or the Director of Freshman Composition. The results are that texts are often chosen with biases. The director whose orientation is traditional, prescriptive grammar chooses a text in this vein. On the other hand, the one who is linguistically oriented leans towards the text that is set up on this order. It can be argued that each of these texts has its merits, hence the question ought not to be which textbook is best, but which one of the textbooks is most

suitable to the needs of the students in enabling them to achieve the goals set forth for them in the course.

Although there are literally scores of textbooks prepared for courses in freshman composition, there are very few prepared specifically for remedial English composition courses. This has been a neglected area, until recently open admissions and other factors in higher education brought it fully into focus. Professor Shaughnessy is in the process of preparing a textbook designed for use in remedial English courses. It is hoped that this text would be a breakthrough for instructors and students in the area. In the meantime there are handbooks which can be used strictly for reference purposes in the remedial writing course. No matter which handbook is chosen, the object should be to proceed from writing to the handbook instead of from the handbook to writing. The proper order should be writing--grading--handbook--revision.

Because this course is not intended to be a clearing-house for the many publishers who bombard the English instructor with their barrages of handbooks, the writer is forced to overlook many handbooks, some perhaps better suited than the ones chosen, and concentrate on just two. Either of the following handbooks can be adapted to the needs of the students for whom the course is being designed:

Elsbree, Langdon, and Frederick Bracher eds. Brief Handbook of Usage: From Heath's College Handbook of Composition, 7th edition. Lexington, Massachusetts: D. C. Heath and Company, 1968.

Watkins, Floyd C., William B. Dillingham, and Edwin T. Martin eds. Practical English Handbook, 4th edition. Boston: Houghton Mifflin Company, 1974.

The former text is attractive and easy to use. The sections are labelled in bold color. In addition to word labels, there are numbers assigned to sections which make the job of locating these sections a rather easy one. Like the first text, the second is also attractively labelled in color with both words and numbers. Both books are easy to use, they are compact, and they are published in economical paperback form.

Selecting a reader text for the course in remedial English composition is much more difficult than selecting a handbook. Although there are so many readers in print today, most of the selections in them become outdated quite quickly. Another consideration is that very few of these readers are prepared with remedial students in mind; they are aimed at the average college freshman, who probably does not need remedial English. The reader best suited for the remedial student in composition is recommended by Professor Montag in "An Oral-Audio-Visual Approach to Remedial Writing." It is entitled Here and Now: An Approach to

Writing Through Perception, edited by Fred Morgan.¹⁹ The second edition of this text will be used as the reader for the course which is being designed.

Morgan, Fred ed. Here and Now II: An Approach to Writing Through Perception. New York: Harcourt, Brace, Jovanovich, Inc., 1972.

This reader is quite practical and writing assignments are based on the individual's observance of the details of his own environment. It helps the student solve his writing problems by having him deal as clearly and as accurately as he can with the materials of his immediate experience. In the book there are short, interesting selections of prose and poetry, and pieces of art; and the commentary, questions, and writing assignments are geared to encourage the students to express themselves in writing. The book is quite different from most readers in that it approaches writing through perception. Each assignment encourages the student to use his five senses and his emotions. This approach will hopefully generate a great deal of interest in the student, and writing will become a pleasure instead of a task to him.

COURSE STRUCTURE

Once text selection is completed, the next task is to structure the course in remedial freshman English

¹⁹ Ibid., p. A-2.

composition. This, of course, has to be done with the goals and objectives in mind. The overall objective is to teach the remedial student (of Oakwood College in this case) to recognize and to write good effective expository prose. This seems to be a colossal task when we take into account the type of students we must deal with at Oakwood College, coupled with the fact that the school is on the quarter system. The course is designed to fit into one quarter, and class assignments must be set up for a ten-week period.

One very important factor of the structure of the course is its content. Just what should be included in the course in order that the goals might be achieved by the students? Major emphasis will be placed on the sentence, the basic unit of study, and on the paragraph, the miniature composition.

After the course content has been decided upon, the next move is to prepare a syllabus with day-by-day assignments. The following is an outline of the course in remedial freshman English composition to be used at Oakwood College. This outline is based on the outline used by Montag.²⁰

COURSE OUTLINE

There will be four regular classroom sessions per week and a fifth session for individual conference or tutorial

²⁰ Ibid., Appendix II.

help. Each classroom session will consist mainly of two parts: a thought stimulation period during which the student will be exposed to one or more of the motivational aids which will be further discussed in the section on methods and materials. A writing session, based on the materials to which the student has been exposed, will follow. At times the instructor may find it desirable to interject a discussion session to further develop the ideas presented in the stimulus material. It is conceivable that this sequence may at times extend over two or more sessions. But in general the aids have been chosen with the view toward completion of the stimulus-writing sequence in one class period. During the writing periods the instructor will circulate among the students offering aid on an individual basis. For this reason the class size should not exceed fifteen students. The procedures outlined thus far will eliminate all forms of lecturing, and minimize to a great degree teacher discussion.

The weekly assignments will be centered around the text, shown below, in addition to the other motivational aids which will be used as stimuli.

Text: Morgan, Fred ed. Here and Now II: An Approach to Writing Through Perception. New York: Harcourt, Brace, Jovanovich, Inc., 1972.

Week I

Wednesday Introduction
Film; Writing Exercise

Thursday Morgan, "Using Your Senses," pp. 3-19.
Class Exercise
Writing Assignment

Friday Individual Conference Day

Week II

Monday Morgan, pp. 8-19.
Description; "The Lemon," p. 8.
Plate 1, Secluded Fisherman, p. 19.
Slides by Hopper (3)
Writing Assignment

Tuesday Morgan, pp. 10-19.
Description
James Agee, p. 10.
Rosalie Moore, p. 16.
Slide--Duchamp, Bottleneck
Recording--Daytona, Speedway Sounds
Writing Assignment

Wednesday Morgan, "Being Aware of Your
Surroundings," pp. 21-43.
Recording--Grand Canyon Suite
Class Exercise
Writing Assignment
Unity

Thursday Morgan, pp. 22-23.
Unity, p. 22.
Class Writing Assignment

Friday Conference Day; Tutorial Sessions
Use Handbook to Aid Revision

Week III

Monday Morgan, pp. 24-45.
Whitman, p. 38.
Plate 2, The Poor Man's Stone, p. 43.
Discussion; Exercises

Tuesday	Morgan, "Getting the Feel of Action," pp. 45-55. Class Exercise Writing Assignment Coherence Recording--Beethoven, Pastoral Symphony: Storm Scene Recording--British Parade Marches
Wednesday	Morgan, pp. 46-55. Coherence, pp. 46, 47. Orwell, p. 48. Francis, p. 53. Plate 3, The Butcher, p. 55.
Thursday	Morgan, "Perceiving Emotional Attitudes," pp. 57-67. Class Exercise, p. 57. Slide--Shahn, Passion Writing Assignment Recording--Kraus, Conflict
Friday	Conference Day Tutorial Sessions

Week IV

Monday	Morgan, pp. 58-67 Paragraphing, p. 58. Class Writing Assignment
Tuesday	Morgan, pp. 59-66. Highsmith, p. 59. Stephens, p. 65. Plate 4, Woman Weeping, p. 67. Slide--Titian, Jealous Husband Use Handbook for Revision
Wednesday	Morgan, "Observing a Person," pp. 69-91. Plate 5, High Yaller, p. 91. Slides by Hopper (2) Writing Assignment
Thursday	Morgan, pp. 70-71. Emphasis, p. 70. Class Writing Assignment
Friday	Conference Day Handbook for Revision

Week V

- Monday Morgan, pp. 72-89.
 "Floyd Patterson," Talese, p. 72.
 "Pigeon Woman," Swenson, p. 88.
 Emphasis
- Tuesday Morgan, "Observing a Scene," pp. 93-101.
 Slide--Goya, The Disasters of War
 Slide--Orozco, Victims
 Class Exercise
 Writing Assignment
- Wednesday Morgan, pp. 93-101.
 Plate 6, Coney Island, p. 101.
 Economy
 Recording--Alpert, Bull Ring Sounds and
 Music
 Class Writing Assignment
- Thursday Morgan, pp. 93-101.
 "Laundromat," p. 95.
 "Auto Wreck," p. 98.
 Slides--Pieter, Peasant Wedding; Wedding
 Dance
 Handbook for Revision
- Friday Conference Day
 Tutorial Sessions

Week VI

- Monday Morgan, "Estimating a Person," pp. 103-115.
 Class Discussion
 Plate 7, Cardinal Don Fernando, p. 115.
 Writing Assignment
- Tuesday Morgan, pp. 104-105.
 Contrast
 Recording--Pictures at an Exhibition
 Class Writing Assignment
- Wednesday Morgan, pp. 105-113.
 Thurber, p. 105.
 "Richard Cory," Robinson, p. 113.
 Handbook for Revision
- Thursday Morgan, "Identifying with a Person,"
 pp. 117-129.
 Plate 8, Peasant Resting, p. 129.
 Slide--Renault, Tragic Clown
 Class Discussion; Writing Assignment

Friday Conference Day; Tutorial Sessions

Week VII

Monday Morgan, pp. 118-130.
Qualification, p. 118.
Class Exercise
Jarrell, p. 127.

Tuesday Morgan, "Identifying with a Thing or an
Animal," pp. 131-151.
Class Exercise
Definition, p. 132.
Plate 9, Bamboo in the Wind, p. 151.
Slide--Blume, The Rock
Writing Assignment

Wednesday Morgan, pp. 133-150.
Class Exercise, p. 133
Clark, p. 133
Woiwode, p. 148.

Thursday Morgan, "Evaluating a Possession,"
pp. 153-161.
Plate 10, p. 161.
Class Exercise, p. 153.
Argument, p. 154.
Slide--Horrell, My Gems
Writing Assignment

Friday Conference Day; Tutorial Sessions

Week VIII

Monday Morgan, "Examining a Desire," pp. 163-185.
Plate 11, The Fish Bowl
Class Exercise
Analysis, p. 163.
Writing Assignment
Class Writing Assignment, p. 164.

Tuesday Morgan, pp. 183-184.
Dodson, p. 183.
Slide--Dresser, Teapot
Handbook for Revision

Wednesday Morgan, "Analyzing an Institution,"
pp. 187-193.
Plate 12, Honorary Degree, p. 193.
Recording--Elgar, Pomp & Circumstance
Writing Assignment
Class Writing Assignment

Thursday Morgan, pp. 188-192.
 Barthelme, p. 188.
 Hughes, p. 191.

Friday Conference Day
 Revision--Handbook

Week IX

Monday Morgan, "Looking Back," pp. 195-211.
 Plate 13, The Spectre of Sex Appeal
 Class Discussion
 Narration, p. 195.
 Writing Assignment
 Class Writing Assignment

Tuesday Morgan, pp. 197-211.
 "Village School," p. 197.
 "Eleven," p. 209.
 Revision--Handbook

Wednesday Recording--Herbert, March of the Toys
 Class Discussion

Thursday Morgan, "Taking a New Perspective,"
 pp. 213-225.
 Plate 14, The Sense of Realities, p. 221.
 Class Writing Assignment

Friday Conference Day
 Revision--Handbook

Week X

Monday Morgan, pp. 213-214.
 Writing Assignment, p. 213.
 Film

Tuesday Morgan, pp. 215-219.
 White, p. 215.
 Swenson, p. 218.
 Class Discussion

Wednesday Review

Thursday Review

Friday Final Conference

Week XI

Final Examinations

METHODS AND MATERIALS

Because the course is an approach to writing through perception, it is necessary to use a variety of classroom aids. Major pieces of equipment are as follows:

1. Movie projector
2. Slide projector
3. Opaque projector
4. Overhead projector
5. Record changer
6. Tape recorder

The materials selected for use in this course to supplement the textbook and the handbook were adopted from a list in Montag's "An Oral-Audio-Visual Approach to Remedial Writing."²¹

I. Slides:

Blume, Peter	The Rock
Bruegel, Pieter	Peasant Wedding
Bruegel, Pieter	Wedding Dance
Duchamp	Bottleneck
Dresser	Teapot
Hopper, Edward	Gas Station
Hopper, Edward	Drug Store
Hopper, Edward	House by Railroad
Hopper, Edward	Woman in Window

²¹ Ibid., Appendix I.

Hopper, Edward	Street
Horrell	My Gems
Goya	The Disasters of War
Titian	Jealous Husband
Shahn, Ben	Miners' Wives
Shahn, Ben	Passion (Sacco & Vanzetti)
Ronalt	Tragic Clown
Orozco, Jose	Victims

II. Films:

King of the Rocket Man (1st Serial episode)
 The American in Orbit
 The Time of the Horn

III. Recordings:

Pastoral Symphony (Beethoven) Storm Scene
 Grand Canyon Suite
 Herb Alpert, Bull Ring Sounds and Music
 Elgar, Pomp and Circumstance
 Kraus, Conflict
 Daytona--Speedway Sounds
 Herbert, March of Toys
 British Parade Marches
 Pictures at an Exhibition

These materials have been successfully used with remedial writing students by Montag. In addition to these aids, the textbook around which the course is centered has a number of

still life pictures which have also been incorporated into the course.

The final phase of the design of a remedial freshman English composition course for intended use at Oakwood College is methodology. A choice of the most effective methods which can be used at Oakwood College will be made. Taking the students' backgrounds into account and keeping in mind the goals and objectives to be achieved by these students, the writer has decided upon what might be called the linguistic-descriptive approach. The prescriptive grammatical approach to the teaching of writing has not proved successful. Quite often, in this approach, instructors emphasize grammatical correctness at the expense of good writing. It should be kept in mind that "correct" writing is not always "good" writing. James McCrimmon wrote, "A student whose main thought is to get his spelling, punctuation, and grammatical forms 'correct' is in no condition to communicate. For him, writing will be a frustrating exercise to be done only under compulsion and to be avoided whenever the compulsion is removed."²² In this course grammar will be secondary, and the Handbook will be used only after the students' writing has been graded, as reference for revision of the exercises.

²² Writing With a Purpose, 3rd ed. (Boston: Houghton Mifflin Co., 1963, p. 4.

In the linguistic-descriptive approach to writing, the students will be allowed to write down their ideas unrestricted by grammatical or spelling rules. The sentence will be considered the unit of study because form and function of words must go together. The tagmemic view, originally taken by Kenneth Pike and further developed by Robert L. Allen's "Sector Analysis," holds that "combination of form and function of words and constructions are the accurate description of the language."²³ Hence the sentence is the unit of communication. Sentences incorrectly written by the students will be analyzed by sectors, and the errors pointed out and corrected. Grammatical problems that are widespread will be discussed in the class; errors that are not universal will be dealt with on an individual level. The correct ways to spell words will be encouraged, but one way to aid the student in building confidence in himself is to place the blame for misspellings where it belongs--on the English language--by pointing out some of its inconsistencies, and the fact that there are only five vowels in English, "a, e, i, o, and u," and yet the language calls for more than twice that number of vowel sounds.

Most of the correction of written exercises will be done in class or at least discussed in class for the benefit of

²³ Bossone and Weiner, p. 10.

the students. A very helpful piece of equipment which will aid in this job is the opaque projector. Without students' names being revealed, their work will be projected so that all types of student writing will be studied. Much writing will also be done out of class. Students who need help most will be given this help in tutorial sessions specially set up for this purpose.

There will be no lectures given in the remedial English composition class. The discussions, which will take place as often as is necessary, will be student oriented. Emphasis will be placed on individual instruction during writing sessions, at the regular weekly conferences, and in the tutorial sessions. Although grades will be given on some writing exercises, the emphasis will not be on grades in this course; instead, emphasis will be placed on the students' developing their writing to the point where they can communicate successfully and with a degree of "correctness" expected of college students by society. The instructor will avoid telling the students that their methods of communication are not correct. Instead he will show them that there are levels of communication, and that college students are expected to communicate on a certain level.

The emphasis in the course will be on perception. For this reason, audio-visual aids will be utilized to the maximum. Film strips, slides, still-life paintings, musical

recordings, cassette tapes, and other audio-visual aids will be used abundantly. The aim is to make the students enjoy their writing experience.

A record of all written work done by the students will be kept in specially prepared folders so that both the instructor and the students can keep in touch with the progress made in the course. Quizzes and tests will be in the form of writing exercises. Objective tests will not be given, as these will not fulfill the goals and objectives of the course.

Specific teaching methods vary from teacher to teacher. However, it is hoped that the methods and materials suggested here for the remedial English courses to be taught at Oakwood College will be helpful at other schools as well.

Chapter V

CONCLUSION

There is a great need for programs in remedial English composition in most of the nation's colleges and universities today. Thousands of students enter these institutions each fall unable to read and write effectively. Unfortunately, most of these students graduate four years later without ever having mastered the basic skills of communication expected of all college graduates. Executives and other leaders in the business world are expressing concern over the poor standards of communication evident in job applicants with college degrees and are looking to the nation's institutions of higher learning for help in this important area.

The need for remedial English courses is now evident. As late as 1960, educators were recommending that courses in freshman English composition be discontinued in colleges and universities. They felt strongly that the content of these courses should be taught and mastered on the high school level, and that young men and women seeking entrance to institutions of higher learning ought to be denied admission until they mastered the basic skills of communication. In the late 1960's, the cultural climate in America changed to

the extent that a new breed of young people were seeking entrance and gaining admissions to the nation's colleges and universities. These students came from the lower ten percent of their graduating classes, ill prepared for college work, and needed remedial work to be able to survive in the academic world. Unfortunately, few educators were willing to address themselves to the problems of this new kind of student. In the 1970's, although many educators see the need for remedial English courses, relatively few of these courses have been put into effect.

Because English is the basic tool for communication, and because a mastery of the language aids the student in his study of other subjects, too much importance cannot be attached to remedial programs in this area. The stigma that was once attached to these programs should be removed. No longer should the remedial English student be considered non-college material, for he might be an outstanding mathematician or accountant, although he might not have mastered basic language skills. The students of remedial English composition classes should be educated to consider these classes as very important aids to their experience in education. The instructors of these classes should adopt a positive instead of a negative approach to the courses. They should not use terms that would create feelings of inferiority

programs, and the other reported a tutorial center for students who need remedial work, but no formal courses were being offered in remedial English. Oakwood College, which is also in Alabama, is at present offering courses in remedial English because the administration and faculty recognize the need for these courses. Certainly, there must be a need for remedial English composition courses at other predominantly black colleges and universities in Alabama. The question occurs: "Is this very important need being ignored by the authorities?"

Of the six predominantly black institutions in Tennessee to whom the questionnaires were sent, only two responded. Both schools have programs in remediation, but they do not elect to call them by such names. One school reported that roughly half of the entering freshmen each year need some type of remedial help, and that special instructional labs and other aids are provided for these students. It seems as though these labs are not compulsory, but that attendance is left up to the student. However, the attendance is usually good, because students are made to realize that the instruction helps them to pass their composition courses. The other school in Tennessee which responded offers a "Special Services Program" in English--101 SS and 102 SS. This program has the same goal as the regular freshman English course; the students receive the same number of hours credit;

in their students, because courses in remediation, when well structured and properly taught, are by no means inferior.

In many cases, administrators at institutions with programs in remedial English composition appear to be apologetic over the fact that they offer these courses. They seem to think that their offering remedial programs damages their prestige. Some administrators even try to conceal their remedial English composition courses by offering a watered-down EN 101, Freshman Composition course. This course is in effect a remedial English composition course. One of the dangers of such a course is that the students graduate to EN 102, believing that they have indeed mastered the work of EN 101, and then find that the content of EN 102 is really the same as that of EN 101, with an additional novel and a library paper.

For the purposes of this study, a remedial English questionnaire (Appendix A) was circulated to all the predominantly black colleges and universities in Alabama and Tennessee. There are nine such institutions in Alabama and six in Tennessee. Fourteen questionnaires were sent out; because the writer is connected with one of these institutions, it was not necessary to send one to that institution. Of the eight sent to schools in Alabama, three were returned. Of these three, only one reported remedial English programs. One flatly reported that there are no remedial English

they are not given "F" if they fail, instead, they receive "NG"; this is to give them more time than the "regular" students to succeed. The materials used in this program are different from those used in the regular program to enable the students to achieve the goal of the course, which is to improve communication skills. The object is not to make the students feel isolated or different from the students in the regular program, as such alienation can create a hostile learning environment which retards growth.

There are those among the faculty and administration at Oakwood who would like to see Basic English dropped. They argue that already the College requires more credits in Freshman Composition (12 quarter hours, equivalent of 8 semester hours) than many colleges in the nation. To add additional hours to these, which in effect will not count towards graduation, is to many teachers not practical. But the fact remains that Oakwood College accepts students who need basic English. To drop such a course from its curriculum will prove detrimental to many of these students. If the problem is the number of additional hours of Freshman Composition required of the students, this can be taken care of by setting up the first quarter (4 hours) of Freshman English Composition on a remedial basis for the students who need it. It is with such a plan in mind that the program in remedial English composition was designed. During the

first quarter, the student whose ACT English score falls below 16 should enroll in a section designed for remedial students. He will receive four credits, but will be encouraged to meet for a fifth session each week, during which time he will receive extra tutorial help. The materials used in this section will be different from those used in the regular EN 101 sections, and the methods will also differ. It is believed that this course will be much more acceptable to the students and that it will prove more effective, because the students will not feel victimized.

The course designed hopefully offers a workable model for teaching remedial English composition at Oakwood College, and at institutions of higher learning whose students are affected by similar problems. The Class Profile Service Reports of entering freshmen at Oakwood College for the five academic years 1970 through 1974 have been vital sources of information on academic and socio-economic backgrounds of Oakwood's students, and have led the writer to many conclusions. The course goals and objectives, the text selection, course structure, and methods and materials have all been developed with the type of students in mind. The entire course is student oriented. Despite the fact that new programs usually meet with initial negative responses, it is hoped that this dissertation, which has been designed to meet

the needs of students at Oakwood College, will prove useful to other institutions whose students have similar problems and needs.

APPENDICES

APPENDIX A

REMEDIAL ENGLISH QUESTIONNAIRE

(Please answer the following questions and return questionnaire in the self-addressed stamped envelope.)

1. Name of College or University_____
2. Name and position of person completing questionnaire.

3. Does your department offer remedial English courses?_____
4. If yes, please list the courses by number and title.

5. Do you give credit for remedial courses?_____
6. How many credits do you give?_____
7. How many sessions per week does each class meet?_____
8. Which of the following tests do you use for a guide for channeling students into remedial writing? ACT_____; SAT_____; Other_____, If other, please explain_____

9. What is the cutoff point below which students are placed into remedial writing classes?_____
(Indicate test_____)
10. Roughly, what percentage of incoming freshmen need and receive remedial writing courses?_____
11. Briefly describe your remedial composition course._____

12. What grading system do you use in your remedial writing program? Pass/Fail____; Letter grade____; Other____. (Please explain if other_____)
13. When do you release a student from the remedial writing class?_____
14. What is the average size of a remedial writing class in your department?_____
15. Do you conduct a writing laboratory?_____
16. What textbook/s do you use for your remedial writing class?_____

17. What audio-visual aids do you use?_____
18. Which of the following method/s do you find most effective in conducting remedial writing classes?
Lecture____; Group discussion____; Individual instruction____; Other____. Please explain if other_____
19. Approximately how long have you been operating remedial writing classes?_____
20. Have you noticed satisfactory results from these courses? Please comment._____

21. Would you like to see these courses continued?_____
Discontinued?_____ Give reason for your answer_____

THANK YOU VERY MUCH!

APPENDIX B

Box 4868, M.T.S.U.
Murfreesboro, Tennessee 37132
January 14, 1976

Chairman
Department of English

Dear Sir/Madam:

I am an administrator, and I know the number of questionnaires which appear on your desk. For this reason I hate to add another. However, a study which I am conducting in connection with my dissertation at Middle Tennessee State University requires some information which only you can supply. I am developing a program in remedial English.

Newsweek (December 8, 1975) told the nation "Why Johnny Can't Write." As English teachers we are concerned with solutions to Johnny's problem. Remedial work in English is certainly one solution to the problem.

The enclosed questionnaire, which should require no more than ten minutes of your time, will serve as a guide in the program I am developing. Because these questionnaires are being sent mainly to predominantly Black colleges and universities in Alabama and Tennessee, it is necessary that each one be completed and returned.

Enclosed is a self-addressed stamped envelope for your convenience. Will you please return the completed questionnaire by January 25. I am sure that I can count on you.

Sincerely yours,

Lloyd E. Mulraine, Chairman
Department of English
Oakwood College

Encl.

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