

REPORT OF WORK COMPLETED DURING SABBATICAL LEAVE

September 1, 1965 - February 28, 1966

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My plans for a sabbatical leave were established originally as a result of my graduate work at Claremont Graduate School and University Center following the completion of my Master's Degree. Several years elapsed during which time I pursued programs of study leading to an Administrative and a Pupil Personnel Services Credential. As time went on and as I worked with different faculty members I found, to my great pleasure, that I was being accepted in a familial role by the faculty who evidenced interest in my academic future. Through their encouragement, I finally decided to ask for a sabbatical leave. However, when this request was submitted I was informed that I was being considered for an advancement in the Office of Instruction. After some reflection I decided to postpone the sabbatical with the intention of pursuing my studies in addition to performing my duties in the new position.

After several semesters of effort I became convinced that each of these endeavors was a full time

occupation. Finally after a conference with my advisor I decided to again apply for the sabbatical. At this time I still had one remaining language obligation. Recognizing that German would require too much time, I petitioned to substitute Spanish which, although I had never studied it before, seemed to be a better option. My request was granted and within the month I had completed my Spanish requirement. Dr. Landry of the Mt. San Antonio College Language Department was of great help to me with his short cuts to language mastery.

A few weeks later, I was granted a full fellowship at Claremont and my request for a six months sabbatical leave was also approved. My committee for the doctoral program was re-established with several changes due to retirements. All the preliminary work was completed and I took leave commencing September 1, 1965.

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During the period September 1, 1965 through February 28, 1966, I was granted a sabbatical leave for the purpose of preparing myself for the qualifying written and oral examinations leading to the degree of Doctor of Philosophy at Claremont Graduate School and University Center. Having completed the language requirements prior to the sabbatical, I was assigned five areas of study by my committee. They were

1. Higher Education
2. Philosophy of Education
3. Psychology of Education and Learning Theories
4. College Student Personnel Problems
5. Adolescent Development

As a special assignment, it was necessary to construct and analyze the background and events leading to the problems at Berkeley and to conduct necessary research into the sociological, psychological,

and philosophical problems connected with the difficulties there. This proved to be a most interesting and rewarding experience because it removed me from a purely theoretical approach to my studies and placed my field of concentration on a current and fascinating educational problem.

The leave was most beneficial because I was enabled to abstract myself from the routine of problems common to my current assignment at Mt. San Antonio College and consider problems of greater scope which were relevant, nevertheless, to junior college problems.

I attended only one regular class during the first semester and was permitted to do independent study for the other four areas. The independent study required me to report to the advisors of each particular area from time to time to let them know of my progress and questions.

One of the most useful and practical areas of study was that concerned with Psychology of Education and Learning Theories. In these days of rapidly evolving educational methodologies, programmed learn-

ing, and systems approach an understanding of the theories which underlie the learning process is absolutely essential. My studies were directed towards the theories which underlie the cognitive and non-cognitive theories of learning. Much time and research were devoted to the writings of Thorndike, Dewey, Spence, Lewin, Tolman, Koffka, Wheeler and Perkins, Guthrie, Skinner, Kohler, Hull, Titchener, Froebel and Herbart. I found this area to be most stimulating and challenging. As a result, I can certainly verify that concepts concerning the learning process still are theoretical.

During the period of the sabbatical I was also privileged to serve as resource person for several classes and to participate in seminars on Higher Education and Student Personnel. I was very happy with the tutorial system at Claremont and found my advisors outstanding persons in their respective fields. The vast amount of reading required for familiarization with my fields of preparation has left me with a tremendous bibliography of educational material for further study.

Another area of study which particularly interested me was Philosophy of Education. Far from being abstract, I found it to be a vital and stimulating subject. One of my most challenging assignments was to contrast the Harvard Report "General Education In a Free Society" with the "Amherst Report." Inasmuch as I am responsible for curriculum building I found this research to be most meaningful. I became acquainted with the philosophies of Hutchins, Van Doren, Veblen, Taylor, Brameld and Dewey. I might add that in Dewey I found none of the charges true leveled against him by our Superintendent of Public Instruction. Progressive Education, as such, was delineated in its proper perspective. In this area of study I learned to perceive curriculum implications from the viewpoint of (a) the Idealist; (b) the Realist; (c) the Pragmatist; (d) the Scholastic. I found that Dewey's Democracy and Education was one of the most difficult to understand but one of the most illuminating treatises on education I have ever read.

My qualifying examinations were written before Christmas and the oral examinations were conducted on January 20, 1966. I am happy to report success in all

areas and that I am now currently involved in preparing to write my dissertation. I am most grateful to the Board of Trustees and to the Administration of Mt. San Antonio College for this experience and feel very sure that its value will be reflected in my work at the college.