

A CREATIVE APPROACH TO INVOLVEMENT  
IN NON-WESTERN CULTURE BY  
SECONDARY SCHOOL STUDENTS

Thesis for the Degree of Ph. D.  
MICHIGAN STATE UNIVERSITY  
DONALD ALLEN DENNIS

1971



This is to certify that the

thesis entitled

A CREATIVE APPROACH TO INVOLVEMENT

IN NON-WESTERN CULTURE BY

SECONDARY SCHOOL STUDENTS

presented by

Donald Allen Dennis

has been accepted towards fulfillment  
of the requirements for

Ph.D. degree in Curriculum

  
Major professor

Date May 19, 1971



## ABSTRACT

### A CREATIVE APPROACH TO INVOLVEMENT IN NON-WESTERN CULTURE BY SECONDARY SCHOOL STUDENTS

BY

Donald Allen Dennis

The purpose of this study was to present a model of a creative approach to involving the learner and the teacher in a non-Western culture.

The students in the sample were selected from a secondary humanities program in Andover High School (Bloomfield Hills, Michigan). Of the 100 in the sample, all were seniors taking the course as an elective and with little or no previous in-depth exposure to a non-Western culture. The community is a suburban area on the fringe of Detroit, with an upper middle class atmosphere. The curriculum pursued by all of the students in the study was college preparatory with the humanities class an elective.

The procedure for the study was to systematically involve the student and the teacher not only in content, but also in a method for becoming actively and personally involved in the learning situation. Through the model, the learner was first introduced to information in an informal manner and given encouragement to explore and expand an idea that related to a non-Western culture. He was then informed, by the teacher, as to where he might find resources to material in his interest area. The teacher became a guide and facilita-



tor of learning, allowing the learner to develop the idea within his own capabilities and interests. Once the learner became familiar with the information, he was encouraged to organize and present it to his peers with an emphasis on media utilization. The final part of the model was peer evaluative with feedback coming from the students and teachers to actualize the success of the individual learner's efforts and at the same time to involve the total group in the learning process.

The method and evaluation of the study were based upon the findings of the Getzels and Jackson study on creativity, the studies of Carl Rogers on self concepts and studies by Arthur Combs and others on teacher training procedures. Measures for the study came from standard verbal and non verbal tests (Lorge Thorndike), an ethnocentric survey ("Public Opinion Survey" by T. W. Adorno) and a peer evaluation. All results were placed on a rank-order correlation.

The major findings indicated that a relationship exists between the ethnocentric attitude of the learner and his ability to relate not only to a non-Western culture, but also to his peers. No apparent relationship existed between the verbal and non-verbal skills of the learner and his ability to become creatively involved in the learning process; however, there was a relationship between creative involvement and use of media.



The study indicates that present built-in restrictions of secondary school curriculums do not help the learner in reaching his fullest potential. Further, the study implies that learning about other cultures in American education has been restrictive in both content and method. The direction of this study was to examine the nature of these restrictions and, through a model, to systematically build in a curriculum procedure that would provide both the teacher and the student the means of becoming creatively involved in learning about another culture.

A CREATIVE APPROACH TO INVOLVEMENT  
IN NON-WESTERN CULTURE BY  
SECONDARY SCHOOL STUDENTS

By  
Donald Allen Dennis

A THESIS

Submitted to  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF PHILOSOPHY

Department of Education

1971



170337

Copyright by  
DONALD ALLEN DENNIS  
1971

## DEDICATION

To my wife, Marmie, whose help, patience and understanding have been untiring, from climbing the steep steps of Angkor Wat to recording endless bits of information. Without her encouragement this would have been a lonely task.

## ACKNOWLEDGMENTS

I wish to thank my committee for their valuable advice and guidance. I am greatly indebted to Dr. Troy Stearns, Chairman, whose understanding of the needs of education and the individual were a source of encouragement. Appreciation is also extended to Dr. James Page, Dr. Dale Alam and Dr. William T. Ross for bringing a multitude of ideas into focus.

I am pleased to be able to thank other individuals who gave of their time on my behalf; Van Ross who helped smooth out rough edges; Dr. Marjorie Jacobson, Dr. William Robertson and Arlene who gave freely in advice and assistance; and to Dr. Ronald Anderson for including a Humanities teacher in the teachers' Interchange Program at the East-West Center.

Finally, I would like to thank the many Asians who helped me to realize the meaning of a "global village" as well as my students who, after all, are what this is all about.



## TABLE OF CONTENTS

	<u>Page</u>
DEDICATION . . . . .	11
ACKNOWLEDGEMENTS . . . . .	111
LIST OF TABLES . . . . .	vi
LIST OF FIGURES . . . . .	vii
CHAPTER 1 DESCRIPTION OF THE PROBLEM . . . . .	1
Introduction to the study . . . . .	1
Background and need for the study . . . . .	2
Purpose of the study. . . . .	7
Questions for the study . . . . .	8
Theory and assumptions of the study . . . . .	9
Definition of terms used in the study . . . . .	12
Overview of the study . . . . .	13
CHAPTER 2 REVIEW OF THE LITERATURE . . . . .	16
Introduction . . . . .	16
Education and Attitudes on non-Western Culture in American Education. . . . .	16
Creativity and the Learner - the Teacher - the Curriculum . . . . .	31
Technology and the Learner - the Teacher - the Curriculum . . . . .	43
Summary . . . . .	53
CHAPTER 3 DESIGN AND PROCEDURE . . . . .	55
Introduction . . . . .	55
The Model . . . . .	56
The Time Element . . . . .	56
The Symbiotic Plan of Involvement . . . . .	59
The Process of Change. . . . .	62
The Symbolic Acceptance . . . . .	68
Nature of the Sample . . . . .	71
The Measures Used . . . . .	79
Method of Implementation . . . . .	80
Summary . . . . .	87

• • • • •

• • • • •

• • • • •

• • • • •

• • • • •

• • • • •

• • •

• • • • •

• • • • •

• •

•

• • • • •

• • • • •

• • • • •

• • • •

• • • • •

• • • • •

• • • • • • • • • • • • • • • • • • • •

• • • • •

• • • • •

• • • • •

• • • • •

•

• • • • •

• • • • •

• • • • •

• • • • •

• • • • •

• • • • •

CHAPTER 4	ANALYSIS OF RESULTS . . . . .	88
	Introduction . . . . .	88
	Testable Hypotheses, Measures and Results	90
	Analysis and Implications of Results . .	98
	Summary . . . . .	102
CHAPTER 5	CONCLUSIONS, IMPLICATIONS AND GENERALIZATION . . . . .	103
	Introduction . . . . .	103
	Conclusions . . . . .	103
	Discussion and Generalization . . . . .	108
	Implications . . . . .	109
	Recommendations . . . . .	113
	Further Implications and Suggestions . .	115
	Summary . . . . .	116
BIBLIOGRAPHY	. . . . .	118
APPENDIX A	. . . . .	126
APPENDIX B	. . . . .	140

## LIST OF TABLES

<u>Table</u>	<u>Page</u>
1. Creativity and Ethnocentrism Scores Obtained on a Randomly Selected Sample of Humanities Students . . . . .	92
2. Classroom Tests and Verbal Aptitude Scores Obtained on a Randomly Selected Sample of Humanities Students . . . . .	95
3. Use of Media and Non-Verbal Aptitude Scores Obtained on a Randomly Selected Sample of Humanities Students . . . . .	97
4. Project Acceptance Arranged According to the Number of Media Used . . . . .	100
5. Media Used With Class Acceptance . . . . .	101

## LIST OF FIGURES

	<u>Figure</u>	<u>Page</u>
1.	Time Project Design . . . . .	57
2.	Symbiotic Plan of Student Involvement . . . . .	59
3.	Analog Model of Student Process and Change. . . . .	64
4.	Analog Model of Symbolic Acceptance . . . . .	69
5.	Communication Flow . . . . .	83
6.	Ideation and Communication . . . . .	84
7.	A Scattergram Presentation of the Scores in Table 1 . . . . .	93
8.	A Scattergram Presentation of the Scores in Table 2 . . . . .	96
9.	A Scattergram Presentation of the Scores in Table 3 . . . . .	98

## Chapter 1

### DESCRIPTION OF THE PROBLEM

#### Introduction to the Study

The technological development in the world community of culture has created a growing need to educate for relating to all members of the human race. Instant communication has brought a "global village" concept to today's society. Unable to cope with problems that have developed in communications or to utilize the benefits suggested by recent improvements in the process of learning, many educators are retreating to the shelter offered by tried but outmoded ideas. Others are grasping at new "packages" and "canned programs" for instant security as the market becomes flooded with commercialized material for solving the demands of today's education.

Mario Fantini, program director, Public Education, the Ford Foundation, identifies the problem and then sets a goal for the "Schools for the 70's" by stating:

Confronted with institutional obsolescence, the schools have reacted by adding to a base structure of education forged in an earlier century --- the demands, however, do not call for additional layers on the old structure, but for a new conception of education --- one that is functionally coordinated with the concerns and aspirations of the various publics.<sup>1</sup>

---

<sup>1</sup>Mario D. Fantini, "Institutional Reform," Today's Education, LIIIV. No. 4 (April, 1970) pp. 43-44.

Many sincere and devoted educators are searching for new methods for meeting the needs of today. Diversity, rather than uniformity should be expressed by present educational institutions according to Fantini.<sup>1</sup> This diversity of learning may well be the key to successfully bringing the learner into contact with members of the human race beyond his immediate sphere of identity and open the door to personal as well as global understanding of human relationships. This study is an approach for curriculum designers in introducing cross-cultural communication.

#### Background and Need for the Study

The limitations of American school curriculums to meet the challenge of worldwide communication are evident in the omission of Non-Western Humanities studies. A 1969 survey of Michigan secondary school programs revealed that only two percent of all Humanities courses offered were including this area. Although new textbooks are adding some Asian culture, much of the information points up contrasts in culture with little suggestion of relevance to the learner. Frequently this material is relegated to the back of the text so that it can be eliminated by the teacher pressed for time, or it becomes supplemental reading to "fill in".

In its present structure, the American educational system is providing the teacher with methods of exploration

---

<sup>1</sup>Ibid.

in Asian culture that bring few new ideas into focus. Too often material of an impersonal nature is developed and passed on to the teacher, who may in like manner pass it on to the student. Contact with Asian culture on such a level provides limited enthusiasm or personal identification, and restricted learning for all concerned is the end result.

The learner usually receives his impressions of Asians and their culture through edited reporting of the mass media. Sensationalism rather than sensitivity has frequently been the style with little or no in-depth information presented to the listener, reader or viewer. Cultural relevance has been lacking, with a distorted image resulting in a polarization rather than a personalization of cultural attitudes. Impressions and identification with members of other cultures have become more negative than positive with the meaning of humanitarianism becoming distorted or lost. "What can he know of England, who only England knows" was a challenge to the ethnocentric behavior of British nationalism of yesterday and remains as a challenge to the present American education system.

A new design for education is needed, one that recognizes the learner's position in an emerging world society. The 20th century has brought a series of events that have all but destroyed the provincial placidity of the past. Instant information, supersonic transportation and other technological changes have brought down the fences or geographic barriers that built up a false sense of security.



The personal "center of the world" concept as suggested by the Chinese, practiced by the European nations and envisioned by America's "manifest destiny" has been a mirage. Interdependence, not independence, suggests the key to world understanding. Now more than ever, the educational processes are subject to review and strong revision. The fear-oriented changes created in the past quarter of a century as a result of the atomic bomb, sputnik and power politics are proving to be shortsighted. New goals, new ideas and new procedures need to be tried. Students of today are questioning the system as never before, and rightfully so. New direction must be given to involve these students in a realistic way with the functional use of technology for the understanding and betterment of all mankind.

Interest in other cultures has developed, not only from the classroom, but also from mass media contact. The quality and quantity of this exposure needs to be analyzed by today's educators, and positive long range goals for its development and use must be created. Edward Shils calls attention to the decline of "refined" culture in the West, resulting not so much from mass media, but from society's willingness to accept mediocrity.

There is much that is wrong with the quality of culture consumed more or less by educated classes in America. Very little of what is wrong, however, can be attributed to the mass media.---What is wrong, is wrong with our intellectuals and their traditions, which have little to do with the culture created for and presented by the mass media.<sup>1</sup>

---

<sup>1</sup>Edward Shils, "Mass Society and Its Culture," Daedalus, LXXXIIIV. No. 2 (Spring, 1960), 291-311.

Relevance may well be the key to bringing the mass media into proper focus, relevance between information fed through the educational system and that which is given by the piecemeal operation of the information agents of our mass society. It is the educator's challenge to develop in realistic fashion a curriculum design with a positive emphasis on the creation of material and methods which give the learner increased opportunity to discriminate, individualize and become actively involved in learning about the nature of non-Western cultures in relation to his own.

A close look at curriculum design in Social Studies and Humanities courses at the Secondary School level reveals a pattern of development that has changed relatively little as compared with the striking technological changes of the past twenty five years. The textbook recitation and lecture method of presentation continues to be the dominant characteristic of curriculums, with information generally presented in a time-event ordered and systematic fashion. Evaluation and testing seek to level all learning and all learners to one common denominator. Information input, rather than concept learning, has often placed learners into a set pattern with little or no regard to individual differences in communication processes. The act of creation has been removed from the classroom as well as the shared experience so necessary for social growth.

John Dewey said:

Communication is not announcing things, even if they are said with the emphasis of great sonority.

Communication is the process of creating participation, of making common what had been isolated and singular; and part of the miracle it achieves is that, in being communicated, the conveyance of meaning gives body and definitions to the experience of the one who utters as well as to that of those who listen.<sup>1</sup>

Curriculum designers should pay heed to this bit of advice.

Humanities and social studies curriculums are logical places for bringing the student into contact with the real and the relevant nature of non-Western cultures. Changes in both content and method are being studied as a result of surveys made in the 1950's and 60's by concerned educators to determine the extent of non-Western coverage<sup>2</sup>, but the critics disagreed about what should be done. Yet one fundamental criticism was widely accepted: "Social studies had been losing touch with social reality. U.S. society had been transformed while social studies programs, especially at the secondary level, were dealing with a world of the past."<sup>3</sup>

Humanities programs have been encouraged as a stop-gap to such criticism, but to this point, their nature and content show little in depth preparation. Cemrel Regional Laboratories in St. Louis, in compiling data on all such programs since 1900, have discovered a confused pattern of learning with little or no emphasis placed on individual

---

<sup>1</sup>John Dewey, Art as Experience, (12th Printing; New York: G. P. Putnam's Sons, 1958), p. 244.

<sup>2</sup>Dorothy Fraser, "What's New in the Social Science Curriculum?" Nation's Schools, LXXXIV. (July, 1969). 30.

<sup>3</sup>Ibid., p. 31.

creative effort.<sup>1</sup>

### Purpose of the Study

The primary purpose of this study is to creatively involve the learner through a symbiotic plan for utilizing media, information and imagination in learning about a non-Western culture. A model has been created as a guide for the teacher and the learner for the introduction of non-Western Humanities at the Secondary School level.

The question of utility has become increasingly more difficult with the gap between the educator and the learner as to proficiency in the new technological hardware. The learner often becomes more quickly adjusted to the flexible innovations of hardware than the teacher. It is through a creative approach to involvement that the educator will create greater utilization of media, not only for expanding his own presentation, but also for involving the learner in the process of discovery. It is not for the teacher alone to be responsible for the manipulation of hardware if he is to carry out his function as a motivation agent and guide to the learner as suggested by the study.

A part of this study is to identify the creative nature of the learner and the learning process as they relate to learning of other cultures, specifically to the Asians. Not only do students find it difficult to relate to

---

<sup>1</sup>Stanley Madeja, "Cemrel Progress Report", (A report to the National Art Education Association, April 2, 1969, New York).

other cultures but the same basic problem of understanding the nature of the non-Western world exists with many teachers. One aspect of the model is to involve the learner in a personal way with another culture.

The sudden appearance of the "global village" concept makes it important that the teacher experience and teach new dimensions in cultural relativism. The purpose of this study then is to present a creative approach to involvement in non-Western culture, and attempt to identify the nature of the learner involved.

#### Questions for the Study

Although this study will be limited to the possibilities and potential of curriculum method, its main function will be to develop ways and means of involving, in a creative way, Secondary School students who have never been previously exposed to or involved in the study of non-Western culture. The following questions are used as the basis for study limitations.

1. Does a positive relationship exist between creative, imaginative students and their empathy for foreign cultures?
2. Is there any significant difference in a student's IQ and his ability to become involved in self directed activity?
3. Do students who successfully utilize multi-media approaches to learning about non-Western cultures show a similar success in communicating with their peer group?

## Theory and Assumptions of the Study

There is no doubt that the traditional factual approach to non-Western cultural studies is in need of revision. Many educators believe that textbook education too often neglects the learner's own ability to absorb, analyze, and synthesize information.<sup>1</sup> The approach is external and directed with the assumption that each learner has a built-in set of values and capabilities that need to be individually challenged if a learning situation is to become realistic. It is not for the educator to serve as a disseminator of information and test evaluator, but rather as a change agent and a catalyst to a personal learning process. The role of the teacher in this study is similar to the one described by Everett Rogers.

One important role of the educational change agent is to select good innovations, and discard those innovations which will be inappropriate for his clients to adopt. The change agent thus plays a "gatekeeper" role, which he is qualified to do on the basis of his superior training, technical expertise, wide communication contacts, and access to other experts.<sup>2</sup>

The learner in the study is presented with a number of ways in which to research, organize, evaluate and disseminate information. He is given the responsibility of becoming in turn the information agent for his peers with

---

<sup>1</sup>Theodore Kaltsounis, "Cognitive Learning and the Social Studies Type," Educational Leadership, XXVI, No.6 (March, 1969), 613-621.

<sup>2</sup>Everett M. Rogers, "On Innovations and Education," (A paper presented at the Conference of the Michigan Cooperative Curriculum Program, Boyne Mountain, September 24, 1965).

selection of method according to personal choice. The teacher serves as a coordinator and guide, suggesting direction and limitations only upon request. The student becomes a social scientist and brings his own personal observations into the learning process. "The social scientist can ask questions of his subject matter and get answers, and he can project his own humanity imaginatively into the subject matter and so increase his understanding of it."<sup>1</sup> It is in the belief that the learner can effectively become a "change agent" and the teacher a learner, that the design of this study is reinforced.

Understanding of other cultures is made effective when the learner becomes part of that culture or when it becomes part of him. Individual differences must be allowed to rise to the surface and to become an integral part of the learning process if an opinion change is to be effected, and for that matter if any opinion is to be reached. A report on studies made by Herbert C. Kelman at Harvard University on "Opinion Change"<sup>2</sup> indicated that in a behavior system in which induced response is embedded, the behavior tends to be related to the person's values only in an instrumental rather than an intrinsic way, and opinions expressed by the individual are not really representative

---

<sup>1</sup>Herbert C. Kelman, "Processes of Opinion Change," Public Opinion Quarterly, Princeton University Press, XXV, (Spring, 1961), 57-58.

<sup>2</sup>Ibid., pp. 58-78.

of his true beliefs. This response adopted through compliance will be abandoned when it no longer appears to be the best path to social reward. On the other hand, behavior adopted through identification is a part of a system of expectations defining a particular role, or a role that is representative of himself and may in fact become an important aspect of himself and be judged within his own value system. This identification is best brought into focus when the individual becomes active in and relevant to the situation.

In this study the authoritarianism of traditional student to teacher relationships is replaced by an attitude of sharing experiences in a new educational venture. This type of atmosphere creates a flexible classroom situation in which the function of the individual depends upon initiative and imagination. There is no threat of absolutes that comes with cognitive learning situations. The complexity of the individual and his approach to learning parallel the complex nature of the foreign culture he studies. Empathy for the problems of peer communication when the learner attempts to present his material to the other members of the class and to the teacher relates to the problems encountered in cross-cultural communication. It is in the belief that the learner as well as the teacher may effectively become a change agent, and that the teacher may become a learner, that the design of this study is reinforced.



### Definition of Terms Used in the Study

1. Change agent - one who is directly involved with the implementation of new methods and ideas.
2. Civilization - the most complex form of culture.
3. Communication - the act of sending and receiving sense impressions for an intended purpose.
4. Conceptualization process - the forming of ideas into basic patterns and relationships.
5. Creativity - the ability to disconnect and reorganize a series of sense impressions (divergent thinking).
6. Cultural residue - the significant works of art, music, literature, etc. within a culture.
7. Culture - the patterned behavior of all peoples from the simplest to the most complex form of living.
8. Hardware - methods and materials used in learning.
9. Humanities - the study of human ties to culture.
10. Individualized instruction - instruction that directly involves the learner in the learning process.
11. Innovator - one who acts to provide a fertile field for the development of individual imagination.
12. Manifest destiny - 19th century American attitude that the reason for all actions is justified by national development.
13. Media - the vehicle of transmission of communication.
14. Non-Western - of or pertaining to areas not under the direct influence of European beginnings.

15. Relevance - of or pertaining to a specific or identifiable characteristic.
16. Software - concepts, ideas and information to be learned.
17. Symbiotic - the combination of two distant elements for mutual benefit.

### Overview of the Study

The study has been organized around the fusion of ideas and research in existing literature that have relevant value to a new design for education. The works of previous curriculum designers (such as Carl Rogers) in which emphasis has been placed on the development of the individual, has suggested a framework of reference for devising a method of implementing Non-Western Humanities (Asian area) into the Secondary School.

The basic source of information for the study came from (1) existing literature, (2) contact with educators in American schools and Asia, (3) direct experience in exposure to non-Western cultures, (4) observations of classroom experience in multi-media learning, and (5) an analysis of related empirical data.

The design of the study provides a loose framework for an analysis of results for (1) the relevance of the creative process to empathy in understanding of other cultures, (2) the nature of the learner in learning about non-Western culture, and (3) the effect of utilizing media in concept formation.

Chapter One identified the need for recognition of cultural communication changes and the need for curriculum revision to keep pace with the times. In this chapter, the underlying assumptions, procedures and purpose for the study were sequentially ordered. The nature of the role of the educator and the learner as well as changes necessary between teacher and student in developing a conceptual model of classroom procedure were identified. Research and references used specify the problems that confront today's educators in developing world culture courses utilizing technology and individualizing instruction.

The review of pertinent and relevant literature is the basis for Chapter Two. Specific data on the amount of emphasis given to non-Western studies in secondary school programs are presented. Studies undertaken in the field of self realization and creative learning along with the results are analyzed. References pointing up the need for involving the learner in media on a personal basis as well as other cultures complete the chapter.

In Chapter Three, the model for the study, the nature of the system to be studied, the measures used and the method of data collection are discussed.

In Chapter Four, an analysis of the results of the data will be compared within the framework design of the new curriculum.

Chapter Five explores the implications and limitations of the findings and suggests directions for further

explorations that are open to research and implementation.

The study is a design for bringing into focus ideas and methods suggested by numerous educational researchers and innovators in personalized learning. The direct application of these ideas to non-Western culture demonstrates their effect on a somewhat limited scope. This study explores a symbiotic plan for creative involvement as well as self realization by secondary school students in learning about a non-Western culture.

## Chapter 2

### REVIEW OF THE LITERATURE

#### Introduction

The organization of literature and studies is presented in three parts. Studies first considered are those relating to non-Western understanding in the American educational system. Next are reviews of studies and reports on the nature of the learner and the teacher in the area of creativity. The third related area is centered around studies describing the effective use of multi-media for involving the learner in new experiences as well as its direction and use.

#### Education and Attitudes on non-Western Culture in American Education

Interest in understanding about non-Western cultures has had a "crisis" oriented basis for students in the schools of America with direction and force being dictated by the sense of the immediate and the sensational rather than an exposure to in-depth observations that search for in-depth meaning and relevance between peoples of other cultures and ourselves. An example of such exposure was researched by John Hohenberg who reported on the first big interest by television for Asian coverage as a result of "television's first war" in 1965-66.

"As for the electronic media ---- with the exception of battle pictures over T.V. the intelligence from Asia became increasingly thin as it radiated outward from the center. And in large parts of the United States there was so little amplification from the media, except for an occasional news magazine cover story, that it could scarcely be heard at all until there was a crisis."<sup>1</sup>

The emphasis placed on the formation of values in our present educational system has been a direct result of observation of Western European culture and a synthesis of ideas and ideals brought to these shores by immigrants with little or no exposure to Asian peoples. Past contact with non-Western cultures in general was left to the business minded adventurer seeking new worlds to conquer, often in search of "hedonistic" directed goals. Humanitarianism was limited to a few dedicated laymen, scholars and clergy whose personal observations and comments have been treated by their Western brothers as novel rather than relevant information. Hohenberg emphasized the present need for understanding Asians with this advice:

A realization that their private interests are tied up with the affairs of some of the principal nations of Asia first has to come to the American public. However slowly it is emerging, its development is an observational phenomenon in the United States, particularly among younger people whose lives already have been affected by the growing pressure of the confrontation between the two continents.

The most pressing need, therefore, is to develop many more communicators--correspondents, commentators, editors, teachers, civic leaders, government officials, and others----with a better rounded knowledge of Asian

---

<sup>1</sup> John Hohenberg, Between Two Worlds, (New York: Frederick A. Praeger, Publishers, 1967), p. 67.

affairs together with vastly expanded sources of current and background information for the public at large. There is no conflict in this area of essential public education between a democratic government and an independent press, including television, for both have the same obligation to inform the people despite their differing interests.<sup>1</sup>

The lack of emphasis given to Asian studies in various areas of American school curriculums has been well documented by recent studies in social studies and the humanities. A review of these studies shows that the present system has made little if any improvement in the area of non-Western culture. The fate of the Asian studies program at the East West Center, University of Hawaii, was to have a curtailment of funds and a cut back of almost fifty percent in the highly successful teacher interchange program as a result of economy moves by the administration in 1968. Early in 1962 a series of guidelines on International Understanding was presented by the Department of Public Instruction in Michigan (Publication No. 526) in which an appeal was made to develop in depth materials for feeding into our present curriculum on cultures now underemphasized or ignored. A recent follow up study by the Humanities Teaching Institute of Michigan State University pointed out limitations in course content on Asia. A questionnaire directed to all secondary school systems in the State of Michigan (January 1969) revealed that only two percent of those responding listed Asian culture as part of their planned

---

<sup>1</sup>Ibid, p. 428.

program.<sup>1</sup> (Of 350 responding schools, eight included Asia).

Further research in the area of education showed that there is a lack of significant data about Asia. Many studies made suggested an ethnocentric bias that is evident in both the East and the West which contaminates research results.<sup>2</sup> The nature of bias coming from the East is shown by Mitsuhashi in a 1962 study of comparative geographic concepts held by ninth grade students in Chicago and Tokyo. This study reached the following conclusion: "Tokyo children possessed more precision and accuracy than those of Chicago for three basic reasons: (1) Better teaching methods, (2) location of Japan to the rest of the world and (3) the alertness to the influence of recent world development on their nation."<sup>3</sup>

Teacher education studies indicated the primary source of the problem of international understanding relates to a high degree of inadequate teacher preparation, reflecting in turn a sense of classroom insecurity in the area of Asian culture.<sup>4</sup> At the present time no significant research results are available concerning the content selection from cultural anthropology

---

<sup>1</sup>Jeanne M. Hollingsworth, "Survey Secondary Humanities Programs," Report presented at Michigan State University, January, 1969. (East Lansing, Michigan: The Institute, 1969).

<sup>2</sup>Lewis E. Lemmon, "A Value Analysis of Social Studies Textbooks" (Unpublished Doctoral Dissertation, East Texas State College, 1964).

<sup>3</sup>Settsuko Mitsuhashi, "Conceptions and Images of the Physical World: A Comparison of Japanese and American Pupils," The Journal of Comparative Research, VI (1962), pp. 142-147.

<sup>4</sup>Lewis E. Lemmon, op. cit.



as a strong component in both humanities and social studies education in secondary schools. The "Anthropology Curriculum Study Project"<sup>1</sup> on the secondary level is a project that may shed light on this area in the near future. A study by Lewis E. Lemmon in 1964 showed a low degree of human value orientation in the treatment of non-Western understanding in textbook materials. The study revealed that an underlying need for revision and change is evident and more methods are needed for presenting the learner with an awareness of how one understands his own culture through the study of others.<sup>2</sup>

The nature of the past flow of cultural information from the teacher to the student has been almost entirely the history of national cultures developed by nation states. Francis N. Hamilton, Dean of the School of Education, George Washington University, Washington, D. C., identified the current lack of cross cultural education in teacher training institutions (the level at which American teachers are trained) in the United States as parochialism. It was revealed by the fact that in 1963-64 in liberal arts and other four year colleges offering courses on the non-Western world, less than ten percent of the students actually enrolled in such courses, while less than one percent studied a non-Western language. This despite the fact that seventy percent of the liberal arts

---

<sup>1</sup>Malcolm Collins, Director, "Anthropology Curriculum Study Project," Chicago, Illinois, April, 1964.

<sup>2</sup>Lemmon, op. cit.

colleges and fifty percent of the four year institutions offered at least one, and usually several, courses on the non-West. Less than two dozen of nearly 1,500 colleges require all candidates for the baccalaureate degree to take even a single course dealing primarily with the non-West. "If our students are but rarely exposed to non-Western studies of any kind, it is indeed difficult to conceive that the widespread development of a true intercultural or polycultural understanding is shortly to be realized."<sup>1</sup>

A similar study, by Anderson, using a 1964 survey also showed that less than 10 percent of students elect courses dealing with non-Western Studies in colleges which offered them.<sup>2</sup> Today, on a state wide level, curriculums are even more deficient in non-Western culture and this deficiency is carried over to the University level.<sup>3</sup>

The educational neglect for becoming informed on cross cultural concepts can be closely associated with the attitude shown by those who become exposed to a foreign culture. Leading statesmen such as Woodrow Wilson, Wendell Wilkie, and Eleanor Roosevelt have advocated an early involvement and need for learning about others in search for world peace and brotherhood. Eleanor Roosevelt said, "It should be a part of every

---

<sup>1</sup>Francis N. Hamilton, "Polycultural Education," The George Washington University Magazine, II, (Summer, 1965) pp. 10-11. See Appendix Tables I & II for breakdown of courses.

<sup>2</sup>Wallace L. Anderson, "A World View for Undergraduates," The Saturday Review, (August 20, 1966), pp. 50-51.

<sup>3</sup>See Appendix A, Tables I, II, III.

young person's development to learn to be aware of other people, to study them, not to antagonize them if it can be avoided.----This awareness of other people's desires and feelings is an important part of learning to live with other people and in a society."<sup>1</sup>

The experience and sincerity of these statesmen, as well as their obligation to the American people as personal representatives, made them doubly conscious of the need for this "cultural empathy". As Mrs. Roosevelt believed, "Cultural empathy, too, is partly the child of intellectualized experience --- but it also implies a positive emotional attitude toward differences in people. The feel of empathy thus seems to be built into (or left out of) a person in early youth."<sup>2</sup>

The American educational system, with strong roots in a European beginning has kept its back to the peoples of Asia. Too busy with the "manifest destiny" of a new nation and the problems of European cultural assimilation, American attitude was one of isolation from most of Asia until the forced involvement of World War II. "Race, religion, and language often were treated as blocks to progress, as ethnocentric representatives of our nation: missionaries, merchants, and military, moved across the continent of Asia."<sup>3</sup>

---

<sup>1</sup>Eleanor Roosevelt, You Learn By Living, (New York, Harper and Brothers Publishers, 1960), p. 122.

<sup>2</sup>Ibid, p. 123.

<sup>3</sup>Hohenberg, op. cit., p. 67.

A few scholars and dedicated humanitarians were respectful of the multi-faced character of Asian peoples, but for the most part, Asians were relegated to a secondary position in a world society. The economic control of their natural resources, under European colonialism forced many Asians to become subservient citizens in their own land. It was easy for most leaders to accept a colonial attitude in communicating the various cultural concepts found in Asia to the learners in the West.<sup>1</sup>

As the United States assumed her role of a world leader, so did the role of responsibility to those being led increase. Men who have worked with Asians in the capacity of ambassadors and personal representatives of the United States such as Reischauer, Fairbanks, Bowles and others have been quick to point out the weakness that exists in our culture for understanding the Asian. John Hohenberg notes that "Few Americans are geared by background, training or temperament to serve as pro-consults in the Far East and to preside over the application of fantastic amounts of military and economic power."<sup>2</sup>

Robert Redfield in his report to the "Anthropology Curriculum Study Project" group recommended a change in attitude in learning about American culture through other cultures.

---

<sup>1</sup>Ibid.

<sup>2</sup>Ibid, p. 82.

There is another way in which acquaintance with another culture is a major contribution to the education of every American. This is because the people of our country do not live in terms of a culture in quite the same sense in which the Andaman Islanders did or the Chinese peasants do. Cultures differ not only in their content, in what values they emphasize; they also differ in the degree to which the values and institutions they provide are consistent and harmonious and in extent to which they are uniformly acceptable to the people who live by them. The culture of the people of the United States is an entity much less well defined than the cultures of most of the peoples of history and of the world today. In this sense contemporary Americans need acquaintance with a well-integrated culture because they have never had any.<sup>1</sup>

Another approach with far reaching implications was made in a recent report from the U. S. Office of Education by Harold Taylor in which he suggests that "In modern society there are no 'foreign' cultures and problems, only human problems shared by all societies."<sup>2</sup> An effective route for the understanding of world cultures may thus be found at home in direct and deep experience in the varieties of American cultures ranging from the Spanish-American, Indian, Negro, Puerto Rican, Chinese-American, and others, to the culture of the urban and rural poor.<sup>3</sup> Robert Leestma also believes that the intercultural perceptive needs at home

---

<sup>1</sup>Robert Redfield, "The Study of Culture in General Education,". Report presented at the Anthropology Curriculum Study Project, Chicago, Illinois, April, 1964.

<sup>2</sup>Harold Taylor, "U.S. Office of Education Report," American Education, V, No. 5 (May, 1969), p. 7.

<sup>3</sup>Ibid, pp. 7-8.

and abroad are interrelated. The two should be seen as non-competitive and mutually reinforcing. The widespread interests in international education and in education for the disadvantaged can be brought together to reciprocal advantage, each providing a new source of support and assistance to the other, each in the process acquiring new insights for the achievement of its own purpose. Knowledge gained will be useful in developing effective training programs for people who plan to serve professionally in an intercultural situation.<sup>1</sup>

The educational need can be closely associated with the attitude shown by those who become exposed to a foreign culture. According to a survey by Hawkes, "It is the challenge and obligation of curriculum innovators to develop methods of involvement in international understanding. Many teachers want the security of a definitively organized curriculum and a specific set of lesson plans. They want to know what to teach."<sup>2</sup> In teaching world affairs this is neither possible nor desirable. "If teachers are convinced that the administration is not only willing but anxious for them to use their initiative and to develop new approaches to old subject matter, they will accept their responsibility

---

<sup>1</sup>Robert Leestma, "OE's Institute of International Studies," American Education, V, No. 5 (May, 1969), pp. 8-9.

<sup>2</sup>Anna L. Rose Hawkes, The World in Their Hands (West Lafayette, Indiana: Kappa Delta Pi Press, 1966), p. 66.

of becoming involved and to use a creative approach that combines the teaching and learning process.

### Ethnocentricity and Foreign Policy in American Education

Ethnic differences are so numerous and so elusive that some people have concluded that there are no uniformities among the cultures of the world. The claim for "cultural relativity" may go even further. The saying "mores make anything right" implies that all standards of conduct are entirely a matter of habit. A strong voice for cultural relativity is Gordon W. Allport who said, "Right is what you have been taught. Conscience is only the voice of the herd. In one culture it is proper to kill your grandmother; in another one may torture animals if one likes." Yet anthropologists warn against this loose interpretation of group differences. Actually, all human groups have developed activities that are "functionally equivalent".<sup>1</sup> Whereas details may differ, the members of every society agree in many of their purposes and practices.

The impact of changing technology on cultural seclusion has not been fully understood with the policy makers of world governments. Resultant confusion on cultural contact has caused widespread damage to the interpersonal relationship of members of various national, political and social

---

<sup>1</sup>Gordon W. Allport, The Nature of Prejudice (Massachusetts: Addison-Wesley Publishing Co., 1954), p. 115.

organizations. The state department of the United States has found itself to be lacking in competent advisors on more than one occasion when a crisis or confrontation occurs between foreign policy makers and the cultural surroundings of their respective assignments. A multitude of incidents have indicated patterns of cultural insecurity as a result of "cultural shock" due to the sudden loss of familiar signs, patterns and symbols. The compensation for such a sudden and dramatic change often causes advisors to attempt to mold an image of familiarity on new surroundings. As Harlan Cleveland stated about the Overseas American, "We can make anyone over into ourselves but we cannot make ourselves over, even imaginatively, into other people. Our thoughtlessness is caught in our assumptions that what we do is never chauvinistic or nationalistic, though what others do may well be."<sup>1</sup> This ethnocentric attitude has often created one of antagonism between the American and those members of the exposed culture. Cleveland indicated another problem that confronts Americans abroad: - "the feeling of arrogance expressed by individuals functioning in a totally new environment."<sup>2</sup> Other cultures and particularly the people of Asia are steeped in tradition and their activities

---

<sup>1</sup>Harlan Cleveland, et. al, The Overseas Americans (New York: McGraw-Hill Book Company, Inc., 1960), p. 31.

<sup>2</sup>Ibid, p. 139.



are reflective of this attitude, "while the American seems to act on impulse, and with little or no consideration for tradition."<sup>1</sup> He summed up a survey of our foreign service program with this statement, "Trends in the United States reflect a way of thinking that is quite different from most other cultures. Americans tend to be pragmatic."<sup>2</sup> This pragmatism has often given rise to serious consequences involving the East and West.

The sudden loss of symbols (cultural shock) experienced by an individual in being exposed to another culture, according to Brown, causes a certain amount of negativism and rejection to occur.

Westerners who go into other countries sometimes feel as if they were in a topsy-turvy situation. Aside from any difference in physical type there is a sense of strangeness about everything. The speech seems rapid and unintelligible; gestures and facial expressions are strange; dress and ornamentation are peculiar; houses, furniture, and utensils appear odd. The food may seem tasteless or be too highly seasoned. Various behavior patterns may seem not only queer but wrong or unnatural. Any effort to find out why people behave in these seemingly queer ways rarely brings a satisfactory answer. People usually do not know why they act as they do except that they have always done it that way.<sup>3</sup>

The easiest and most frequent course of action is for the individual thus exposed to retreat completely within

---

<sup>1</sup>Ibid.

<sup>2</sup>Ibid.

<sup>3</sup>Ina Corinne Brown, Understanding Other Cultures, (Englewood Cliffs, New Jersey: Prentice Hall Inc., 1963), p. 1.

his own set of symbols as may be seen by the American hotels which separate the traveler, for the most part, from the culture of the country in which they both are placed. The second course of action is to retreat from the reality of the situation by avoiding any more than a minimal contact as in the case of a guided tour. Relating this situation to the classroom, it is apparent that much teacher-textbook directed information, tends to create an Americanized version of other cultures or to avoid any cultural reference that is of foreign substance. A third course is to negatively react to the situation by introducing defensive or aggressive action.

The Korean conflict served as a reminder for those involved that little was known about the nature of the non-Western world. Often the frustration familiar to every sensitive emerging nationalist, the inner conflict between the desire to cherish and preserve traditional cultural values and to live in harmony with the 20th century was misinterpreted by Western observers. Diplomats and representatives tried to get the Asian to conform to the United States newly formed system with negative results such as the Korean conflict of the 1950's.

Token grants for advance research programs in non-Western areas have only recently been encouraged. The establishment of the East West Center in Hawaii<sup>1</sup> and the

---

<sup>1</sup>Donald A. Dennis, "Bridge Between East and West," Michigan Education Journal, XXXIV (March, 1967), 7, pp. 30-32.

Peace Corps Program are excellent samples of the potential for effecting a positive change in understanding. These programs have been introduced with modest funding and great success. Similar support in the total education program is now needed.

Today the problem of understanding is very real in the encounters between the Vietnamese and the Americans. After years of service at the city level, Don Luce, director of the International Volunteer Services for South Viet Nam, resigned. His reason: "American failures in Viet Nam have been essentially failures in communication and understanding of the people and their culture."<sup>1</sup> Dr. Emanuel Tanay, associate professor of psychiatry at Wayne State University, who was with the military in Vietnam says the army builds up hostility in the young draftee and helps to perpetuate "My Lai" incidents. He is supported by the other experts in the "dehumanizing" theory of army training that is accented in confronting civilians who are of a foreign culture and especially of another race.<sup>2</sup>

The American in the past has had his actions and attitude defended by the Asian on a premise of being a young and growing culture. His child-like enthusiasm and exu-

---

<sup>1</sup>Donald Luce and John Sommer, Viet Nam: The Unheard Voices (Cornell University Press, 1969), p. 87.

<sup>2</sup>Emanuel Tanay quoted by Robert Lifton "Why Civilians are War Victims," U.S. News and World Report, LXVII, No. 24 (Dec. 15, 1969), pp. 25-28.

berance have excused him from displays of ignorance to the situation in which he became involved.<sup>1</sup> This rationalization for those who have accepted the representative of our youthful culture, along with America's youthfulness, is rapidly changing in the second half of this century. With maturity comes responsibility, and along with responsibility comes a need for direction to understanding other cultures.

### Overview

An overview of the literature on non-Western Understanding in American Education indicated that encouragement for curriculum improvement in this area is not only desirable, but desperately needed. Lack of training and understanding of Asia has caused some concern among educators and rightfully so. Past performance showed that ignorance has created anxiety and conflict. One possible way to prevent such eventualities as the Korean War is to have positive approaches to Asian understanding in curriculum coming directly from the source; the teacher and learner.

### Creativity and the Learner - the Teacher - the Curriculum

Although the intensive study of creativity had its beginnings in fairly recent times, much of value has been discovered about man's creative potential. A considerable interest has recently been indicated that some procedures in our educational system - including conformity, pressures exerted by teachers, emphasis on memory development, and rote

---

<sup>1</sup>Ibid.

learning, plus the overcrowding of classrooms - militates against the development of creative capacities.<sup>1</sup>

The nature of the learner and his creative approach to understanding another culture has important implications for this study. Most research in the area of creativity has pointed out that the need for ideation and reconceptualization are relevant to understanding that which seems to have no previous pattern of recognition. Research in the field of creativity in learning has been as extensive and abstract as the act of creation itself. According to Robert Mueller, "The creator is he who defies existing notions in search of the unknown. The creator has an unexplainable faith in change and the fact of originality. Whether an artist or a scientist, the creator searches for skeletons in the cupboard, areas where loose ends exist, needs for change."<sup>2</sup>

Two significant studies on creativity provided some measure of relevance to this study. The studies by Getzels and Jackson<sup>3</sup> revealed that there is little to no significant relationship between high Intelligence Quotient scores and highly creative individuals. The work of C. R. Rogers<sup>4</sup> identified a significant relationship that exists

---

<sup>1</sup>Herbert A. Otto, "New Light on the Human Potential," Saturday Review of Literature, LII, No. 5, (Dec. 20, 1969), p. 15.

<sup>2</sup>Robert E. Mueller, Inventivity, How Man Creates in Art and Science, (New York: The John Day Co., 1963), p. 81.

<sup>3</sup>J. W. Getzels and P. W. Jackson, Creativity and Intelligence, (London and New York: John Wiley and Sons, Inc., 1962).

<sup>4</sup>C. R. Rogers, "Towards a Theory of Creativity," Creativity and It's Cultivation, ed. H. H. Anderson (New York: Harper and Brothers, 1959).

between the creative individual and his willingness to experience, to personalize and to reorganize concepts. Probably the most significant finding of C. R. Rogers was the emphasis given to qualities that are characteristic of a potentially creative person.<sup>1</sup>

1. Openness to experience: extensionality. This is the opposite of psychological defensiveness, when to protect the organization of the self certain experiences are prevented from coming into awareness except in distorted fashion. In a person who is open to experience each stimulus is freely relayed through the nervous system, without being distorted by any process of defensiveness....This means that instead of perceiving in predetermined categories the individual is aware of the existential moment as it is, thus being alive to many experiences which fall outside the usual categories.

2. An internal locus of evaluation. Perhaps the most fundamental condition of creativity is that the source or locus of evaluative judgment is internal. The value of his product is, for the creative person, established not by the praise or criticism of others, but by himself. Have I created something satisfying to me? Does it express a part of me - my feeling or my thought, my pain or my ecstasy? These are the only questions which really matter to the creative person, or to any person when he is being creative.

3. The ability to toy with elements and concepts . . . . . Associated with the openness and lack of rigidity described under #1 is the ability to play spontaneously with ideas, colors, shapes, relationship - to juggle elements into impossible juxtaposition, to shape wild hypotheses, to make the given problematic, to express the ridiculous, to translate from one form to another, to transform into improbably equivalents. It is from this spontaneous toying and exploration that there arises the hunch, the creative seeing of life in a new and significant way. . . .

---

<sup>1</sup>Ibid, pp. 75-76.

Studies on creativity, in the main, provide educators with insight to behavior patterns and the conceptualization process. The personalization of this process was emphasized by Barnes.

It is when we think or describe an event, that we fill in the gaps between a series of otherwise disconnected sense-impressions with an imagined continuity . . . to observe - to take notice of - is in some measure to experience, and observation therefore implies imagination. No knowledge is possible without an act of synthesis on the part of the knower, some kind of putting together, the imagining of a relationship - there can be no such thing as a 'mere' observation, a passive mind receiving an imprint. We bring something of ourselves to the discrimination of the most trivial object in the outside world.<sup>1</sup>

The studies of E. P. Torrance, J. W. Getzels, P. W. Jackson and others identified the role of the learner and the teacher in our present educational structure as being inadequate to the challenge of the creative learning potential.<sup>2,3</sup> The very meaning of creativity implies that one is willing to break from a traditional point of view and to rearrange or reorganize symbols and concepts in order to solve a problem.<sup>4</sup> It seems logical to assume that such a behavior pattern may facilitate the process of understanding the nature of foreign cultures and in turn allow a higher degree of insight and

---

<sup>1</sup>Kenneth C. Barnes, The Creative Imagination, (London: Swathmore College Press, 1960), p. 9.

<sup>2</sup>E. Paul Torrance, Guiding Creative Talent, (Englewood Cliffs, New Jersey, Prentice-Hall Inc., 1962)

<sup>3</sup>Getzels and Jackson, op. cit., pp. 118-120.

<sup>4</sup>H. H. Anderson, (ed.), Creativity and Its Cultivation, (New York: Harper and Brothers, 1959), p. 23.

relevance to develop. The logical area of emphasis lies within the scope of the Humanities curriculum.<sup>1</sup> Assuming that the elementary purpose of Humanities is to study the process and results of a communication of thoughts and idea within and across cultures, it should follow that a creative approach may well reduce the contamination of external influences on learning about another culture.

Getzels and Jackson challenged the achievement goals or expected classroom behavior because of the symbol limitation of present testing patterns. "To be well-informed we need only a good memory, to be knowledgeable we must also be able to discover."<sup>2</sup> The need for change and re-direction of learning processes continues to occupy considerable amounts of time and expenditures in today's schools. The Education for the 70's program has involved a number of schools with innovative curriculum ideas in an attempt to find the answers to the problems of educating in an age of accelerated information.

### The Teacher and Creativity

Torrance recommended that teachers foster creativity by encouraging experimentation, independence of thinking, sensitivity, respect of ideas and questions, recognition of and valuing originality.<sup>3</sup> Students need to relate creativity

---

<sup>1</sup>Hanley Elam and William P. McLure (eds.), Educational Requirements for the 1970's, (New York: Frederick A. Praeger, Publishers, 1967), p. 6.

<sup>2</sup>Getzels and Jackson, op. cit., p. 127.

<sup>3</sup>Torrance, op. cit.



to "self-actualization, of initiative; their own involvement in their work and their self-discipline. And it (creativity) also emphasizes helping them to develop the ability to deal in new and novel ways - at least for them - with the various aspects of life they encounter."<sup>1</sup>

The teacher can influence cross-cultural learning experiences by his recognition of creativity. Social scientists have provided additional insight as to the cause of creativity by suggesting that the very nature of man's attempt to communicate through existing culture patterns and to relate to established symbols may provide him with a certain sense of security, but the possibility exists that such established forms of behavior contribute to a high degree of ethnocentricity and a stifling of creativity.<sup>2</sup> The personality studies by T. W. Adorno et. al. at Stanford University in 1950 indicated a rigid clinging to established patterns by those individuals with ethnocentric bias.<sup>3</sup> B. F. Skinner gave direction to educators with his analysis,

The only solution is to use human ingenuity in the area where it is seldom applied: helping man live with man. Understanding and compromise are the only ways for man to live with man, and creation is the main ingredient in understanding and compromise. Curriculum innovation provides educators with the opportunity for a break with the "locked in" traditional processes. It needs to further ex-

---

<sup>1</sup>Rudolf Ekstein and Rocco L. Motto, From Learning to Love to Love of Learning (New York: Brunner-Mazel Publishers, 1969), p. 58.

<sup>2</sup>David Krech, et. al., Individual in Society, (New York: McGraw Hill Co., 1962), pp. 201-203.

<sup>3</sup>Ibid, p. 202.

pand its content to the greater involvement in other cultures. All objections to cultural design, like design itself, are forms of human behavior and may be studied as such. It is possible that a plausible account of the design of cultures will allay our traditional anxieties and and prepare the way for the effective use of man's intelligence in the construction of his own future.<sup>1</sup>

Since empirical data suggested that there is no real correlation between I.Q. and creativity,<sup>2</sup> the emphasis in curriculum planning that is to encourage creative thinking may be applied to all students at all levels.

As yet, not enough is known about the nature of the creative process to say with certainty that one method of teaching is better than another, however, findings of educators to determine sound approaches to creative involvement in the learning process can be utilized. J. P. Guilford<sup>3</sup> and W. Lambert Brittain<sup>4</sup> suggested in independent studies of creativity that it is a general criterion for creativeness, regardless of where applied, that the most obvious characteristic is for the learner to maintain freedom in using his adaptive ability to the different situations with which he is dealing. It is this adaptive ability, inherent in all

---

<sup>1</sup>B. F. Skinner, "The Design of Culture," (eds.), Roger Ulrich et. al., Control of Human Behavior, (Glenview, Illinois: Scott Foresman and Co., 1966), p. 332.

<sup>2</sup>E. P. Torrance, "Educational Achievement of the Highly Intelligent and the Highly Creative: Eight Partial Replications of the Getzels-Jackson Study," Research Memorandum BER - 60-18, Bureau of Educational Research, University of Minnesota (Sept. 1960).

<sup>3</sup>J. P. Guilford, "A Factor-Analytic Study of Creative Thinking," A Study, University of Southern California, 1952.

<sup>4</sup>W. Lambert Brittain, "An Experimental Study to Determine a Test on Creativity," a Study, Pennsylvania State University, 1956.

learners, which curriculum designers can challenge. Silberman pointed out that freedom is a word often used in the study of our democratic process, but seldom used in reality when the classroom confrontation between teacher, learner and subject material occurs.<sup>1</sup> Some current studies and writing on the subject of creativity emphasize an "open system" of instruction with relatively unstructured situations being suggested or an atmosphere of nonrestrictive activity giving the student a free hand in coping with the problem or problems he may encounter. This type of activity is in contrast to the traditional "closed system" that suggests that students should be expected to perform according to set patterns or standards. Silberman's report<sup>2</sup> further points out that "the most important characteristic schools share in common is a preoccupation with order and control. In part, this preoccupation grows out of the fact that the school is a collective experience requiring in the minds of those who run it, subordination of individual to collective or institutional desires and objectives." This structure expands itself from the elementary level through the structuring of college curriculums.

As Philip Jackson stated, "If students were allowed to stick with a subject until they grew tired of it on their own, our present curriculum would have to be modified drastically. Obviously some kind of controls are necessary if

---

<sup>1</sup>Charles E. Silberman, Crisis in the Classroom, (New York: Random House, 1970), pp. 122-123.

<sup>2</sup>Ibid.

the school goals are to be reached and social chaos averted."<sup>1</sup> The relaxing of controls in the hands of curriculum innovators has sometimes created a harmful effect and a negative result with damage to the process of education. Even the sweeping changes of those who professed Dewey's pragmatic philosophy introduced changes at times with disastrous results. Dewey himself was appalled by the lack of understanding of educators to jump onto the "band wagon" of progressive education with little or no thought to the challenge to the individual. "It is significant subject matter which stimulates the deplorable egotism, cockiness, impertinence and disregard for the rights of others apparently considered by some persons to be the inevitable accompaniment, if not the essence of freedom"<sup>2</sup>, was Dewey's reaction to the breakdown experienced by the early advocates of the progressive movement.

Findings by Getzels and Jackson have prompted them to conclude that several drastic changes are necessary in present educational practices in relation to creativity; the most significant of these is that we need to distinguish further between intelligent thinking as measured by I.Q. (and such procedures) and creative thinking. The teacher is free from the "halo" effect of rating students according

---

<sup>1</sup>Philip W. Jackson, Life In Classrooms, (New York: Holt, Rinehart and Winston, 1968), p. 67.

<sup>2</sup>Silberman, op. cit., p. 180.

to I.Q. scores and is challenged also with the student to discover, consider and evaluate information on other cultures with little or no contamination, either from the confinement of the learning system or his own cultural symbols.<sup>1</sup>

"Only the human being can provide a sense of what a live culture can be. This, he does, not only by example but also by bringing to the fore the importance of the dimensions of feeling and sensitivity for the human condition. Knowledge is not enough. One must distinguish," as Archibald MacLeish once put it, "between a fact and the feel of a fact".<sup>2</sup>

The recognition of the need for creative teaching and the need for cross cultural understanding and the relevant nature of the two are supported by leading educators. J. Douglas Brown, Dean of the Faculty at Princeton University has been a strong advocate of creative teacher-scholars. In a recent issue of Daedalus he stated that: "The intuitive instinct in a potentially creative teacher-scholar can be dulled by his own habits of mind or by his environment. To range widely requires the courage to break with convention, to avoid undue respect for authority, to keep logic in its proper place, and, above all to avoid over concentration in a single field of experience."<sup>3</sup> He further identifies a

---

<sup>1</sup>Getzels and Jackson, op. cit., p. 124.

<sup>2</sup>Quote of Archibald MacLeish by Henry Winthrop, "What Can We Expect from the Unprogramed Teacher?", Teachers College Record Vl. 67, Feb. 1966, p. 325.

<sup>3</sup>Douglas J. Brown, "The Development of Creative Teachers-Scholars," Daedalus, LXXXIV, No. 3, (Summer, 1965), p. 620.

firm basis of liberal education as a vital resource for a creative person. The interplay of ideas and approaches from many fields of learning and human experience enriches and strengthens the resources for creativity. Creative teachers are not bound by highly structured materials and curriculum content and can readily adjust to new ideas and concepts.<sup>1</sup> In the same issue, Cliff Wing, Jr. declared that inflexible college curriculums stifle creativity.

There are two kinds of inflexibility. First a sampling of courses from the sciences, social studies, humanities and arts usually is required during the first two years of college, specialization allowed only later. Second, the sequence of courses designed internally by the various departments on the college campus inhibits flexibility. Progression may be based on some agreed upon logical ordering of the discipline itself. But what of the developmental patterns of the individual student who is concentrating in the field. Suppose he comes to a discipline highly excited about one small portion of it, and suppose he shows creativity, or unusual ability. Under present conditions he is not allowed to probe the area of his interest but is told to wait for two years, learn the broader subject matter first, and later perhaps relate it to the current focal point. In short, inflexibility in order courses within a given discipline may force a creative person to grow wide before he grows tall - even though growth forced in this way may stifle talent.<sup>2</sup>

This outright condemnation of present curriculum structure is a view shared by educators of today as well as those leaders of past reforms in the field.

---

<sup>1</sup>Ibid.

<sup>2</sup>Ibid, Cliff Wing, Jr., pp. 636-637.

## Overview

In an analysis of the numerous studies on creativity, this study limits itself to techniques for stimulating individual creativity in the classroom and the resultant effects upon cross-cultural understanding. Although many studies have been made of specific attempts to bring about creativity such as the "brain-storming" technique and its effect upon problem solving, these methods seem to have limited value for effecting involvement and understanding in the individual learner and another culture. As Carl Rogers pointed out, "the fear of being unconventional is in direct relationship to the lack of creative production."<sup>1</sup> The unconventional nature of explorations in another culture owe their success to the latitude given to creative thought processes in the curriculum.

There is no question that the task of educators in this technological age can suggest awesome complications, but at the same time, the challenge can be easily met by those who are willing to look at the problem in a creative manner. Solutions to the most difficult tasks may be easily solved by involving rather than immersing the learner in the learning process. The sooner the educator accepts the position of a "facilitator of learning" as defined by Carl Rogers,<sup>2</sup> the sooner he will discover the challenge of teach-

---

<sup>1</sup>C. R. Rogers, op. cit., p. 173.

<sup>2</sup>Ibid, pp. 157-166.

ing is to inspire as well as inform, to involve as well as expose. Self actualization, as described by Rogers<sup>1</sup> is the key to a successful learning experience.

Technology and the Learner - the Teacher - the Curriculum

According to behavioral psychologists such as Skinner, Adkins and others in their treatment of learning, educators need to spend more time in increasing the variety of stimulus dimensions to which the learner will be sensitive and responsive. Studies by these and other behaviorists have pointed to the need for new designs in education that will individualize the learning process and recognize the human potential for variation in methods involving the learning process. Predictable behavior patterns not only seem to be the goal of most educational researchers, but also with classroom teachers. It seems easier to nail patterns to a theoretical framework than to allow for individual variations. At the University of Florida Blume, Combs and Soper have conducted a number of studies around learning and teaching methods that indicate education must include more than the acquisition of facts. "It must be the instrument through which people release the tremendous creative potential that was born in all of us. Whatever methods and materials are needed to do the job - that is education."<sup>2</sup>

---

<sup>1</sup>Ibid.

<sup>2</sup>Robert Blume, "Humanizing Teacher Education," Phi Delta Kappan, LII, No. 7, (March, 1971), p. 411.



The potential for opening the door to individualized instruction lies with teacher attitude, not "packaged hardware." A Research Study by Leo Dworkin at Michigan State University indicates that "Education has so neglected the creative aspect of its own progress that the major contributions to its own field are now largely coming from external sources in terms of 'packages' to be accepted or rejected."<sup>1</sup> The teacher as a motivator must be willing to recognize the creative potential of the new technological hardware in the hands of the individual student. The classroom no longer can be merely the scene of a continuing verbalism between teacher and pupils. "Today, the classroom is a place for arranging A-V opportunities that permit students to experience creative discoveries from use of combinations of motion pictures models, specimens, globes, charts, tapes, overhead transparency materials, automated learning devices, filmstrips -- to mention a few."<sup>2</sup> According to Walter Wittich, there is a definite challenge to the classroom use of multi-media concepts that goes beyond the use of pre-packaged or "canned" instructional materials. The hardware itself should be used in an experimental manner by both teacher and student if it is to realize its

---

<sup>1</sup>Leo Dworkin, "A Systems Approach Toward the Reconceptualization of Curriculum," (unpublished Doctoral Dissertation, Michigan State University, East Lansing Michigan, 1969), p. 22.

<sup>2</sup>Walter A. Wittich and W. Henry Durr, "The Audio-Visual Tools of Learning: How to Make them Work," School Administration, LXX, No. 1, (July, 1962), p. 37.

full potential. Many educators have mistakenly overlooked the influence of this hardware as a means of exploration and communication in the hands of the learner. There is a widespread belief among educators that the use of audio-visual materials is a supplement to regular classroom activities. The limitations placed upon the creative aspect of these tools is with the belief that they are teaching tools, not learning devices. Today's learner is caught up in a multi-media environment receiving information from a variety of sources (television, radio, motion pictures, printed word, etc.) yet the written word becomes the primary modus operandi when he enters the classroom.<sup>1</sup> The pencil, pen, or typewriter becomes the medium as he expresses ideas to the teacher as well as the class. It becomes the exception rather than the rule for the learner to use a tape recorder, camera or video-recorder, and freely express his own ideas or concepts.<sup>2</sup>

The learner needs to be challenged within the framework of the curriculum to express himself in the same manner and with as much creative imagination as he finds in his everyday experiences. Often the successful members of our society reflect the inadequacy of and failure to challenge the individual in our schools when they relate

---

<sup>1</sup>Ibid.

<sup>2</sup>Tony Schwartz, "The Pencil Box," Photography Magazine, (May, 1968), p. 48.

this phase of their learning experience. Even Albert Einstein confessed to being a mathematical failure while undergoing his public schooling. His imaginative mind could not be channeled to a systematic educational experience.<sup>1</sup>

Edward Weston described his school experience in these words:

My education was not from the public schools, where I dreamed my life away, but from my camera. Before it came into my life I had drifted along mechanically, passing from grade to grade by fair or unfair means -- watching the clock for recess or noon hour or vacation time, taking books home for study and returning them still unstrapped the next morning. But suddenly my whole life changed because I became interested in something definite, something concrete. Immediately, my senses of sight and touch were developed, my imagination keyed up to a high pitch. At last, after years wasted accidentally enough, it is sad to relate -- I became interested.<sup>2</sup>

The extended range of vision provided by the camera is just one of many ways to learning that has been neglected in the classroom. A series of studies on student behavior and attitude by Lehman and Payne showed a significant relationship between extra curricular activities and value changes in international understanding with students while the formal academic experiences in social studies and humanities made little or no attitudinal

---

<sup>1</sup>Ibid.

<sup>2</sup>Edward Weston quoted by Schwartz, Ibid, pp. 48-49.

change.<sup>1</sup> In the informal atmosphere of extra-curricular activities, the student occasionally is provided the freedom of choice in expression that personalizes his learning experience. The opportunity of providing a personal contact with the elements of another culture lie not only with the information provided but also with the procedure. The camera becomes one way to catalize the experience. Dale's Cone of Experience<sup>2</sup> (Appendix A, Model I) points to the retention of information as well as influence on attitude being directly related to sense involvement. Curriculum content can better meet the needs of the learner when it provides the flexibility of individualized methods of expression as well as instruction.

#### The Direction of Media Use Today

A 1970 publication by the American Library Association and the National Education Association called "Standards for School Media Programs" is a document, according to Carlton Erickson, director of the Audio-visual Center, University of Connecticut, that represents "the true nature of what media-service programs ought to be like".<sup>3</sup> The nature of this report indicated help is

---

<sup>1</sup>Irvin J. Lehman and Isabella K. Payne, "An Exploration of Attitude and Value Changes of College Freshmen," Personnel Guidance Journal, XXXXI (March, 1963), pp. 403-408.

<sup>2</sup>Edgar Dale, Audio-Visual Methods in Teaching, Revised edition, New York: Holt, Rinehart, Winston, 1954).

<sup>3</sup>Carlton W. H. Erickson, "School and the Media," Today's Education N.E.A. Journal, (February, 1969), p. 29.

on the way for teachers, but little case was made for students to use the media creatively. "The extra equipment and new content materials will be arranged so as to do some of the burdensome teaching for him (the teacher) and thus free him for new and challenging professional activities."<sup>1</sup>

Professor Arthur W. Combs, (University of Florida teacher-educator) gave this challenge,

Responsibility and self-direction are learned. If young people are going to learn self-direction then it must be through being given many opportunities to exercise such self-direction throughout the years they are in school. Someone has observed that our schools are operated on a directly contrary principle. Children are allowed more freedom of choice and self-direction in kindergarten (when they are presumably least able to handle it) and each year thereafter are given less and less, until by the time they reach college, they are permitted practically no choice at all.<sup>2</sup>

He further challenged classroom teachers to innovate their programs and to get students actively involved in the learning process through self discovery by stating, "People too fearful of mistakes cannot risk trying. Without trying, self-direction, creativity, and independence cannot be discovered."<sup>3</sup>

In most information on Media reviewed for this study<sup>4</sup> the general direction of it was to the use of such media for

---

<sup>1</sup>Ibid.

<sup>2</sup>Arthur W. Combs, "Fostering Self-Direction," Educational Leadership, XXIII, (Feb., 1966), pp. 374-375.

<sup>3</sup>Ibid, p. 375.

<sup>4</sup>Listed in the bibliography.

teachers to improve their own methods of teaching the various disciplines. Although much valuable theory and data were presented as to the effectiveness of media in the learning process,<sup>1</sup> limitations were placed on methods for utilization of media by the learner.<sup>2</sup>

In 1962 the National Education Association's Division of Audiovisual Instructional Service organized a position paper on the function of media in the public schools.<sup>3</sup> The first function was to supplement instruction for the classroom teacher, and the second was to utilize media for learning. This paper gives little emphasis to the second purpose of educational media instruction. Research on media itself and its effectiveness on learning is extensive. Models for implementing multi media identify the teacher as user, seldom the student as user. Smith and McAshan research studies indicate that eighty-five percent of course learning may come from sources other than the teacher.<sup>4</sup> Research studies have been funded through Title VII of the National Defense Education Act, Ford Foundation and others with results suggesting

---

<sup>1</sup>Sharon W. Miller and Robert M. Brown. "Development of a Method for Measuring Sources of Learning," A Study, New York State Education Department, 1964, Albany, New York.

<sup>2</sup>John G. Church, et. al. "Method for Increasing Learning Utilizing Learning Profile Findings," (Albany, New York: New York State Education Department, 1964).

<sup>3</sup>National Education Association, "Media In the Public Schools," A Paper, Washington, D. C., 1962.

<sup>4</sup>Church, op. cit.



that the use of media in the learning process is effective.<sup>1</sup> The reluctance of educators to accept the new technology in spite of favorable findings has caused many studies to develop to discover why. Instructional content studies by Carpenter (1955 and 1958), Homes (1959) and Popham and Sadvavitch (1960) indicated little difference in acceptance of content whether from television, tapes, text or teacher lecture.<sup>2</sup> The lack of interpersonal interaction in television acceptance was the basis for two studies by Hoban in 1965.<sup>3</sup> One study showed a direct correlation between lack of interpersonal relations between classmates and teachers and student interest in television centered courses. The second study provided empirical data that neither cognate theory nor media research is likely to contribute significantly to the improvement of instruction until they are more closely related.

A Multi-Sensory Approach to Writing, Reading, and Discussion by David A. Sohn proposed the following approach:

- (a) stimulate the kids with a powerful aesthetic experience.
- (b) allow them to react dynamically.
- (c) help them to respond creatively. This is an example of the movement away from the tendency to use films, filmstrips, slides, etc. only as information dispensers and as rewards. To be totally effective, however, this kind of

---

<sup>1</sup>Loran C. Twyford, "Educational Communications Media," Encyclopedia of Educational Research, (Fourth Edition: London: The MacMillan Co., 1969), pp. 367-376.

<sup>2</sup>Ibid, p. 376.

<sup>3</sup>Charles E. Hoban, "Determinants of Adult Enrollment in Televised College-Credit Courses, Part II: Motivation Resistance, and Conclusions," (University of Pennsylvania, 1965), p. 35.



approach must be joined with one that will allow the machines to facilitate a two way communication process.<sup>1</sup>

This article emphasized the fact that the students involved in working with media to create their own films, slides and tapes increased their interest in school with almost no loss or damage to equipment used by them.

According to Lawrence M. Stolurow in a recent issue of Educational Leadership:

Instructional technology has to evolve for education by its use in education. The hardware itself is clearly not sufficient to produce the desired learning effects; it needs to be used with quality materials and with discrimination. Therefore, the most efficient strategy for introducing hardware into education, if we want it to fit into the mainstream and grow in a desirable way, is to use a symbiotic plan for its entry and use. With this plan, the technology is used by students in schools so that it serve the immediate purpose of teaching them as best we can with what we know.<sup>2</sup>

In a review of achievements and goals by Lawrence Stolurow little attention was given to individual creative activity with technological hardware. For the most part, teaching machines were utilized to disperse information on an individual or group level, with the information planned and canned well in advance. Although such methods allowed for relative freedom for the learner to absorb information

---

<sup>1</sup>David A. Sohn, "Toward Media Competence," Media and Methods, VI, No. 8 (April, 1970), p. 42.

<sup>2</sup>Lawrence M. Stolurow, "Introducing Technological Hardware in Education," Educational Leadership, XXV, No. 8 (May, 1968), p. 767.

on his I.Q. level and at his own pace, the learning situation could not truly involve him on a personal level. "Technology is not the solution to today's educational problems, nor will it help in tomorrow's solutions unless we make it an instrument of and for education. Technology has to be fashioned to aid education. Swords are no plowshares. They must be hammered and refashioned to be used to till the soil. Similarly, today's technology comes from business and entertainment." It has to be refashioned for education.<sup>1</sup> The degree of freedom is in a direct relationship with the challenge to the learner not only with the area of exploration but also with the instructional materials themselves. Calvin W. Taylor said, "Instructional materials could be designed to permit and at times, deliberately, to cultivate different learning methods among individuals and also with an individual."<sup>2</sup>

### Overview

Dr. Edgar Dale's Cone of Experience (Appendix A, Model I) suggested that the individual learns much faster through direct, purposeful experiences and although visual-verbal information is an improvement over verbal symbols in the learning situation, the effectiveness is increased considerably with the increased level of multi sensory involvement. In today's education, curriculum planners no longer

---

<sup>1</sup>Ibid.

<sup>2</sup>Calvin W. Taylor, "Effects of Instructional Media on Creativity," Educational Leadership, XVIII, No. 7, (April, 1962), p. 457.

look at the Media as a "one way" method to learning. Students need to discover, along with the instructors, the possibility of self-expression with today's technological hardware. Frequently the learner points the way. Multi-media (multi-screen) presentations have become popular. Underground films often outdraw closed circuit television at many universities, and total sensory involvement through sound and light shows continues to attract large groups of students. The media itself may not be the biggest attraction. The personal association of becoming involved in the planning, preparation and presentation, as recent studies have suggested, may be the key to increased attention and increased learning.

### Summary

The relative newness of non-Western culture in the present school curriculums as well as the inadequate preparation of Americans to the problems of cross-cultural communication are well documented. Leading educators, curriculum developers, and statesmen indicate a need on the part of our present educational system to remove much of the traditional ethnocentricities that restrict communication between ourselves and other members of our global village. The incentive for this study is a direct result of the need for providing a way for the inclusion of non-Western culture in an existing secondary humanities program.

Explorations in creative personal involvement in education by both students and teachers and the effects of this involvement in the learning process were reviewed.

Relevant data from Getzels' and Jackson's research with secondary school programs, the results of Carl Rogers' individualized and self-concept methods were related to the model in this study of student involvement. The teacher's role was similar to concepts developed by Everett Rogers, Arthur Combs and others, who advocate a non-authoritarian position for the teacher in the learning process. The model for this study places the teacher in the role of a facilitator of learning or change.

The role of technology and the use of media in the secondary school programs of today were researched. The collected information demonstrating an existing need for personal involvement in the use of media provided incentive for its inclusion in the model.

The relative newness of fusing cross-cultural learning with creativity and media involvement in developing a program of non-Western humanities had no apparent duplication in other studies. This study presents a working model for secondary curriculums and analyzes the results of its implementation in a suburban high school setting. The method has been so ordered as to present a symbiotic model for creatively involving the learner through media in a non-Western culture.

## Chapter 3

### DESIGN AND PROCEDURE

#### Introduction

A curriculum model that brings the latent interest of the student into classroom focus may well open the door to cross-cultural communication. The resistance to learning about other cultures is often magnified by biased exposures or by total exclusion in the learning cycle of the student. Evidence to support both conclusions has become apparent in the results of this study. The model created for this study is only a beginning.

The necessity of curriculum revision to nurture the creative spark of the individual cannot be over emphasized. A report by the National Foundation for Educational Research suggests that the consequence of different modes of schooling should be sought less in academic attainment than in their impact on how children feel about themselves, about school and about learning. "For three hundred years or more, schools have been denounced for their capacity to destroy children's spontaneity, curiosity, and love of learning, and for the tendency to mutilate childhood itself. To create and operate schools that cultivate and nurture all of these qualities without reducing children's academic attainment - this is a magnificent achievement."<sup>1</sup> Such challenges to

---

<sup>1</sup>Charles Silberman, *Crisis in the Classroom*, (Random House, New York, 1970), p. 262.

present curriculums at all levels makes it important that new designs be introduced that consider the student an interested and involved learner. A new design may easily incorporate the idea of cross-cultural communication as the model of this study suggests.

### The Model

The model used in this study is to provide a method of student involvement in a non-Western culture. It is organized to facilitate the procedure for the teacher and the learner to become involved. The model is to be used as a way to bring both the teacher and the learner into immediate contact with content by utilizing the resources available, both human and material.

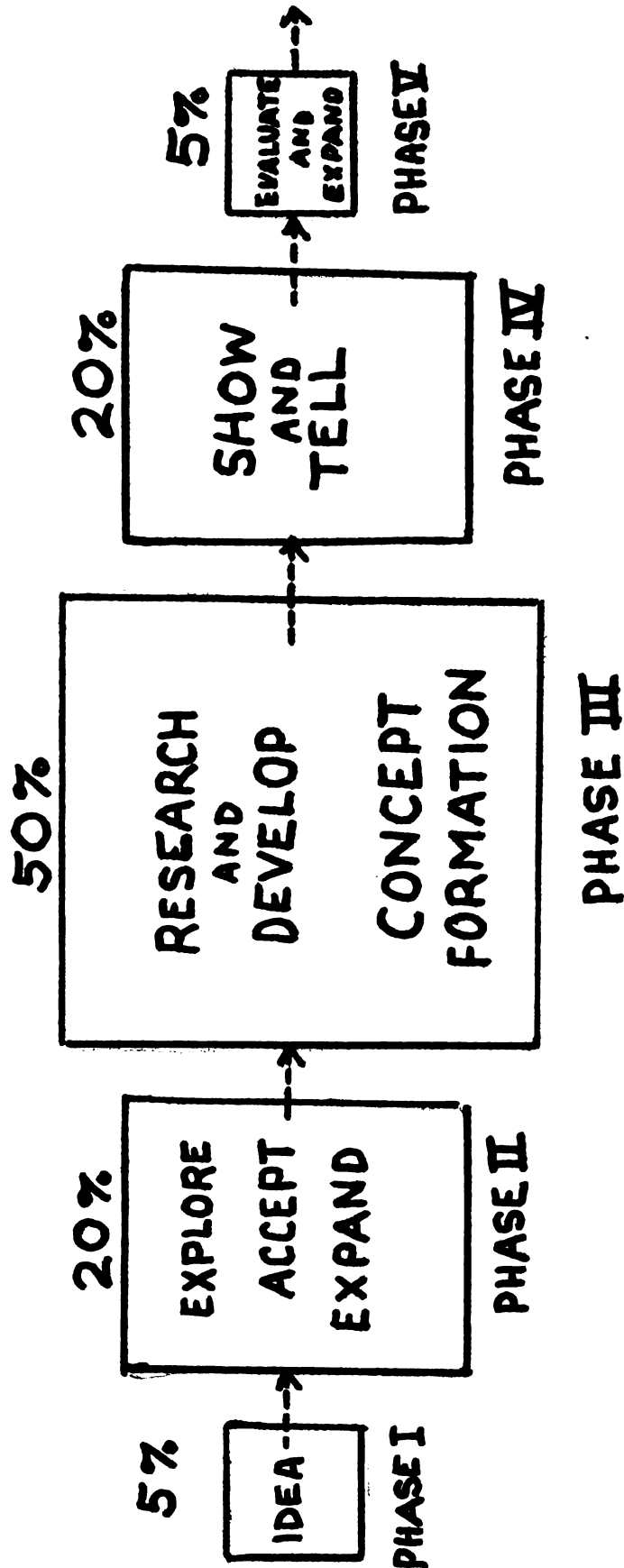
The application of the model used in this study is organized into four parts: 1. The time element; 2. The symbiotic plan of involvement; 3. The process of change; 4. The symbolic acceptance. The parts are so arranged as to facilitate their use in developing a curriculum.

### The Time Element

Due to the nature of the Bloomfield Hills School system the time model had restrictions, successfully circumvented by utilizing the flexibility of the design itself. Class scheduling set the first limitation by requiring a time schedule of 55 minutes per day for five days per week for all participants.



**PART I - FIGURE 1**  
**TIME PROJECT DESIGN**  
**TIME PROJECT IMPLEMENTATION**  
**(20 WEEK PERIOD)**





In the initial stages of development, this regulative situation proved desirable. At this point the teacher assumed a role of dominance in instituting action. In the final stages of the model development (show and tell stage) the specific block of time also proved beneficial. It was at this point when the entire group made themselves available for interaction and evaluation.

The time schedule for class meetings as a group was important in the incubation stage of the idea, for this is when the teacher acted as a motivator for idea development. In the second phase, the bulk of effort was turned over to the individual pupil and the teacher became a facilitator of learning. The next two phases of the model were student directed and the role of the teacher was one of evaluative support. The student was given encouragement to react to his findings in his own individual way and to organize a concept with the tools and procedures most familiar to him. (Music students might interpret Indian ragas while a physical education major might demonstrate yoga exercises). In phase three the method became a part of the learner and the learning situation reached the personal level. This in turn placed the responsibility of learning with the student with no threat from an external source. Support from the teacher came with providing a variety of media and resource materials. The fourth phase was almost exclusively in the pupil's hands, and the teacher assistance was of a technical nature (use of Audiovisual equipment, etc.). The fifth phase was important,

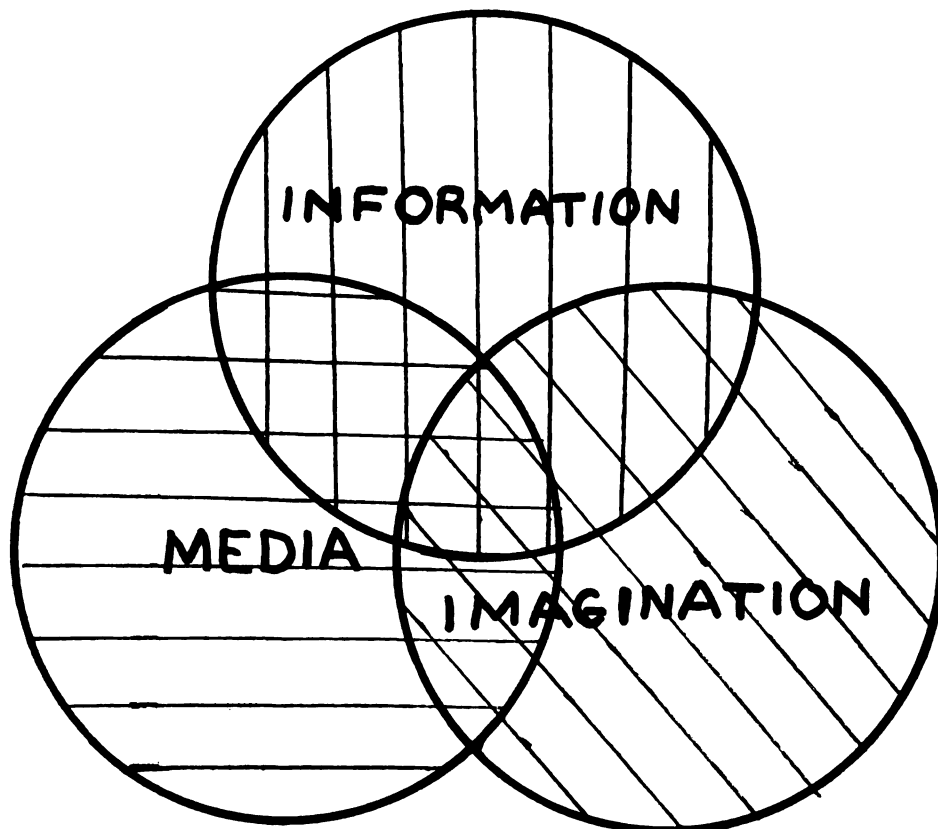
not only for bringing in all members of the class, but also this stage encouraged an expansion of the idea for further involvement.

### Symbiotic Plan of Involvement

The saturation of student involvement in the learning process utilized three basic resources. The resources were to simultaneously challenge the learner to develop and relate to the ideas presented. These sources were cultural information, media and creative imagination.

**FIGURE 2**

THE SYMBIOTIC PLAN OF STUDENT INVOLVEMENT (SATURATION)



**PART II**

The first introduction of non-Western culture was through the guidance and encouragement of the teacher. As a facilitator of learning, the teacher provided as many avenues and suggestions for ways of obtaining information as possible in the existing structure. This study utilized information from the school library,<sup>1</sup> the community library and other outside resources (commercial, embassies, and informational organizations). It must be realized that in this particular stage of idea development the learner was given a broad range of individual selection, so that he became personally responsible for any material that was used. Learning is much more efficient, according to studies from the University of Florida,<sup>2</sup> if the learner first feels a need to know that which is to be learned.

The second kind of resource material and information<sup>3</sup> placed at the disposal of the learner was suggested as a possible guide to a method or framework for developing his own research. This material came from the results of previous student explorations, teacher contribution and commercial sources. It was in the form of hardware (audio-visual presentations). In addition to a descriptive analysis of content for each recorded kind of information, the addresses

---

<sup>1</sup>See Appendix B for annotated bibliography.

<sup>2</sup>Arthur W. Combs, "Fostering Self Direction", Educational Leadership, XXIII, (Feb., 1966).

<sup>3</sup>See student project list in Appendix B.

of a number of added resources were included. The very nature of this particular resource, once in operation, becomes as expansive as the program itself. It must also be noted that this resource area required little investment on the part of the school. Expansion resulted from the efforts and interests of the students with the material collected becoming a permanent library resource.

The third resource was in the hardware, rather than the information, and it was in this particular area that the learner, as well as the teacher, found the greatest challenge and the greatest reward with individual experimentation. The acceptance of media in learning is important because acceptance determines the extent to which the advantages of media may be realized. To some degree, the teacher may motivate the learner to attempt to identify his information output within the limits of certain media, but this can become more restrictive to the learning process.<sup>1</sup> For the most part, with some 5,000 new instructional materials becoming available each year<sup>2</sup> it is an impossible task to expect any individual to remain current in the expanding area of technology. It became more apparent that the exposure of media outside of the classroom, by students in the study was

---

<sup>1</sup>Robert Blume, "Humanizing Teacher Education", Phi Delta Kappan, LII, No. 7, March 1971, p. 412.

<sup>2</sup>John O. Fritz and Byron G. Massialas, "Instructional Television and the Classroom Teacher," Audiovisual Communications Review, XII (1964), pp 5-15.

much greater than from within.<sup>1</sup> This fact as shown by the student media survey made it important to the function of the model that an air of encouragement to explore with media was an early influence. The location of media resources was left to the individual; however, every effort was also made by the teacher to make equipment or media of the school available.

The use of media for exploration and development of ideas within the framework of the model divided its use into two phases. The first phase was in the input of information in which the learner was observing, analyzing and evaluating material presented to him through media. (Resources used in this particular study are found in Appendix B as they relate to the model described in this chapter.)

#### The Process of Change

The approach to the Model was "tailor made" to fit the individual learner. In the first phase, the teacher and learner analyzed elements of a culture as to the reason for their creation. This activity could be in a combined class situation with a small group or on a one-to-one basis.

The initial step was one in which a subject or experience was viewed by the teacher and learner and compared to a similarly familiar element in their own culture. (For example the selection of a reading of the activities of a barber in India and a barber in America or the viewing of a picture of the facade of a Chinese temple and a traditional

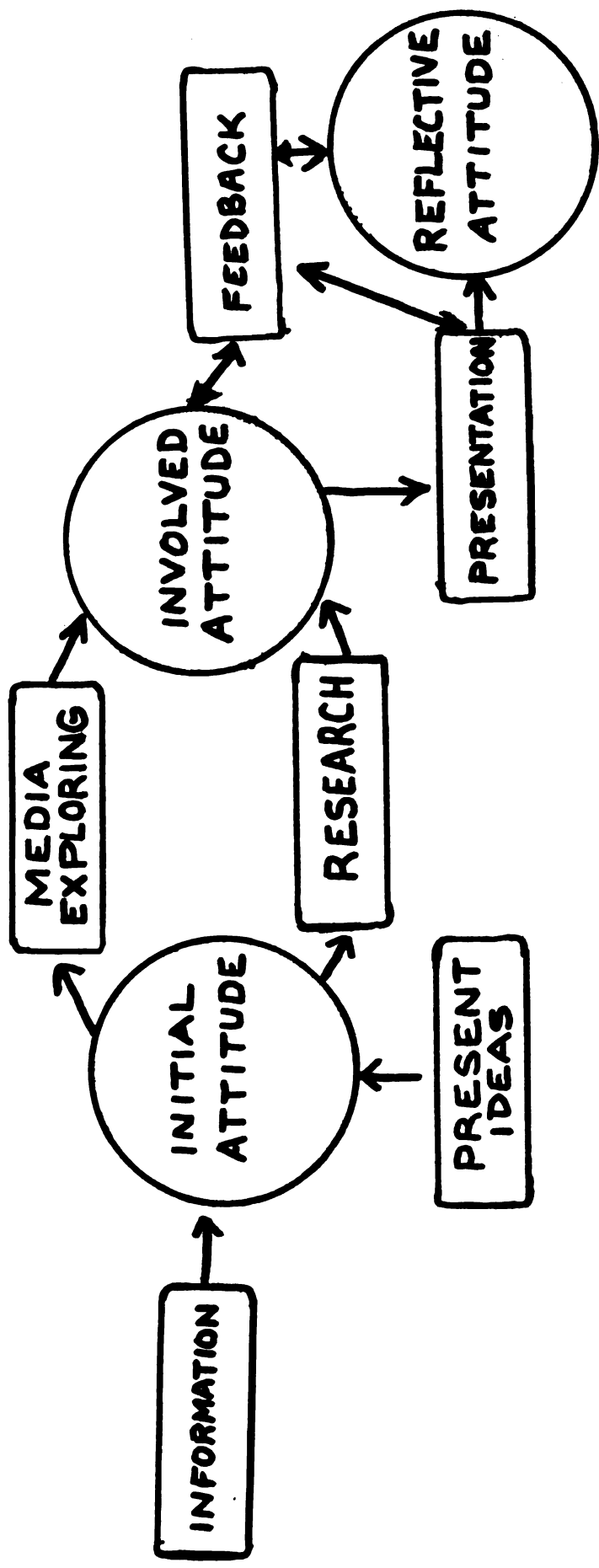
---

<sup>1</sup>See Questionnaire, Appendix A, Survey C.

Western church). At this point, the situation was allowed to develop freely with little control being felt by the participants. This was the "opening of the door" and was one of arousing curiosity rather than in giving information.

In working with the model described here it is important for the teacher to open as many vistas for communication as possible and to be able to work with the potential of the individual in whatever method or approach he selects for conceptualizing an idea or developing a procedure for communicating this idea to the classroom. The teacher serves as a motivator and facilitator of learning. The hidden potential of the learner in the model depended upon the resourcefulness of both the teacher and the learner in exploring an idea put forth. Individual imagination and creativity were encouraged at all points of procedure. The model helped to create an environment that extended the learning process beyond the crowded classroom situation, and so encouraged the learner to become creative.

**PART III - FIGURE 3**  
**ANALOG MODEL OF STUDENT PROCESS AND CHANGE**  
**DIRECTION OF PROCESS AND CHANGE**



One of the factors for motivation, subscribed to in the adult world, is the influence of social acceptance by peers on the activity of the individual. A constant reminder of peer influence is apparent in the world of advertising, in club and group activities, and in almost all areas of human relationship, yet the traditional teacher-pupil attitude forces a structure in which the student learns only from the teacher. The dictionary supports this idea of a one way action to learning, that the teacher, "imparts the knowledge of, to cause to know a subject." The teacher as a facilitator of learning should recognize the need of the learner for similar peer approval and judgment of his activity in the learning situation.<sup>1</sup>

Carl Rogers linked learning with freedom in his idea of the role of the learner, "Independence, creativity, and self-reliance are all facilitated when self-criticism and self-evaluation are basic, and evaluation by others is of secondary importance. The best research organizations, in industry as well as the academic world, have learned that creativity blossoms in an atmosphere of freedom. External evaluation is largely fruitless if the goal is creative work."<sup>2</sup>

As is suggested in Part III of the model, the initial attitude of the learner is influenced by the original in-

---

<sup>1</sup>C. R. Rogers, Freedom to Learn, (Charles E. Merrill Publishing Co., Columbus, Ohio, 1969,), pp. 157-160.

<sup>2</sup>Ibid, p. 163.



formation as well as ideas presented. The source of this material is dependent upon the nature of the resources available in the particular learning situation, and regardless of the degree to which the learner is exposed, the model is flexible enough to fit the situation.

The involved attitude was one in which the learner was approached with the idea of becoming personally involved in the selection and development of an area of interest to him. The approach used by the teacher was a combination of permissiveness and guidance and control. Permissiveness toward self actualization by the learner allowed the student a certain amount of flexibility in the selection of an interest area and its research and development. The teacher at this stage of development became sensitive to the individual's way of working and encouraged the idea of relevance between the symbols found in another culture and those of the learner. A certain degree of patience and understanding became necessary for this phase of the model to succeed. The guidance and control of the learning situation became one of familiarizing the learner with the resources open to his investigation, possible approaches to these resources and the utilization of the information obtained.

One of the most important advantages of the model was to open the learning situation as a two way street between the teacher and the student. It was not necessary for the teacher to be an authority on other cultures, but rather to encourage the student to discover for himself. It was in this structure that the classroom atmosphere needed to

develop if the full potential of the model was to be realized.

The reflective attitude of the model was one in which the learner presented his ideas and concepts to his peers, not so much for a value judgment on his ability to perform but more as a disseminator of information. The challenge to the learner at this stage of development was to facilitate his findings to the uninformed individual, group or class. The teacher assumed a role of equality with the peer group, and in turn also became the recipient of information. Again the method or procedure rested with the individual, and the style of communication took on a personal characteristic. (See Appendix B Samples) Limitations, if they were to be considered, (time, content, media, etc.) were arrived at in an informal way prior to the presentation. The learning situation and procedure should take precedence over detailed factual information, and the degree of success or failure is measured more in how the participants react than in what bits of information they retain.

In the model described here the exposure to foreign culture became primarily the responsibility of the learner, with its relevance depending upon the individual's ability to conceptualize an idea within his own framework of reference. To achieve a measure of success with the model meant to reject the traditional learning pattern and to replace it with a learner centered pattern. The design of this study was built around the assumption of John Dewey that the self

concept of the individual needs to be recognized and encouraged through the school experience.<sup>1</sup> A new model using the "open system" or unstructured but purposefully directed activity is the framework for supporting this assumption.

The teacher-learner pattern for the model did not require the dissemination of factual information about another culture (which may create a distorted image) but in its place provided unlimited avenues of exploration for both the teacher and the learner. The model by its very nature, reduced the elements of cultural shock, by permitting a flexible pattern of identification of symbols. Static knowledge was replaced by pliable concepts and the only restrictions to the learning situation was the amount of resource exposure, the motivation developed, and the media for communication.

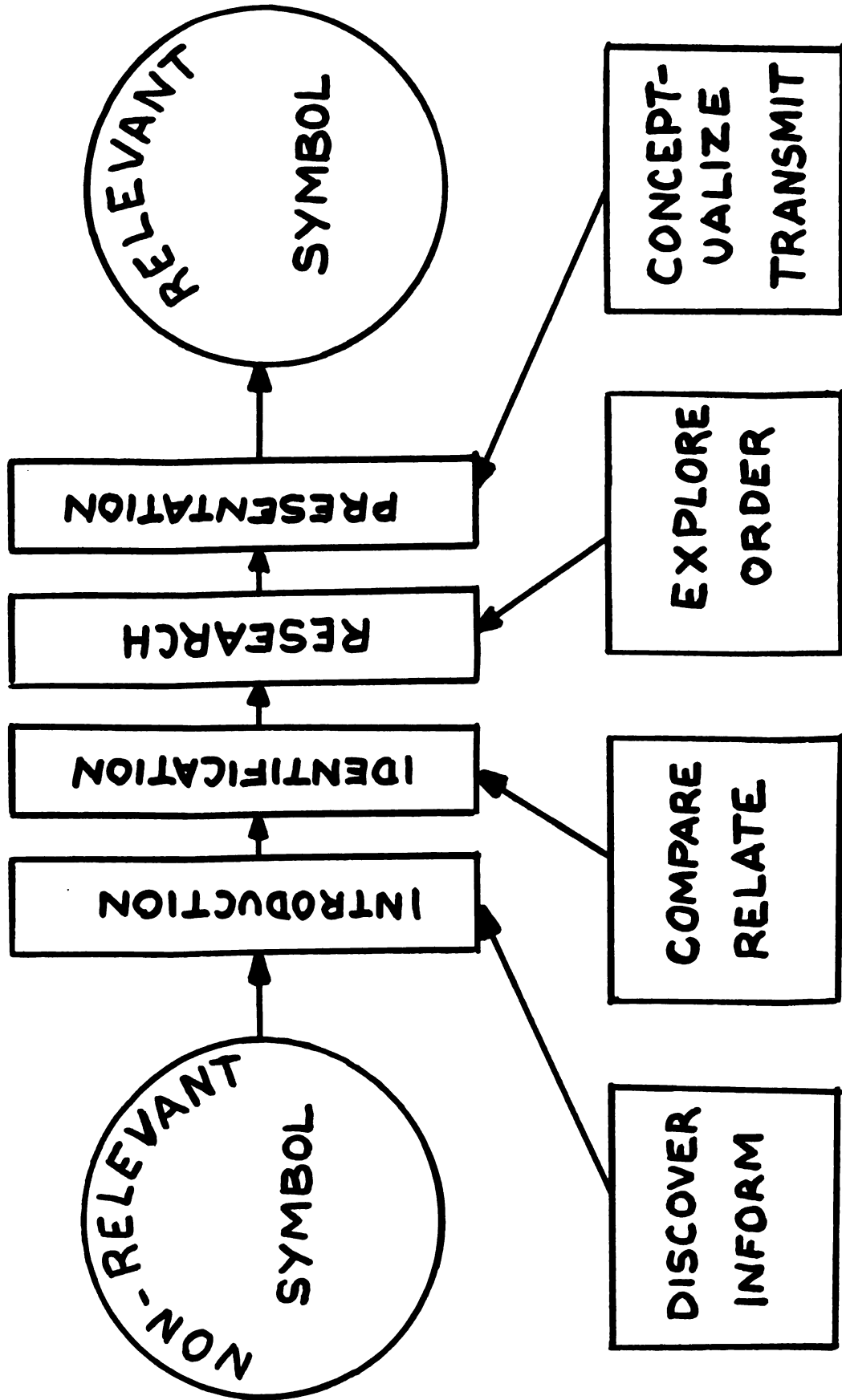
#### The Symbolic Acceptance

The final and most important aspect of the model was to cause the learner to become personally cognizant of and actively involved in the symbols in an unrelated culture. The first step was to bring the learner into an awareness of the other culture on a limited basis. The process may be one of discovery (the tasting of Indian curry), one of informing (a film of travel in Indonesia), influencing (story of Chinese development of gunpowder) or by comparing (physical

---

<sup>1</sup>John Dewey, Art As Experience, 12th Printing, (New York: G. P. Putnam's Sons, 1958.)

**PART IV** - FIGURE 4  
ANALOG MODEL OF  
SYMBOLIC ACCEPTANCE



characteristics of Japanese and Americans). This first step served as an introduction to the culture, and was designed to arouse the curiosity of the learner.

The second exposure took on a note of inquiry. Where the first treatment may have suggested a limitation of a culture, this exposure was on a broad perspective with the treatment of general thoughts and ideas involving rapport from the group according to their own personal involvement or information in the area (racial development, language patterns, geographical limitations, religious development and social systems.).

The third phase was one in which the learner explored, through research some element of a culture that had personal meaning, held some interest to him or was otherwise challenging in its implications. There was no restriction as to the phase of culture or to the depth of the study by the learner. The limitations depended entirely upon the degree of challenge for the learner to develop any and all resources at his disposal in becoming informed.

The fourth element of involvement was the presentation. Media became important; however in this study it was usually found to develop at the end of the research period. A flexible attitude in regard to media determined the method of presentation which in turn depended upon the material researched. The learner should not totally commit himself to media until he has established the content of his study. In this fourth stage of development, acceptance of ideas

from another culture were in direct relationship to the interest and relevance they had for the learner; therefore the media involvement was one of complementing both the student as well as the new concept. As the concept was formed, the individual learner experienced similar problems of symbolic organization for presentation of his materials to the peer group as when he began to gather information. An indirect empathy for the problems of communication of ideas from one set of symbols to another was the direct benefit of exposure to this phase of the model

#### Nature of the Sample

The total number of students involved in this study (100) came from middle and upper middle class families with homes situated in Bloomfield Hills, a suburban Detroit area. The students were selected at random from the first group to take a Humanities course in the system.

The area of the sample was twenty-seven square miles with single family homes comprising eighty percent of the total real value (over 220 million dollars). The median market value of these homes was \$40,000. The equalized evaluation behind each child of school age approached \$25,000 for those enrolled in the public school system.

The professional nature of the parents in the school district created an atmosphere for academic achievement which in turn resulted in a heavy emphasis on college preparatory programs. Of the total number graduating (650) from the two high schools (June of 1969) eighty-five percent en-

rolled in institutions of higher education. Although some consideration for non-academic areas was given, the student found little opportunity for preparation for trade skills and post high school employment.<sup>1</sup>

The educational philosophy of the district was so stated:

Believing that the educated citizen is an integral part of our democratic society, the Bloomfield Hills Schools take as their major objectives that organization, fostering, and support of a program of education that will encourage and enable the boys and girls of the community to attain an education commensurate with their abilities, aptitudes and interests.

As our society is composed of individuals, each with unique characteristics and each with rights, privileges and responsibilities defined by law and established by the public will, the Bloomfield Hills School District pledges itself ever to encourage and strengthen the concepts of the individual dignity and integrity of those who are associated with it in any capacity.

It is, therefore, the commitment of the Bloomfield Hills School District to support, foster, organize, develop and maintain a school program and facilities which will in every way help to better the individual in becoming an educated, contributing member of society so that through the education of the individual our democratic society may grow in dignity and worth.<sup>2</sup>

### Nature of the Curriculum

The Bloomfield Hills School system operates a K-12 system with a 6-3-3 plan adopted in 1955 as the result of a study conducted by Michigan State University and approved by the community. The requirements of the North Central Association of Colleges and Secondary Schools provides the

---

<sup>1</sup>Facts About Bloomfield Hills Schools, (Birmingham, Michigan: League of Women Voters, 1970), pp. 43, 44.

<sup>2</sup>Ibid, p. 38.

guidelines for the school year (180 days) with a class load of approximately 25 students per teacher being the average size. School millage votes have generally favored this size and also support a well trained staff with a high percentage of advanced degrees in evidence (better than 50 percent holding master's degrees).<sup>1</sup>

Of the 16 schools in the district, eleven are elementary, three are junior highs and two are high schools. The present system supports a flexible program in which a continuous progress program<sup>2</sup> has been initiated by one high school, along with its feeder schools and a comprehensive program continues with the other. The sample used in this study came from students enrolled in the comprehensive school program.

The school day of Bloomfield Hills Andover High School is divided into six (fifty-five minute) periods and students generally followed a program schedule that includes one period of English, one of social studies, one of science or mathematics, and one of physical education. An elected program for one or two periods (sometimes on a one semester basis) includes language, arts, humanities, psychology, typing, study hall and special areas.<sup>3</sup>

---

<sup>1</sup>Ibid, p. 44.

<sup>2</sup>A plan adapted in 1968 within the framework of the "Education for the Seventies" experiment of the United States Office of Education.

<sup>3</sup>Appendix A, Survey D.



Non-Western studies are included on a limited scale in the study of literature, language, the arts (music, drama and visual art) and psychology; however, all teachers involved with these courses have found little reason to utilize the Asian materials in their specific disciplines. In addition, no resource people have been brought to the school to talk on non-Western cultures.

Emphasis is given in the social studies department to the explorations of Western history, thought and ideas with little attention given to the non-Western world. A re-evaluation of course content to bring more realistic percentage levels in non-Western areas into the present program is in progress. The suggested basis for these levels, relevant to populations, land area, and contributions to past and present political, social and cultural changes or developments at the time of the study came from student newspaper supplements.<sup>1</sup>

#### Nature of the Humanities Program

The five humanities classes utilized in this particular study were part of a one year program in which one semester emphasized the Western cultural development and the second semester emphasized the non-Western cultures. The classes were of an elective nature with only seniors being admitted. There were no academic requirements, although an analysis of grades indicated that eighty percent of those enrolled were in the upper fifty percent of the senior class.

---

<sup>1</sup>"The Weekly Observer", "Student", "Time Magazine", and "National Observer".

Of the one-hundred students participating fifty-eight were female and forty-two male with the range of age levels (seventeen and eighteen) within one year. Prior to the course exposure, the students were given a survey to determine their contact with non-Western culture. A sample of interests and activities indicated little or no contact with any Asian culture by members of the five classes prior to the course itself.<sup>1</sup> Further support of this finding was indicated by a survey of teachers and their knowledge in teaching about Asia.<sup>2</sup> Teachers in social studies as well as humanities avoided any in depth coverage of Asian cultures usually because of limitations in their own backgrounds.

#### Philosophy of the Program at Bloomfield Hills

The present definition of humanities programs is changing from one of exposing the learner to the so called "classics" to one of personal exploration of man's communication process. One definition offered by Walter Ong suggests,

It is of course fatuous to think that all human awarenesses and learning can become simultaneously present to every mind at all times, or even that most of it can be accessible to every mind at all times. Moreover, the demand for relevance frequently warps understanding of the past beyond all recognitions: The Renaissance humanist is interpreted as a proto-revolutionary of the early nineteenth century - sort of Cotton Mather as a Jeffersonian democrat. If the totality of humanistic awareness is to be accessible and relevant, it is going to be on some more general grounds. One way in which cultures across the globe grow together in humanistic studies is

---

<sup>1</sup>See Appendix A, Survey A.

<sup>2</sup>See Appendix A, Survey B.

simply through the natural development of concepts suitable for relating diverse cultures to one another.<sup>1</sup>

The basic philosophy of the Bloomfield Hills Humanities Program<sup>2</sup> encouraged the natural development of concepts described by Professor Ong in the area of procedure. Students were given time and facilities to utilize their own methods to discover and express ideas about other cultures. The introduction to the philosophy and purpose of the Humanities Program was stated in such a manner as to complement the development of the model used in this study as described by a recent statement.

The basic purpose of this course is to create a design for learning that is relevant to today's society. With the effect of mass communication on today's society (e.g., one half billion people throughout the world watched the moon landing as it happened) we are indeed in a 'global village.' We can no longer isolate ourselves from the established cultures of two thirds of the world's population nor can we ignore the factors that create prejudices, misunderstandings and distrust. It is the fear of the unknown that provides the atmosphere for these factors. The 'World Humanities' will attempt to dissolve some of the reasons for this fear.<sup>3</sup>

The procedure and division of interest areas is as follows:<sup>4</sup>

All projects and special materials that result from the efforts of the World Humanities class will be evaluated by the class and the instructor. The media center will select usable materials and list

---

<sup>1</sup>Walter J. Ong, "Crisis and Understanding in the Humanities," Daedalus, Summer 1969, LXXXVIII, No. 3 (Summer, 1969), p. 635.

<sup>2</sup>The philosophy as written and on file in the office of the high school prior to the development of the design of the study.

<sup>3</sup>Ibid.

<sup>4</sup>Ibid.

them for future use. Any student or student group who has demonstrated an idea or concept that has relevance to other areas of the curriculum will be encouraged to expose this proficiency to that specific area. Using an interest questionnaire as a guide both students and teachers from other disciplines will be encouraged to participate in relevant topic area as often as time permits. Students will be encouraged to relate other classroom information as well as personal experiences to the course content. Follow-up studies and continuous observations will be made to reevaluate the effectiveness of all phases of the program. Realizing the newness of the program, in-service training as well as an information distribution center will be available for teacher assistance.

The success or failure of any new or innovative program depends to a large degree on the factors of relevance, involvement and flexibility. It must be remembered that this is only the beginning. The need for this beginning is obvious. The continuation and strengthening of this program depends on the classroom situation. Any ideas, changes and growth potential must be realized within the framework of the classroom.<sup>1</sup>

#### Nature of School Library Resources Used in Study

"For the most part, a limited budget has been the reason given by educators for the apparent lack of resources and utilization of these resources in the classroom; however, numerous studies indicate that more importantly the teacher's role, lack of interpersonal interactions, and the attitudes of students and teachers affect the acceptance of resources".<sup>2</sup> In Bloomfield Hills the North Central Association requirement of seven books for each pupil enrolled in

---

<sup>1</sup>Information supplied to both teachers and students prior to course enrollment. On file in high school counselor's office of Bloomfield Hills.

<sup>2</sup>Charles F. Hoban, "Research and Reality," Audiovisual Communications Review, IV (1956), pp. 3-20.

the senior high library (ratio is approximately eleven to one) gave no indication of how the selection was to be made<sup>1</sup> nor to what use the collection, once it had been obtained, was to be transferred to the learning situation. Further specifications on equipment did not consider any other instructional materials. The Bloomfield Hills School budget of \$12.00 per year per pupil for library and resource purposes<sup>2</sup> indicated the basic financial structure for the inclusion of research resources. Additional funds were available, but not specifically marked for the regular budget.

Information made available to the student through the research phase of the model required an identification of books found in the school's resource center that related to the humanities course in general. (See Appendix B for Listing). The compilation of this material has been done to present a brief description of content as well as the apparent significance of the material to the learner. The model was so structured as to open other resources to the learner and to this end two additional bibliographies have been compiled. One of these opened the library from the other high school located in the school system with a similar annotated bibliography. The third bibliography refers to texts in general that were available at the township library to the learner in the area of Asian studies and it is an-

---

<sup>1</sup> A recommended list of books is given to libraries, but its use is optional.

<sup>2</sup> Facts About Bloomfield Hills, op. cit., p. 71.

notated as to the content of each book.

### The Measures Used

The measures used for this study were selected for two basic purposes: to determine if a correlation existed between the creative learner and his attitude towards learning about other cultures and to determine the relationship of the learner's aptitude in verbal and non-verbal areas and his use of media. The selection of the "Public Opinion Survey" was made based on its previous use and reliability as determined by educational psychologists.<sup>1</sup> The survey provided a basic scale of social attitude.<sup>2</sup>

The second measure was one developed for the study<sup>3</sup> and considered the evaluation by the peer group to the creative communication of the learner. It was based on the analysis of Getzels' and Jackson's studies on creativity.<sup>4</sup> The measure selected for verbal and non-verbal use was the Lorge-Thorndike Intelligence measure. This selection was partly due to its recent use by the school system<sup>5</sup> and partly due to its reliability in general use in education. The use of media was determined by a numerical rating scale of peer judgment in which researched information was presented by the individual

---

<sup>1</sup>T. W. Adorno, et. al., The Authoritarian Personality, (New York: Harper and Brothers Publishers, 1950), pp. 210-220.

<sup>2</sup>Appendix A, Test A.

<sup>3</sup>Appendix A, Test D.

<sup>4</sup>J. W. Getzels and D. W. Jackson, Creativity and Intelligence, (London and New York: John Wiley and Sons Inc.,) 1962)

<sup>5</sup>Students used in the study had completed the test just prior to enrolling in the Humanities course.

learner.<sup>1</sup>

### Method of Implementation

All of the students involved in the study were given the Public Opinion Survey and the Lorge-Thorndike test prior to exposure to the model. These measures were recorded and the procedure as described in the model was administered for a period of twenty weeks.

Cognitive tests were designed to determine the process (according to the Getzels and Jackson study)<sup>2</sup> whereby an organism becomes aware of, or obtains knowledge of an object, a quality, or an idea. The cognitive information presented to the class as a whole was determined approximately once every three weeks, by using brief identification quizzes.<sup>3</sup>

The final measure<sup>4</sup> used was an evaluation of the self-directed efforts of the learner after the presentation of his information to the peer group.

During the same twenty week period, each member of the class was given a less rigid testing procedure to measure the personal interest phase and the progress of his learning about another culture. Since the learning process involved a high degree of personal inventiveness by the learner, this

---

<sup>1</sup>See Appendix A, Survey B.

<sup>2</sup>Getzels and Jackson, op. cit, p. 13.

<sup>3</sup>See Appendix A, Test B and C.

<sup>4</sup>See Appendix A, Test D.

testing was done on an informal basis between the teacher and the learner. As Guilford and others have noted, the development of scoring procedures for tests of creativity present some unusual problems. Here, more than in other testing areas, the choice between subjective and objective scoring methods is of paramount importance. The question becomes how to reflect, in a score, the richness and uniqueness of a subject's response without sacrificing scoring reliability.<sup>1</sup> The method of scoring in this particular instance became part of the new model only to the extent that it served to re-enforce the teacher and learner relationship.

The student-evaluative form of measurement introduced in this study served a dual role. Primarily it served to involve the group with the learning procedure of the individual in an informal way. In order to evaluate a presentation by the learner, it became necessary for the evaluator, in this case it was the student, to establish some sort of direct contact with the situation. The second purpose was to cause the learner to bring the information to the peer group level with no threats from the teacher. Willard Whaller recognized the existing problem:

At the heart of the schoolmen's inability to turn responsibility over to the students is the fact that the teacher-student relationship in its conventional form is a form of institutionalized dominance and subordination. Teacher and pupil

---

<sup>1</sup>D. Krech, et. al., Individual in Society, (New York and London: McGraw-Hill Co., 1962), p. 221.



confront each other in school with an original conflict of desires; and however much that conflict may be reduced in amount, or, however much it may be hidden it still remains.<sup>1</sup>

The test design for this study was an attempt to reduce this conflict.

### The Role of the Teacher and the Learner

The qualities of climate developed in the classroom became largely dependent upon the teacher and his attitude toward the learner. The teacher needs to think of himself as a facilitator of learning. -- "If I distrust the human being then I must cram him with information of my own choosing, lest he go his own mistaken way. But if I trust the capacity of the human individual for developing his own potentiality, then I can provide him with many opportunities and permit him to choose his own way and his own direction in his learning."<sup>2</sup> A more specific condemnation of the traditional role of the teacher defined by Silberman is "The teacher represents the adult group, ever the enemy of the spontaneous life of groups of children."<sup>3</sup> It was a major element in the success of this study that the students felt less inclined to confront the teacher with a conditioned response. Success of willingness to learn is in direct relationship to the reduction of the threat from the teacher to learn. It was important for the teacher to reduce his role of "task master" in the learning situation. Thus the change from A to B was expected.

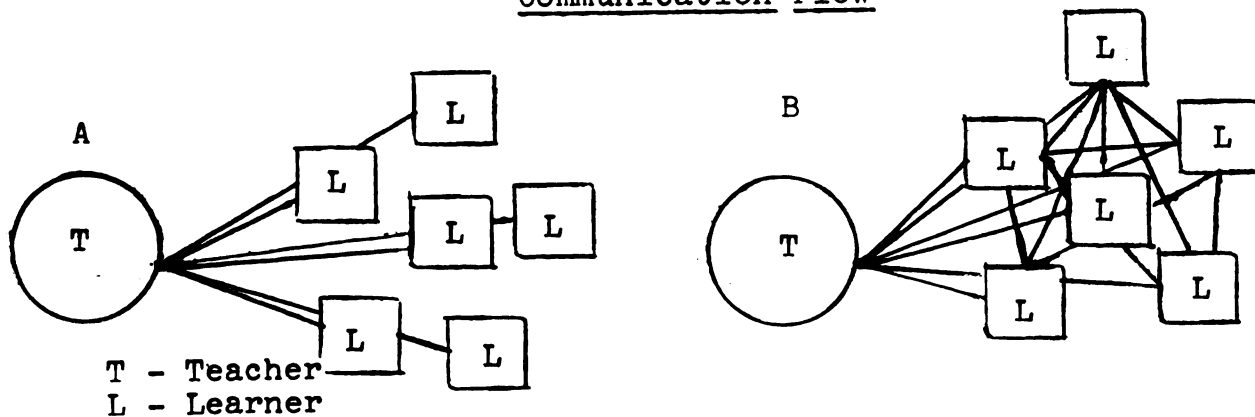
---

<sup>1</sup>W. Whaller quote by Silberman, op. cit., p. 137.

<sup>2</sup>C. R. Rogers, op. cit., p. 114.

<sup>3</sup>Silberman, op. cit., p. 137.

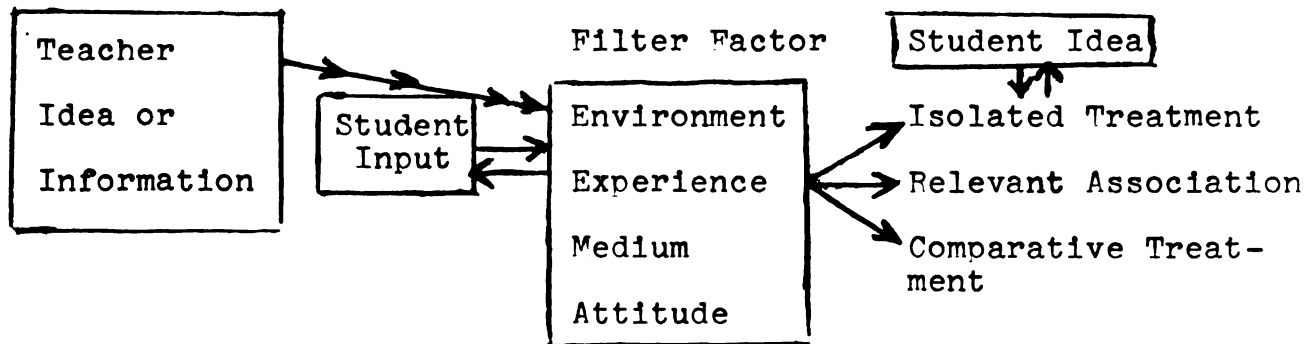
Figure 5

Communication Flow

The non task master role was the major thrust of the teacher attitude in working within the model. Self-reliance must be characteristic for the teacher-learner relationship in order to insure success.

The teacher first acted as a motivator, and a guide for developing interest and then trust in the learner. The motivation of the learner in exploring another culture required the efforts of the teacher to encourage two ideas. The first idea was to explore the interaction of persons in their exposure to new sets of symbols and their acceptance of or rejection to these symbols. The motivation itself could be divided into multiple goals by the learner according to his own perception and interests. It became the most difficult as well as the most challenging factor for the teacher to be able to utilize the reaction of the individual learner and to suggest a path for further action. Teacher-learner talks helped to identify the resistance to the communication flow as suggested by the diagram.

Figure 6

Communication of An Idea

Ideally speaking, the teacher might approach the level of a participant rather than be a disseminator of information in order to encourage the learning process in the individual student. The teacher may be forced into an authority role at first, but as the situation demands, more responsibility for the learning process should come from the student. As shown in the diagram above, the first motivation for further exploration required that the teacher become cognizant of the "filter factor" of the teacher and the individual student in both the receiving and the transmitting of the idea.

The second factor was one which required concentration on the method, rather than the message or idea to be conceptualized. The motivation tested in this particular phase of the design came from recognizing the identification that the learner had with the various media and in identifying means of personal expression that were readily available to him, and which he might find acceptable in the transmission of a concept to his peers. The teacher placed himself in the position of trust in the judgment of the individual as

to what medium of expression was to be used. Evidence again points to the fact that there was a direct relationship between the individual student's selection of media and his ability to conceptualize.

Once the idea had been accepted by the learner along with media for expressing this idea, the teacher then became a resource person, suggesting rather than directing the activity. The determination of the degree of freedom given each learner depended upon the projected goal for each. In Example A there seemed to be a greater degree of control necessary for the isolated treatment of an idea than the comparative treatment. Although no data was available, a more positive relationship seemed to have existed between the creative learner and his acceptance of an idea suggested with the teacher, compared to his acceptance of an idea from the teacher.<sup>1</sup>

The Silberman report took strong issue with the traditional role of the learner:

Schools discourage students from developing the capacity to learn by and for themselves; they make it impossible for a youngster to take responsibility for his own education, for they are structured in such a way as to make students totally dependent upon the teachers. Whatever rhetoric they may subscribe to, most schools in practice define education as something teachers do for students, not something students do to and for themselves, with a teacher's assistance.<sup>2</sup>

---

<sup>1</sup>Based on teacher-learner experience with the model.

<sup>2</sup>Silberman, op. cit., p. 135.

It  
cur  
sel  
a r  
che  
cri

and  
know  
Mai  
bring  
the  
for t  
sound

2  
(Summe

It is important for the utilization of this study that the curriculum designer think in terms of learner motivation and self-concept development rather than in the learner becoming a recipient of a specific body of knowledge that is to be checked according to a pre-determined structure or fixed criteria. Carl Rogers suggests:

We are, in my view, faced with an entirely new situation in education where the goal of education, if we are to survive, is the facilitation of change and learning. The only man who is educated is the man who has learned how to learn; the man who has learned how to adapt and change; the man who has realized that no knowledge is secured, that only the process of seeking knowledge gives a basis for security. Changingness, a reliance on process rather than upon static knowledge, is the only thing that makes any sense as a goal for education in the modern world.<sup>1</sup>

The changingness brought about through technology and its effect upon communication; the failure of static knowledge to educate to understanding as reflected in the Mai Lai incidents; and the need for a creative process of bringing the individual learner into active involvement in the human development of human understanding was the motive for the Symbiotic model of this study. Leon Kirchner<sup>2</sup> sounded an ominous note on the direction of learning.

. . .the use to which we put our 'indispensable tools' is threatening and has increased the necessity for comprehensive and imaginative programs involving all of our intellectual, artistic and creative resources. The methods and objectives of the university have been ominously altered in favor of the

---

<sup>1</sup>C. R. Rogers, op. cit., p. 104.

<sup>2</sup>Leon Kirchner, "Notes on Understanding", Daedalus, (Summer, 1969), LXXXVIII, No. 3, p. 745.



dominant technological mode. Obsolescence, ever present in accelerating systems, now applies directly to "human increments" who genetically resist being geared into slots that are predictably terminal.

The flexibility and freedom for personal involvement of the model was to reduce this effect.

### Summary

The model first was considered as a means to involve the learner, in an informal way, with the elements of another culture. The method took precedence over the content for several reasons. First it was understood that both the teacher and learner might be approaching unfamiliar territory and that the content itself became the residue of the method, in much the same manner as culture itself is the residue of an achieving society. Second the method allowed a degree of freedom in selection for the learner that might reduce his apprehensiveness for approaching unfamiliar ground by placing familiar tools in his hands. The third and the most important aspect was to allow both the teacher and learner to enter a flexible situation in which the creative imagination of the individual was challenged to action, with the suggestion of the learning process becoming a continuous and expansive act requiring imaginative effort rather than a definitive end in itself. As man's greatest cultural achievements are created in an atmosphere of free association, so should the learning process be placed in bringing them into focus.



## Chapter 4

### ANALYSIS OF RESULTS

#### Introduction

The method of creatively involving the learner through the hardware (materials to learning) and the software (concepts, ideas, and information to be learned) are basic to the model for the study. The design of the study was to measure relationships that might exist in the learning processes of those involved in the model.

Present school curriculums need the inclusion of methods that can bring more depth in developing understanding of non-Western cultures.<sup>1</sup> The need to provide personal learner involvement and to create greater empathy for those people who live in other cultures is a task of education. Robert Redfield suggested that the secondary school is the curriculum area that can best provide an adequate method of instruction and challenge to the learner.<sup>2</sup>

The plan proposal for the study is to bring a program of Asian studies into existing Humanities

---

<sup>1</sup>Robert Redfield, "The Study of Culture in General Education," Report Presented at the Anthropology Curriculum Study Project, Chicago, Illinois, April, 1964.

<sup>2</sup>Ibid., p. 3.



programs. It is the intent of the design to measure the progress of the learner and to examine the effects that resulted from implementing the program in a suburban secondary school.

It was important to the Model that self evaluation became a factor for motivating the student in his activity. Since the design was to measure motivational factors in the framework of a totally new experience, it was evident that a highly personal relationship might be possible and that in this light the learner could become the center of attention. The implied design suggested a direct relationship between the creative nature of the student and his willingness to empathize with another culture. Due to the complex nature of this relationship and its highly personal implications, the findings are limited in this area. However, further expansion of this idea is indicated in Chapter 5.

Today whole curriculums are being designed wherein faculty contact and technological devices are carefully combined to take maximum account of individual student needs, interests, learning speeds and styles. Moreover, libraries are exploding in size and content under the impact of technological innovations. Once the teacher merely orchestrated books, manuals, films, and tapes. Today, the learning resource center, with its data retrieval banks, multi-media aids and multi-purpose rooms and space allocations, is available to challenge and offer

significant assistance. Mounting evidence that academically marginal students, in particular, learn best when a variety of sensory stimuli are utilized, should encourage the imaginative use of such handy devices as micro-film techniques, recorders and cassettes, magnetized tapes, slides and transparencies, especially as this equipment becomes increasingly compact, portable, adaptable and less expensive to purchase and maintain. "Most encouraging with respect to these devices, is that it is possible today to eliminate the one-way communication characteristics of older audio-visual methods, and build feedback mechanisms into technological aids in very sophisticated ways."<sup>1</sup> Measures of media involvement were used and results were analyzed as to personal relationship between the learner, the information and peer acceptance.

#### Testable Hypotheses, Measures and Results

The purpose of this study was to present a symbiotic model for creatively bringing the learner into contact with another culture through the personal use of media. The design was intended to measure the nature of the learner and the effect of implementing a non-Western study in the present curriculum. With the exposure of students to the model and the use of a rank-order correlation of the

---

<sup>1</sup>Ed Cohen, "Behavioral Objectives," Media and Methods, VI, No. 7 (March, 1970), 74-75.

tests and measures used, the following hypotheses are made: 1. A positive relationship may exist between creative imagination and empathy for foreign cultures, 2. A significant positive correlation exists between the verbal aptitude of secondary humanities students and factual test results, 3. There is a significant positive correlation between personal involvement and use of media by the learner.

In the selection of a measure of cultural empathy, it was decided that the Public Opinion Survey created by Adorno, Frankel-Brunswik, and Levinson would be used.<sup>1</sup> This test of ethnocentricity or prejudiced behavior was given prior to exposure to the model to all groups; however, the final group in this study was tested again after exposure to the model using the same measure. The survey indicated a parallel exists between low ethnocentricity and empathy for those of another culture.<sup>2</sup> The second measure was a peer evaluation of the procedure used by the learner in presenting his findings. The degree of creativity was determined by the group (peer evaluation) in reacting to Phase IV of the Model in which each student was asked to consider the amount of imagination used in the selection, content and

---

<sup>1</sup>Appendix A, Test A.

<sup>2</sup>D. Krech, et.al., Individual in Society, (New York and London: McGraw-Hill Co., 1962), pp. 201-202.



presentation of the elements of another culture. The results were analyzed through a rank-order correlation. Scores from the construct test design on procedure were scaled to a measure of points given by the peer group for creatively communicating a cultural concept. The results of the ethnocentric measure were ranked with the smaller number indicating the greater ethnocentric attitude.

Table 1

Creativity and Ethnocentrism Scores  
Obtained on a Randomly Selected  
Sample of Humanities Students

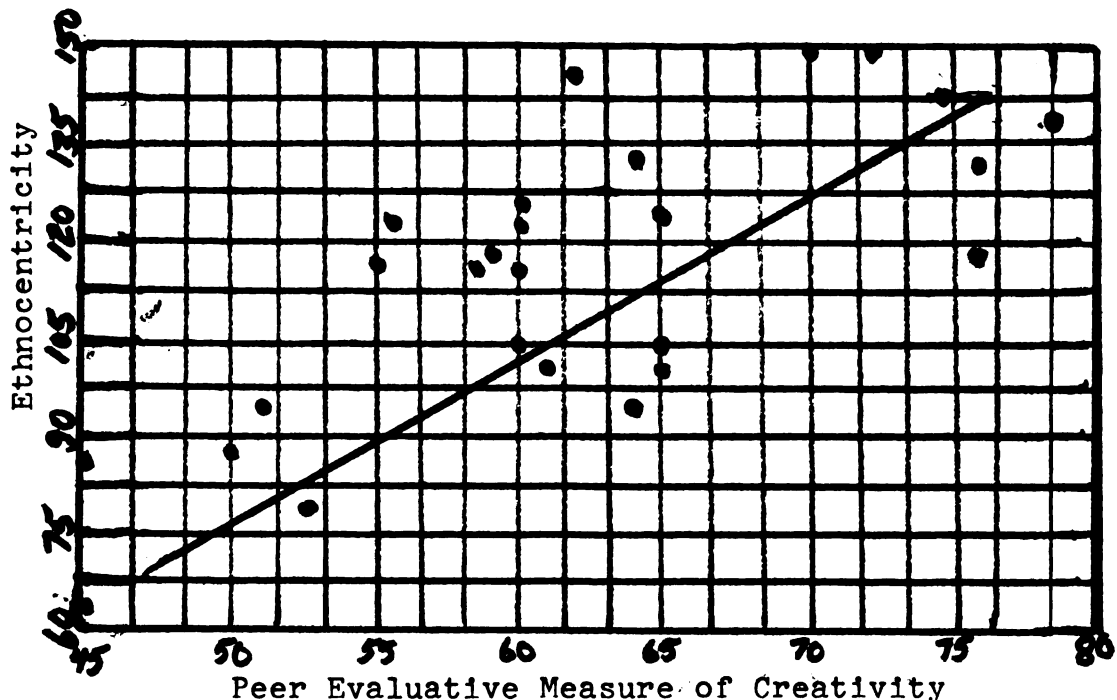
Student	Creativity	Ethnocentricity
1	64	96
2	65	111
3	60	115
4	57	98
5	76	119
6	62	145
7	54	76
8	70	154
9	60	126
10	50	87
11	61	101
12	45	84
13	55	115
14	56	122
15	58	114
16	53	96
17	76	133
18	78	143
19	60	85
20	65	104
21	72	151
22	45	62
23	64	133
24	60	123
25	65	105
26	65	126
27	60	122
28	58	119

Creative test scores were based on a total number of points given to the learner by his peers on the interpretation and presentation of researched material. Six points were the maximum number from each student for a highly creative presentation and one point for little or no creativity. A random selection was made of twenty-eight scores, as shown in Table 1. The creative measure was the total number of points given by the entire peer group using Test D (See Appendix A). The ethnocentric measure was scaled so that the higher the number, the lower the ethnocentricity of the individual. These scores were then ranked with the ethnocentric measure results.

A scattergram, Figure 7, suggests their relationship (a perfect correlation is indicated by the diagonal line).

Figure 7

A Scattergram Presentation of the Scores in Table 1





Using the ethnocentric measure (Public Opinion Survey), the group pre-test average of 114 on the f scale was reduced to 111.5 on a subsequently administered post-test. Ethnocentrism was then lower after exposure to the Model suggesting some change in the attitude of the experimental group.

The second hypothesis tested related verbal aptitude and the success of the learner in the cognitive area of Asian studies. The Lorge-Thorndike<sup>1</sup> scores were compared with the test scores of the students over factual information. The purpose of the testing of this hypothesis was to measure the expected performance of the learner in a traditional curriculum. The classroom test results were placed on a rank-order correlation with the results of the verbal aptitude scale of the Lorge-Thorndike test which was administered prior to the exposure of the Model. During the twenty weeks of exposure to the Model, periodic testing of factual information was done. The classroom<sup>2</sup> scores were the average results of five tests with letter grades transformed into numerical equivalents. (A is 11, B is 8, C is 6.) Table 2 gives the data concerning classroom tests and verbal aptitude.

A scattergram, Figure 8, was used to suggest the direction of correlation between these two measures (a perfect correlation is indicated by the diagonal line).

---

<sup>1</sup>Standard Form used.

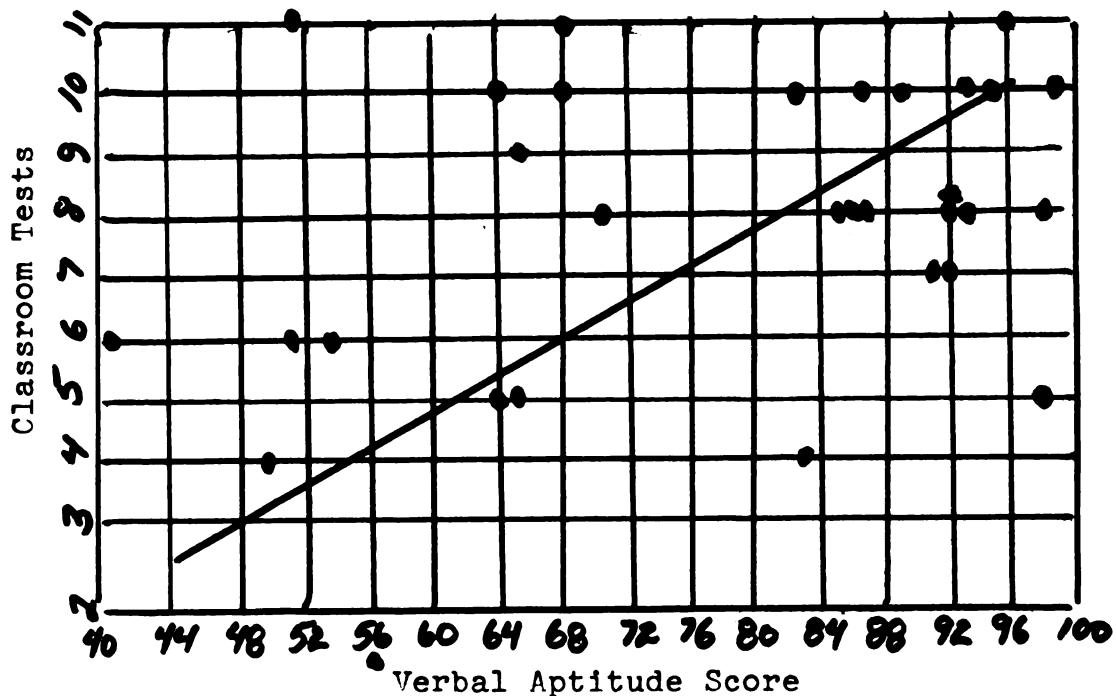
<sup>2</sup>See Appendix A, Tests B and C.

Table 2

Classroom Tests and Verbal Aptitude Scores  
Obtained on a Randomly Selected  
Sample of Humanities Students

Student	Classroom Tests	Verbal Aptitude
1	11	96
2	4	83
3	1	56
4	8	70
5	6	42
6	8	85
7	7	91
8	10	83
9	4	49
10	10	99
11	7	92
12	10	93
13	10	86
14	11	68
15	10	85
16	8	83
17	10	64
18	10	86
19	8	86
20	10	68
21	6	51
22	10	94
23	5	64
24	8	93
25	11	51
26	8	98
27	9	65
28	8	92
29	5	98
30	8	92

Figure 8

A Scattergram Presentation of the Scores in Table 2

The final hypothesis considered the relationship that exists between the ability of the learner to use media and personal involvement in the idea to be explored. The measure of student reaction (peer evaluation) in Phases IV and V of the Model (See Appendix A, Test D) was a construct in which each student reacted to the effective use of media by the learner, in communicating a concept about another culture. The degree of media involvement by the sender was rated on a six point plus measure (similar to the creativity evaluation) and the results were ordered with a Lorge-Thorndike pre-test of non-verbal aptitude, as presented in Table 3. The results were then placed on a scattergram, Figure 9.

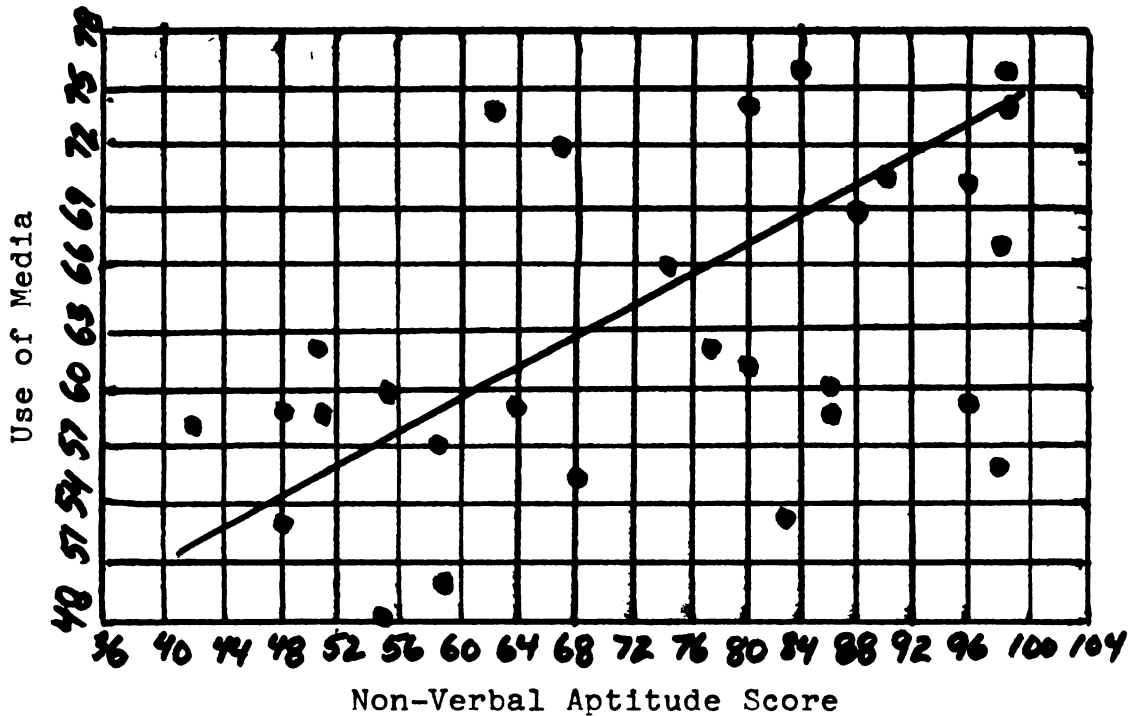
Table 3

Use of Media and Non-Verbal Aptitude Scores  
Obtained on a Randomly Selected  
Sample of Humanities Students

Student	Use of Media	Non-Verbal Aptitude
1	62	51
2	61	80
3	62	74
4	58	86
5	48	15
6	73	98
7	69	88
8	55	68
9	66	74
10	67	98
11	56	98
12	62	77
13	53	48
14	38	55
15	50	58
16	59	48
17	59	64
18	76	84
19	57	58
20	58	42
21	74	80
22	76	98
23	70	96
24	60	55
25	72	67
26	70	90
27	53	83
28	60	86
29	59	96
30	58	51



Figure 9

A Scattergram Presentation of the Scores in Table 3Analysis and Implications of Results

Evidence in the study suggested that there was a greater sense of achievement felt by the learner in the creative use of media for the study of another culture regardless of his verbal abilities. Students were more inclined to score higher in factual examinations when their verbal scores were high, but the learning through self discovery utilized both verbal and non-verbal skills of the learner. More importantly, it removed many of the barriers to learning created by restrictive educational practices. The Silberman report described restrictive verbalized learning as education for docility.

"Most teachers dominate the classroom giving students no option except that of passivity. Exhaustive studies of classroom language in almost every part of the country, and in almost every kind of school, reveal a pattern that is striking in its uniformity: teachers do almost all the talking, accounting, on average, for two-thirds to three-quarters of all classroom communication. . . analyses of the nature of student and teacher conversation indicates that the student's role is passive, being confined, for the most part, to responses to teacher questions or statements."<sup>1</sup>

In the study by Getzels and Jackson, the restrictive measures of students' abilities as set up by educators made it impossible to measure the creative ability of the individual; but it did measure his response to visual and verbal stimuli.<sup>2</sup> The Model for this study is one that suggests a new evaluation procedure for the learning that occurs. Results of the design implementation agree with the results of the Getzels and Jackson study in that correlation of intelligence (I.Q.) to creative ability were not significant in the experimental population used. Indications from the results of the

---

<sup>1</sup>Charles E. Silberman, Crisis in the Classroom, (New York: Random House, 1970), pp. 148-149.

<sup>2</sup>J. W. Getzels and P. W. Jackson, Creativity and Intelligence, (London and New York: John Wiley and Sons, Inc., 1962), pp. 16-17.

creative rating scale of this study were that peer evaluations were more favorable to those students who used more media in presenting their projects. The tabulation of media in the Table of Project Acceptance (Table 4) showed the greatest number of high ratings with the projects using three or more media while the projects using one source of media had the fewest number of high ratings. Although the use of media had a positive effect on peer evaluation, there were three high creative projects that used only one medium. These results imply that media did not cause the learner to be creative, but its use gave more opportunity for creative expression.

Table 4

Project Acceptance Arranged According  
to the Number of Media Used

Number of Media Used	Low	Medium	High
Projects Using One Medium	13	12	3
Projects Using Two Media	3	16	14
Projects Using Three or More Media	0	3	36
N=100 Humanities students			



Table 5  
Media Used With Class Acceptance

Student Number	Media Used	Class Rating*
1	Tape - Posters	61
2	Photographs - Talk	62
3	Readings	48
4	Slides - Tape	69
5	Slides - Tape	66
6	Slides - Talk	56
7	Slides - Talk	53
8	Photos - Talk	50
9	Records - Talk	59
10	Tape - Posters	59
11	Tape	57
12	Movie - Slides - Tape	74
13	Talk	50
14	Tape - Slides - Photo	70
15	Talk	53
16	Slides - Talk	64
17	Slides - Talk	60
18	Tape - Slides	76
19	Talk	54
20	Photos - Talk	70
21	Tape - Slides - Talk	75
22	Tape	53
23	Tape - Slide - Movie	78
24	Tape - Talk	65
25	Movie - Slides - Tape	74

\*Possible Total of 80 points for Communication  
of Idea



It was necessary for the teacher to approach the use of media openly in the learning process. As was evident from this study, teachers were not enthusiastic about working with multi-media and audio-visual equipment introduced to help the students.<sup>1</sup> Results of Table 4 and Table 5 indicate that productions improved as the number of media increased.

### Summary

In the studies of Getzels and Jackson, the findings clearly indicated that for the adjusted student, learning is more of a shared experience than a solitary one, and he readily accepts the value system as well as the interaction of his peers. The results of peer evaluative measures used in this design supported these findings. The individual student who was more creative in his efforts accepted the evaluation of the group.

The evidence of acceptance of new symbols was found to be in direct relationship to the relative freedom given to the learner to explore, to discover, and then to communicate his findings to others.

The conclusions of this study are based on the findings on procedure used in developing the Asian studies area of a humanities program at Bloomfield Hills, Michigan.

---

<sup>1</sup>Audio-Visual Department Survey, 1970, of school in study. Only ten percent of the faculty requested the use of a television camera and monitor in the first year of its purchase by the school.

## Chapter 5

### CONCLUSIONS, IMPLICATIONS AND GENERALIZATION

#### Introduction

The first four chapters of this study have been organized in such a manner as to suggest a need to provide background to develop a learner model for a creative approach to involvement in non-Western culture.

The study indicates that present built-in restrictions of secondary school curriculum do not help the learner in reaching his fullest potential. Further, the study implies that learning about other cultures has been restrictive in both content and method. The direction of this study was to examine the nature of these restrictions and to systematically build in a curriculum procedure that would provide both the teacher and the student the means of becoming involved in learning about another culture.

In this final chapter, conclusions will be presented based on results found in using the model constructed for teaching a course with implications made for future study and use.

#### Conclusions

The model for involvement suggested in Chapter 3 and the direction given by the findings in Chapter 4 present the following questions.

Question #1. What kind of exposure may be employed to involve the learner immediately in another culture, specifically Asian studies?

The structure of the model described in Chapter provides the answer in a three part process of exposure and saturation. The elements of this process challenge the imaginative as well as cognitive domain of the learner. The three elements are as follows:

1. Communication: The vehicle used for the trans-ferral of information and ideas becomes an integral part of the total experience. The students and teacher become learning partners as they explore the potential of media in symbiotic expression. The method then supports the learning experience instead of competing with it.

2. Information: The exploration of new symbols becomes a challenge to both the student and the teacher as they identify, relate and transmit ideas across cultural boundaries in a two way exposure with mutual benefit replacing individual anxiety, and empathy replacing fear.

3. Imagination: Under the relative freedom and flexibility provided in the model, a strong sense of personal achievement could be cultivated. Since the teacher assumes the role of the facilitator of learning, the student is given the opportunity to explore ideas and concepts with few restrictions. The open structure, along with the newness of the symbols to be explored, allows for a high degree of creative involvement by the learner.

Utilization of this design provides the elements necessary for absorbing rather than reflecting (i.e., rote learning for test patterns) or reflecting the elements of another culture. The student could utilize and develop personal interest areas while at the same time he is expanding his learning to new areas. The teacher is also provided with an expanding pattern of development, in the place of the restrictive traditional roles in the learning process.

Question #2. If understanding of another culture is to occur, how is time to be organized in the curriculum for the development of an idea?

The utilization of hardware is important to this design as well as personal involvement, so a proper time sequence should be considered. Since all educational programs are restricted to a schedule and all curriculums are designed to designate a beginning and a termination of effort, the model has been structured accordingly:

Phase I: Introduction or Ideation

The first phase of the procedure is one of providing background and identification of the problem. Since the identification initially rests in the hands of the teacher, it is important to the success of the model that limits be established only to the introduction of the study.

Phase II: Exploration, Acceptance and Expansion

From teacher dominance to a role of student-teacher exploration is the shift in emphasis given to this expanded

element of time. Procedure at this point becomes critical in that the student needs to be drawn into the development of a plan. From a role of dominance, the teacher shifts to the role of advisor, while the student shifts from an observer to a participator as he explores and expands ideas of Phase I.

Phase III: Research, Development and Concept Formation

At least fifty percent or more of the total time provided for in the curriculum schedule is given to this procedure. The research and development stage is the building process with the major element of responsibility shifting to the student. Research and development of both media and method require that the teacher becomes a guide to resources as well as advisor. Concept formation should be student centered to be student accepted.

Phase IV: Transformation and Communication of Ideas

With the realization that the student is to assume responsibility to his peers, the teacher assumes a position of equality with the peer group. At this point in procedure, the learner becomes the teacher and should be permitted as much freedom as necessary with both media and content in order to communicate a concept to his peers. The "show and tell" phase is one in which a reinforced empathy for communication is felt by the learner due to the very nature of this position.

Phase V: Evaluation and Continuation of Concept

Feedback for reinforcement of learned concepts, information

and ideas, due to the restrictive nature of the present curriculum should be limited by time primarily to the ideation period. This time is deliberately shortened in the model in order to suggest to the learner that there is a continuance of the learning situation beyond the restrictive confines of the classroom schedule.

Question #3. What determines the direction of progress and change in the learner?

It is expected that students entering a program designed in this model have had little or no exposure to Asian culture, and for that matter, little exposure to a world humanities program, as was indeed the case. This fact suggests that any information of a previous nature is the result of outside contacts.

In the presentation of ideas, the teacher can be made aware of the nature of the ethnocentric behavior of the learner prior to the introduction of the model through the use of the Public Opinion Survey used in this study (Appendix A, Test 1) and results of Questionnaire A (See Appendix) indicated almost no exposure to non-Western culture by the 100 participating students before being introduced to the model. Only 13 students were able to answer yes to the question, "Have you had any previous contact with Asian cultures either from people, travel or other classes?" Seven answered yes, minimum contact, four answered yes, average contact, and two replied yes, more than average contact. (The same questionnaire was



administered after exposure to the model with the response of yes, average contact for 57 students, and yes, more than average contact for the remaining 43.)

### Discussion and Generalization

The problems that this study has attempted to identify and to overcome have been in the learning about non-Western culture. Using a predetermined scale of measurements of learner skills and attitudes, the model was introduced, constructs were devised and student progress was measured within the framework of this design.

The nature of the learning process and the challenge necessary to bring the learner into contact with a non-Western culture by utilizing this process determined the design and use of data. Taking into account the studies of Tolman<sup>1</sup> in regard to acceptance of behavior patterns, the emphasis was placed on acquainting the learner with as many facets of sense involvement as possible in opening him to the acceptance of another culture. The means to this end came with the encouragement of the study of the process as well as the idea to be communicated by the learner. This then places the learning process into a symbiotic design in order to encourage its use by the novice (teacher or student).

The most complex area of the study was in the

---

<sup>1</sup>E. C. Tolman, Purposive Behavior in Animals and Men, (New York: Century Press, 1932).

attempt to identify the creative involvement of the learner. The Getzels and Jackson study due to its similarity sample with the population used in this model was considered.

The progress of the learner was further identified through the degree of association that the learner made between his own set of symbols and the new ones. This can be determined, to a degree, by the learner's efforts at reaching for resources in both content and media.

The most effective measure of a student's progress was determined in the presentation of information to his peers. It is at this point of progress and change that the evaluative measure (see Appendix B, Peer Survey), determined by the peer group, becomes important.

### Implications

There are a number of implications that may be drawn from the results of the model and findings presented in Chapters 3 and 4. Since the model was developed to answer the questions raised in Chapter 1 and supported by research in Chapter 2, the implications are extensions of this support. Data used should not be conclusive, but only suggestive of directions for further research. There are implications for the teacher, the learner, use of media, curriculum design and curriculum content.

---

<sup>1</sup>J. W. Getzels and P. W. Jackson, Creativity and Intelligence, (London and New York: John Wiley and Sons, Inc., 1962).

1. Implications for the Teacher:

- a. The approach to learning may be greatly expanded if a two way street is used. No longer can the teacher expect to disseminate information to the learner as though the teacher is the only source. The learner needs to feel himself to be part of the learning process.
- b. Lesson plans must be flexible enough to allow for student reaction, feedback and change. Silberman said, "The trouble, then, is not with the schedule or the lesson plan itself, but with the fact that teachers too often see them as ends in themselves rather than as means to an end."<sup>1</sup> The model serves only as a means to an end.
- c. Fear of inadequate preparation by the teacher is virtually eliminated since the teacher becomes a "facilitator of learning"<sup>2</sup> rather than a disseminator of information.

---

<sup>1</sup>Charles Silberman, Crisis in the Classroom, (New York: Random House, 1970), p. 125.

<sup>2</sup>C. R. Rogers, Freedom to Learn, (Columbus, Ohio: Charles E. Merrill Publishing Co., 1969), p. 109.

## 2. Implications for the Learners:

- a. The model opens the door to "self actualization"<sup>1</sup> by the learner since it provides not only a greater percentage of time in personal research and development but also a period of time in which he becomes the authority. The opportunity to transmit discovered information to both peers and teacher may be a strong motivation to learn about another culture as the means becomes a reinforcement of a self actualizing procedure.
- b. Substitution of a flexible method for an exact method of procedure (textbook learning, lecture, etc.) in the process of communication may expand the learning potential as well as the "creative imagination" of the learner. It is especially important for the learner, at any age, to discover and invent learning situations.

## 3. Use of Media:

- a. The model opens the teacher and the learner to free use of media. Once the fact of technology and our modern communications system is recognized, as Keniston suggests, the learning process may benefit from the

---

<sup>1</sup>Ibid., pp. 24-26.

results.

"The values, requirements, demands and virtues of technology are not in themselves bad; but their unquestioned supremacy is a human and social misfortune. Judgments of skill, competence, and effectiveness have replaced usefulness, beauty, and relevance to human needs as criteria of worth; instrumental values have replaced final purposes and cognitive skills have replaced virtuous character as standard of human value. Nor is the technological process necessarily destructive; it only becomes destructive when men and women serve it, rather than vice versa. The human problems in our society stem not from the fact of technology, but from the supreme place we assign it in our lives."<sup>1</sup>

- b. A method of bringing technology, through the learner, into the classroom environment is suggested by the model. The challenge of symbiotic communication in utilizing media for gathering and disseminating concepts and information, in turn challenges the learner to reorder or rearrange a learned set of symbols (e.g. to demonstrate the meaning of Chinese cosmic order with familiar visuals such as the atomic structure of matter). In the process, a related empathy may develop in recognizing the problems of cross cultural communication.

---

<sup>1</sup>Kenneth Keniston, The Uncommitted, (New York: Harcourt Brace and World Inc., 1965), p. 422.

#### 4. Curriculum Design and Content Implications:

The constant need for curriculum design to change in order to relate to the needs of the learner in today's society suggests a flexible model. The model of this study could have been expanded to include a multitude of subject areas or disciplines. The only limitations suggested have been in the areas of administrative procedure and resources (time, course content, facilities, and media). The enthusiasm of the teacher and the students is not restricted by the model and a change of method or expansion of content lies within the creative imagination of those who are involved with its use.

#### Recommendations

The present study introduces a model of procedure for bringing content into the curriculum at the secondary school level. Some suggestions as to the process of involving students in another culture are as follows:

Recommendation #1. It is recommended that a method for bringing non-Western studies into the present curriculum in new or existing humanities courses at the secondary school level be immediately put into effect, since the research of this study indicates neglect in this area. The "global village" nature of today's society makes it imperative that learning expand to include the total of man's

aspirations, desires, needs and accomplishments. The logical beginning is with the relatively open structure of the present humanities curriculum.

"If a world-wide consciousness could arise that all division and all antagonism are due to the splitting of opposites in the psyche, then one would really know where to attack. But if even the smallest and most personal stirrings of the individual soul - so insignificant in themselves - remain as unconscious as they have hitherto, they will go on accumulating and produce mass grouping and mass movements which cannot be subjected to reasonable control or manipulated to a good end."<sup>1</sup>

The model of this study suggests the means to bring in the unconscious and unrecognized elements of the global society in a simplified, relevant and immediate way.

Recommendation #2. It is recommended that curriculum designers recognize the human potential of the learner in structuring any curriculum. The lack of faith shown in a highly controlled situation does little to challenge the learner. Creativity, imagination, self actualization and discovery must be built into the learning situation if course content is to become realistic to the eyes of the learner. To be innovative is not enough. To be humanistic and realistic toward the situation that exists and its implications for future development is the measure of success or failure in education. "Implicit in the search for a breakthrough is the conviction of alienated subjects that they are constricted by conventional categories,

---

<sup>1</sup>Carl G. Jung, The Undiscovered Self, (Boston and Toronto: Little, Brown and Co., 1959), p. 38.

imprisoned by the usual way of seeing the world, of coping with their own feelings and fantasies, of dealing with other people, even channeling inner impulse into activity."<sup>1</sup> Curriculum designers must think in terms of creating new ideas to learning, and bring the student in as a participant, not an "alienated subject".

Recommendation #3. It is recommended that the learner in the secondary school curriculum be given the opportunity to utilize the technological hardware, in a personal way, as a means to self actualization. Present limitations suggest that media competency rests with a few interested teachers and with "packaged" or commercial materials. For the most part, given the opportunity to utilize media hardware, the student is capable of designing and communicating a concept that holds more significance to the immediate situation than any pre-packaged program. Curriculum designers need to become aware of the increased exposure to technology by the student, outside of the curriculum, and to utilize this in developing learning situations.

#### Further Implications and Suggestions

There are some other far reaching implications suggested in the study that deserve further consideration. These implications are outside the immediate learning procedure described in the study.

---

<sup>1</sup>Keniston, op. cit., p. 422.



1. In the progress of the study, the test for ethnocentric behavior was administered to a class of advanced art students (an elective course for students with an aptitude for drawing and painting) with significant results. The average score for these students was nine points lower than the score for those students enrolled in the humanities course. Since the lower score indicates lower ethnocentric behavior, it may be that a measure of success in the creative arts could be determined by this test. A further observation was made which indicated that art students who scored higher on this test were more inclined to work alone and were less open to suggestions about their work.

2. The numerous problems that have resulted from encounters between representatives of one government (soldiers, statesmen, tourists and others) and nationals may be early indicated by their performance not only on an ethnocentric behavior scale, but also be a creative measurement. Since, by definition, creativity suggests the facility for re-ordering patterned behavior, it may well be a key for the screening and selection of foreign service personnel.

### Summary

The purpose of this study has been to create a model that would successfully challenge the teacher and the learner not only to become involved with learning about another culture but also to offer encouragement in the use

of technological hardware.

Recognition of the potential of the learner was identified through comparing the results of studies made in creativity and the relationship of intelligence in the learner (verbal and nonverbal measures). The model is so designed as to relate creativity, the imaginative use of media, and learning about another culture.

The study is not intended as an end in itself, but rather to be used as a possible guide for the further development of curriculum design.

## BIBLIOGRAPHY

## BIBLIOGRAPHY

### A. BOOKS

- Adorno, T. W. et.al. The Authoritarian Personality. New York: Harper and Brothers Publishers, 1950.
- Allport, Gordon W. The Nature of Prejudice. Massachusetts: Addison-Wesley Publishing Co., 1954.
- Anderson, H. H. (ed.). Creativity and its Cultivation. New York: Harper and Brothers, 1959.
- Barnes, Kenneth C. The Creative Imagination. London: Swathmore College Press, 1960.
- Bloom, Benjamin S. Taxonomy of Educational Objectives, Handbook I: Cognitive Domain. New York: David McKay Co., 1956.
- Borg, Walter R. Educational Research. New York: David McKay Co., 1963.
- Brown, Ina Corinne. Understanding Other Cultures. Englewood Cliffs. New Jersey: Prentice Hall Inc., 1963.
- Campbell, William G. Form and Style in Thesis Writing. 3rd ed. Boston: Houghton Mifflin Company, 1969.
- Cleveland, Harlan, et.al. The Overseas Americans. New York: McGraw-Hill Book Company, 1960.
- Combs, Arthur W., Chairman. Perceiving Behaving Becoming. A.S.C.D. Yearbook 1962. Washington, D.C.: National Education Association, 1962.
- Dale, Edgar. Audio-Visual Methods in Teaching. Revised edition. New York: Holt, Rinehart, Winston, 1954.
- Dewey, John. Art as Experience. 12th Printing. New York: G. P. Putnam's Sons, 1958.
- Ekstein, Rudolf and Focco L. Motto. From Learning to Love to Love of Learning. New York: Brunner-Mazel Publishers, 1969.

- Elam, Hanley and William P. McLure (eds.), Creativity and Its Cultivation. New York: Harper and Brothers, 1959.
- Getzels, J. W. and P. W. Jackson. Creativity and Intelligence. London and New York: John Wiley and Sons, Inc., 1962.
- \_\_\_\_\_. "The Highly Intelligent and the Creative Adolescent". Scientific Creativity: Its Recognition and Development. Taylor and Barron (ed.), New York: John Wiley and Sons, 1963.
- Guilford, J. P. Fundamental Statistics in Psychology and Education. 4th ed. New York: McGraw-Hill Book Co., 1965.
- Hawkes, Anna L. Rose. The World in Their Hands. West Lafayette, Indiana: Kappa Delta Pi Press, 1966.
- Hohenberg, John. Between Two Worlds. New York: Frederick A. Praeger, Publishers, 1967.
- Jackson, Philip W. Life in Classrooms. New York: Holt, Rinehart and Winston, 1968.
- \_\_\_\_\_. The Teacher and the Machine. Pittsburgh: University of Pittsburgh Press, 1968.
- Jung, Carl G. The Undiscovered Self. Boston and Toronto: Little, Brown and Co., 1958.
- Kemp, Jerrold E. Planning and Producing Audiovisual Materials. San Francisco: Chandler Publishing Co., 1963.
- Keniston, Kenneth. The Uncommitted. New York: Harcourt Brace and World Inc., 1965.
- Keppel, Frances. The Necessary Revolution in American Education. New York: Harper and Row, Publishers, 1966.
- Krech, David, et.al. Individual in Society. New York: McGraw Hill Co., 1962..
- Lowenfeld, Victor. Creative and Mental Growth. New York: The Macmillan Co. 3rd ed., 1957.
- Luce, Donald and John Sommer. VietNam: The Unheard Voices. Cornell University Press, 1969.
- McLuhan, Marshall. The Medium is the Message. New York: Bantam Books, 1967.

- Mueller, Robert E. Inventivity, How Man Creates in Art and Science. New York: The John Day Co., 1963.
- Parsey, John M., Project Director. Theory for the New Media in Education. East Lansing, Michigan, Michigan State University, 1968.
- Rogers, Carl. Freedom to Learn. Columbus, Ohio: Charles E. Merrill Publishing Co., 1969.
- \_\_\_\_\_. "Towards a Theory of Creativity." Creativity and Its Cultivation. H. H. Anderson (ed.), New York: Harper and Brothers, 1959.
- Roosevelt, Eleanor. You Learn by Living. New York: Harper and Brothers Publishers, 1960.
- Saettler, Paul. History of Instructional Technology. New York: McGraw-Hill Book Co., 1968.
- Silberman, Charles E. Crisis in the Classroom. New York: Randon House, 1970.
- Skinner, B. F. "The Design of Culture." (eds.) Roger Ulrich et.al. Control of Human Behavior. Glenview, Illinois: Scott Foreman and Co., 1966.
- Taylor, C. W. and Williams, F. F. (eds.) Instructional Media and Creativity. New York: John Wiley and Sons, Inc., 1966.
- Tolman, E. C. Purposive Behavior in Animals and Men. New York: Century Press, 1932.
- Torrance, Paul E. Guiding Creative Talent. Englewood Cliffs, New Jersey: Prentice Hall Inc., 1962.
- Twyford, Loran C. "Educational Communications Media." Encyclopedia of Educational Research. Fourth Edition. London: The MacMillan Co., 1969.
- Witt, Paul W. F. (ed.) Technology and the Curriculum. New York: Teachers College Press, Columbia University, 1968.
- Wittich, W. A. and Schuller, C. F. Audiovisual Materials, Their Nature and Use. 4th edition. New York: Harper and Row, Publishers, 1967.

## B. PERIODICALS

- Anderson, Wallace L. "A World View for Undergraduates," The Saturday Review, (August 20, 1966), 50-51.
- Blume, Robert. "Humanizing Teacher Education," Phi Delta Kappan, LII, No. 7 (March, 1971), p. 411.
- Brown, Douglas J. "The Development of Creative Teachers-Scholars," Daedalus, LXXXXIV, No. 3 (Spring, 1960), 620.
- Cohen, Ed. "Behavioral Objectives," Media and Methods, VI, No. 7 (March, 1970), 74-75.
- Combs, Arthur W. "Fostering Self-Direction," Educational Leadership, XXIII (Feb., 1966), 374-375.
- Dennis, Donald A. "Bridge Between East and West," Michigan Education Journal, XXXXIV (March, 1967), 30-32.
- Erickson, Carlton W. H. "School and the Media," Today's Education N. E. A. Journal (February, 1969), 29.
- Fantini, Mario D. "Institutional Reform," Today's Education, LIIIIIV, No. 4 (April, 1970), 43-44.
- Fraser, Dorothy. "What's New in the Social Science Curriculum," Nation's Schools, LXXXIV (July, 1969), 31.
- Fritz, John O. and Byron G. Massialas. "Instructional Television and the Classroom Teacher," Audiovisual Communications Review, XII (1964), 5-15.
- Hamilton, Francis N. "Polycultural Education," The George Washington University Magazine, II (Summer, 1965), 20-21.
- Higgins, James J. "Toward Media Competence," Media and Methods, VI, No. 8 (April, 1970), 42.
- Hoban, Charles. "Determinants of Adult Enrollment in Televised College-Credit Courses, Part II: Motivation Resistance and Conclusions," (University of Pennsylvania, 1965), p. 35.
- \_\_\_\_\_. "Research and Reality," Audiovisual Communications Review, IV (1956), 3-20.





- Kaltsounis, Theodore. "Cognitive Learning and the Social Studies Type," Educational Leadership, XXVI, No. 6 (March, 1969), 613-621.
- Kelman, Herbert C. "Processes of Opinion Change," Public Opinion Quarterly, XXV, (Spring, 1961), 57-58.
- Kirchner, Leon. "Notes on Understanding," Daedalus, LXXXVIII, No. 3 (Summer, 1969), 745.
- Leestma, Robert. "OE's Institute of International Studies," American Education, V, No. 5 (May, 1969), 8-9.
- Lehman, Irvin J. and Isabella K. Payne. "An Exploration of Attitude and Value Changes of College Freshmen," Personnel and Guidance Journal, XXXI (1963), 403-408.
- Lifton, Robert Jay. "Why Civilians are War Victims," U.S. News and World Report, LXVII, No. 24 (Dec. 15, 1969), 25-28.
- Ong, Walter J. "Crisis and Understanding in the Humanities," Daedalus, LXXXVIII, No. 3 (Summer, 1969), 635.
- Otto, Herbert A. "New Light on the Human Potential," Saturday Review of Literature, LII, No. 5 (Dec. 20, 1969), 15.
- Schwartz, Tony. "The Pencil Box," Photography Magazine, (May, 1968), 48.
- Setsuko, Mitsuhashi. "Conceptions and Images of the Physical World: A Comparison of Japanese and American Pupils," The Journal of Comparative Educational Research, VI (1962), 142-147.
- Shils, Edward. "Mass Society and Its Culture," Daedalus, LXXXIIIIIV, No. 2 (Spring, 1960), 291-311.
- Stolurow, Lawrence M. "Introducing Technological Hardware in Education," Educational Leadership, XXV, No. 8 (May, 1968), 767.
- Taylor, Calvin W. "Effects of Instructional Media on Creativity," Educational Leadership, XVIII, No. 7 (April, 1962), 457.
- Taylor, Harold. "U.S. Office of Education Report," American Education, V, No. 5 (May, 1969), 7.

Torrence, E. P. "Educational Achievement of the Highly Intelligent and the Highly Creative: Eight Partial Replications of the Getzels-Jackson Study," Research Memorandum BER-60-18. Bureau of Educational Research, University of Minnesota.

Wittich, Walter A. and W. Henry Durr. "The Audio-Visual Tools of Learning: How to Make Them Work," School Administrator, LXX, No. 1 (July, 1962), 37.

#### C. UNPUBLISHED WORK

Brittaini, W. Lambert. "An Experimental Study to Determine a Test on Creativity," A study, Pennsylvania State University, 1956.

Dworkin, Leo. "A Systems Approach Toward the Reconceptualization of Curriculum," Unpublished Doctoral Dissertation, Michigan State University, 1969.

Church, John G. et.al. "Method for Increasing Learning Utilizing Learning Profile Findings," Albany, New York: New York State Education Department, 1964.

Guilford, J. P. "A Factor-Analytic Study of Creative Thinking," A study, University of Southern California, 1952.

\_\_\_\_\_. "Reports from the Psychological Lab. #19," Los Angeles: University of Southern California, 1957.

Hollingsworth, Jeanne M. "Survey of Secondary Humanities Programs," Report presented at Humanities Teaching Institute, January, 1969, Michigan State University, East Lansing, Michigan.

Lemmond, Lewis E. "A Value Analysis of Social Studies Textbooks," Unpublished Doctoral Dissertation, East Texas State College, 1964.

Madeja, Stanley. "Cemrel Progress Report," A report to the National Art Education Association, New York, April 2, 1969.

Miller, Sharon W. and Robert M. Brown. "Development of a Method for Measuring Sources of Learning," A study, New York State Education Department, 1964, Albany, New York.

National Education Association, "Media in the Public Schools," A paper, Washington, D. C., 1962.

Redfield, Robert. "The Study of Culture in General Education," Report presented at the Anthropology Curriculum Study Project, Chicago, Illinois, April, 1964.

Rogers, Everett. "On Innovations and Education," Paper presented at the Conference of the Michigan Cooperative Curriculum Program, September 24, 1965, Boyne Mountain, Michigan.

## APPENDIX A

## NON-WESTERN EDUCATION-GOVERNMENT PROGRAMS

Programs for International Understanding have developed in the last decade through the U. S. Office of Education in the area of:

1. Teacher Exchange - Mutual Educational and Cultural Exchange Act of 1969 (Fulbright Hays Act).
2. Research and Study Abroad - Grants for non-Western language study of graduate students.
3. Foreign Language and Area Centers - Title IV of National Defense Education Act allows graduate level training of 90,000 students in 106 language centers at 63 American colleges and universities (1969 figures) since 1968.
4. Research - National Defense Education Act financed in the area of foreign language curriculum development and comparative education studies.
5. Foreign Curriculum Consultant - Specialists (approximately 30 per year) are brought to the U. S. to enhance study of their special areas.
6. Educational Development Program - Foreign service program of three to six months duration to bring American ideas in culture and education to foreign educators.
7. Assistance to Other Visiting Educators - Approximately 1000 visitors per year are given study and travel aid in the U. S.
8. Technical Assistance - (Assistance International Development) gives specialized training to about 400 educators (mostly from Africa and the Far East).
9. International Organization - The Office of Education acts as a clearing house for reports and publications on U. S. policy on international education.
10. The Institute of International Studies - Established in 1968 to administer and direct programs expanding international education.

## I

**\*\* Denotes spring semester**

**\*\* Denotes spring semester**

## EAST ASIA (22 Centers)

1967-68

## TOTAL DEGREES GRANTED IN ASIAN STUDIES

	BA	MA	PhD
Language and Literature	74	17	3
Linguistics	5	2	1
East Asian Studies	91	73	--
Anthropology	26	3	2
Business	--	--	2
Economics	23	6	3
Education	15	7	--
Fine Arts	46	3	4
Geography	1	1	2
History	199	33	14
Journalism and Communications	--	--	--
Law	9	--	--
Mathematics	--	--	--
Natural Science	27	--	--
Philosophy and Religion	33	5	2
Political Science	130	13	6
Psychology	14	--	--
Sociology	58	5	3
TOTALS	751	168	42

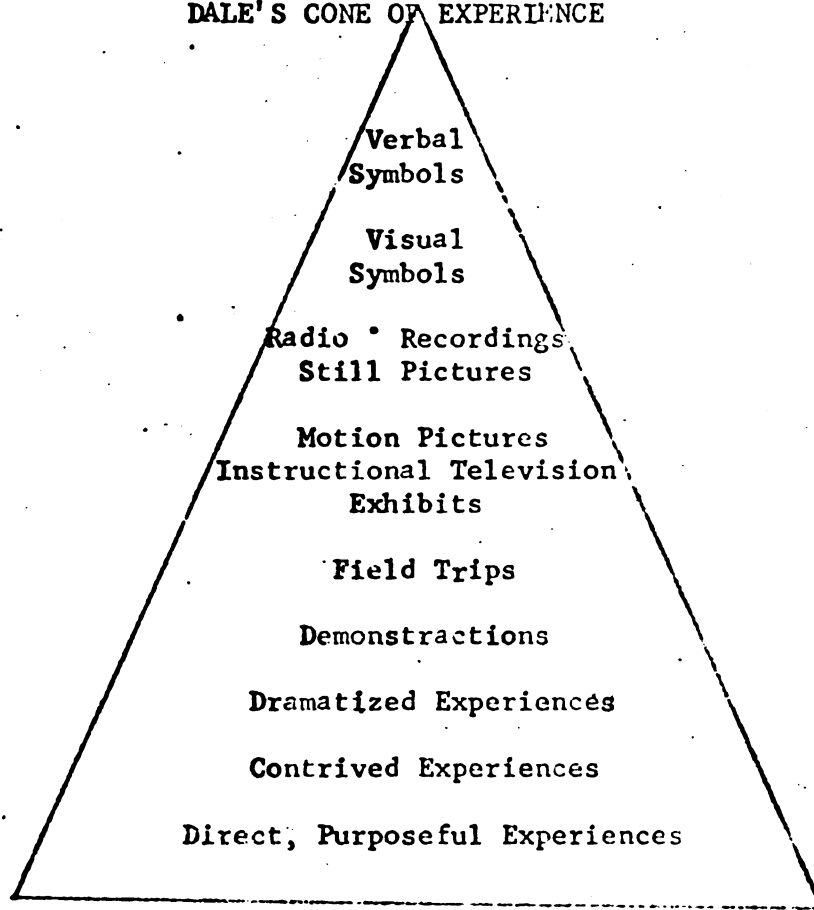
### Graduate and Undergraduate Enrollments, Fall 1968

World Area	Enrollments			Language			Linguistics			Literature			Area		
	Total	Grads.	U.G.	Total	Grads.	U.G.	Total	Grads.	U.G.	Total	Grads.	U.G.	Total	Grads.	U.G.
Grand Total	89850	21926	67924	26590	4260	22290	2153	1146	1007	9309	3305	6004	51798	13175	38623
East Asia	20136	4365	15771	3935	1204	2734	267	136	131	888	385	503	15046	2643	12403
Southeast Asia	1187	479	708	200	116	84	--	--	--	1	--	1	986	363	623
South Asia	5012	1502	3510	626	371	255	493	93	400	78	39	39	3815	999	2816
Middle East	8522	2013	6509	1695	521	1174	286	171	115	572	227	345	5969	1094	4875
Inner Asia	149	125	24	70	53	17	18	16	2	--	--	--	61	56	5
Soviet & E. Europe	17741	4403	13338	5017	1019	3998	221	191	30	2686	920	1766	9817	2273	7544
Northwest Europe	849	155	694	199	6	193	27	25	2	522	103	419	101	21	80
Sub-Sahara Africa	55849	1935	3914	581	201	380	120	81	39	147	51	96	5001	1602	3399
Latin America	30405	6949	23456	14267	812	13455	721	433	288	4415	1580	2835	11002	4124	6878





# DALE'S CONE OF EXPERIENCE



(1) Direct, Purposeful Experiences

(2) Contrived experiences

(3) Dramatized Experiences

involve DOING

in order of de-

creasing directness

(4) Demonstrations

(5) Field Trips

(6) Exhibits

(7) Instructional Television

(8) Motion Pictures

(9) Radio, Recordings, Still Pictures

involve OBSERVING

in order of de-

creasing directness

(10) Visual symbols

(11) Verbal symbols

involve SYMBOLIZING

in order of increasing

abstractness

Presented At  
Teacher's Media Workshop  
University of Hawaii  
Summer 1965

# Survey of Student Information

## Questionnaire A

The following questionnaire is to assist in the planning and development of course content and direction for the Non-Western Humanities class. This is your class so be as complete as possible with your answers.

1. Do you have any special interests or contact in Non-Western culture? (Music, art, religion, friends, pen pals, etc.) Yes \_\_\_\_\_ No \_\_\_\_\_ IF YES, explain briefly \_\_\_\_\_

2. Have you traveled to a Non-Western country? Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, tell where? for how long? Why? \_\_\_\_\_

3. Do you have contact with Non-Western resources? (materials, People, etc.) Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, give a brief description. \_\_\_\_\_

4. What would you like to see included in a Non-Western Humanities program? \_\_\_\_\_

5. Other comments: \_\_\_\_\_

NAME \_\_\_\_\_

GRADE \_\_\_\_\_

## Survey E

### Teacher Information

The following questionnaire is to assist the planning and development of information and resources on non-Western culture in the Bloomfield Hills School curriculum. Any suggestions from you will be sincerely appreciated.

1. Do you have any special interests or experience in non-Western culture (music, art, literature, history, religion)?

Yes \_\_\_\_\_ No \_\_\_\_\_ If yes explain briefly \_\_\_\_\_

2. Have you traveled to or spent any time in a non-Western area?

Yes \_\_\_\_\_ No \_\_\_\_\_ If yes tell where \_\_\_\_\_

How Long? \_\_\_\_\_ Under what conditions? (military, student, peace corps, tourist, etc.) \_\_\_\_\_

3. Do you have any contact with non-Western resources? (people, materials, institutions, etc.)

Yes \_\_\_\_\_ No \_\_\_\_\_ If yes explain \_\_\_\_\_

4. Would you be willing to contribute information (suggested book titles, articles, resources, etc.) to be utilized by the school system in this area?

Yes \_\_\_\_\_ No \_\_\_\_\_ If yes explain \_\_\_\_\_

5. What would you like to see included in introducing non-Western culture into the curriculum?

6. Comments:

Name -  
Position -  
School -  
Phone -

# THE USE OF T.V.A.

1. Do you have access to the following equipment?

YES	NO	CHECK ONE
100	0	Television
100	0	Radio
94	6	Record Player
63	37	Tape Player
58	42	Tape Recorder
79	21	Camera (still)
34	66	Camera (movie)
57	43	Projector (slide)
31	69	Projector (movie)

Survey C

Results From

100 Students

2. How many hours per week do you watch television? Average 8.1 Hours

3. Have you used any of the following equipment to produce your own materials?

NAME	NEVER	MINIMAL	OCCASIONALLY	OFTEN
Tape Recorder	39	30	17	14
Still Camera	12	50	20	18
Slide Projector	44	32	19	5
Movie Projector	69	11	17	3
Movie Camera	72	14	11	3

4. Do you have access to other A.V. equipment? Explain \_\_\_\_\_

# Survey D

## CLASS OFFERING FORM 1970-71 Bloomfield Hills Andover School

Because we are attempting to do some new things in scheduling this year, we are not going to offer formal study hall sections.

How long we continue this plan depends directly on how the students accept the responsibilities of keeping their studies up and how they make use of the informal student area and the new media center.

All courses will be offered next year on a semester basis. This means more flexibility and more new course offerings for the students due to teachers being in the classroom instead of study halls.

The minimum number of credits for graduation is still 14 units, with at least 1 Physical Ed, 1 English and  $\frac{1}{2}$  government credit as part of the 14.

College bound students should have a minimum of 3 English, 2 Math, 3 Social Studies and either 2 Science or 2 Foreign language credits as a part of their 14 credits.

Please look over the course offerings. Discuss them with your parents and counselor and make your selections.

### First Semester

Course No	Title
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

### Second Semester

Course No	Title
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

1st alternate selection \_\_\_\_\_ 2nd alternate \_\_\_\_\_  
3rd alternate \_\_\_\_\_

Alternate selections are needed in case we cannot offer a section due to lack of students or too large a class size. All selections are considered final.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parents signature

\_\_\_\_\_  
Counselor signature

# Sample of Student Programs 1960-1971

## STUDENT PROGRAM OF STUDIES - BLOOMFIELD HILLS ANDOVER HIGH

Name Doe John Grade 12 Phone No. 343-2134  
 (LAST) (FIRST)  
James Doe 1234 5th St., Bloomfield Hills  
 PARENT'S NAME ADDRESS—STREET AND NUMBER AND P. O.  
 Age \_\_\_\_\_ Birthdate—Year \_\_\_\_\_ Month \_\_\_\_\_ Day \_\_\_\_\_ Locker No. \_\_\_\_\_

PERIOD	ROOM	SUBJECT	TEACHER
H. R.	135		Miss Popp
1	117	Novel	Mr. Lyons
2	101	Humanities	Mr. Dennis
3	205	Typing	Mrs. Miles
4	301	Study Hall	Mr. Lane
5	204	F. F. A. M.	Mr. Moyer
6	135	Government	Miss Popp
7			
8			

Locker Combination \_\_\_\_\_

Name \_\_\_\_\_

## STUDENT PROGRAM OF STUDIES - BLOOMFIELD HILLS ANDOVER HIGH

Name Doe Jane Grade 12 Phone No. 543-2981  
 (LAST) (FIRST)  
George Doe 178 Birchway, Birmingham  
 PARENT'S NAME ADDRESS—STREET AND NUMBER AND P. O.  
 Age \_\_\_\_\_ Birthdate—Year \_\_\_\_\_ Month \_\_\_\_\_ Day \_\_\_\_\_ Locker No. \_\_\_\_\_

PERIOD	ROOM	SUBJECT	TEACHER
H. R.	130		Mrs. Schnell
1	125	French 4	Miss Vance
2	101	Humanities	Mr. Dennis
3	204	F. F. A. M.	Mr. Moyer
4	301	Study Hall	Mr. Mason
5	111	Cont. Lit.	Miss Dark
6	117	Great Books	Mr. Lyons
7			
8			

Locker Combination \_\_\_\_\_

Name \_\_\_\_\_





Test A

T. W. ADORNO'S MEASURE OF ETHNOCENTRICITY

PUBLIC OPINION SURVEY

The following statements refer to opinions regarding a number of social groups and issues. Please mark each statement on the left hand margin according to your agreement or disagreement.

+1 slight agreement  
+2 moderate agreement  
+3 strong agreement

-1 slight opposition  
-2 moderate opposition  
-3 strong opposition

1. Human nature being what it is, there will always be war and conflict.
2. Obedience and respect for authority are the most important virtues children should learn.
3. No weakness or difficulty can hold us back if we have enough will power.
4. Science has its place, but there are many important things that can never possibly be understood by the human mind.
5. Every person should have complete faith in some supernatural power whose decisions he obeys without question.
6. When a person has a problem or worry, it is best for him not to think about it, but to keep busy with more cheerful things.
7. A person who has bad manners, habits, and breeding can hardly expect to get along with decent people.
8. What the youth needs most is strict discipline, rugged determination, and the will to work and fight for family and country.
9. Some people are born with an urge to jump from high places.
10. Nowadays when so many different kinds of people move around and mix together so much, a person has to protect himself especially carefully against catching an infection or disease from them.
11. An insult to our honor should always be punished.
12. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.
13. What this country needs most, more than laws and political programs, is a few courageous, tireless, devoted leaders in whom the people can put their faith.
14. Sex crimes such as rape and attacks on children, deserve more than mere imprisonment; such criminals ought to be publicly whipped or worse.
15. People can be divided into two distinct classes; the weak and the strong.

3.

!!

13

3.

• •

• • •

99

344

14

1

3.

•

•

3.

3.

2.

2

16. There is hardly anything lower than a person who does not feel a great love, gratitude, and respect for his parents.
17. Some day it will probably be shown that astrology can explain a lot of things.
18. Nowadays more and more people are prying into matters that should remain personal and private.
19. Wars and social troubles may some day be ended by an earthquake or flood that will destroy the whole world.
20. Most of our social problems would be solved if we could somehow get rid of the immoral, crooked and feeble-minded people.
21. The wild sex life of the old Greeks and Romans was tame compared to some of the goings on in this country, even in places where people might least expect it.
22. If people would talk less and work more, everybody would be better off.
23. Most people don't realize how much of our lives are controlled by plots hatched in secret places.
24. Homosexuals are hardly better than criminals and ought to be severely punished.
25. No sane, normal, decent person could ever think of hurting a close friend or relative.
26. Familiarity breeds contempt.
27. It is essential for learning or effective work that our teachers or bosses outline in detail what is to be done and exactly how to go about it.
28. Some leisure is necessary but it is good hard work that makes life interesting and worthwhile.
29. Books and movies ought not to deal so much with the unpleasant and seamy side of life; they ought to concentrate on themes that are entertaining and uplifting.
30. When you come right down to it, it's human nature never to do anything without an eye on one's own profit.

GLK/cw

# Test B

## FACTUAL HUMANITIES EXAM

Name \_\_\_\_\_

QUESTION NO. ANSWER

GIVE DEFINITIVE ANSWERS AS MUCH AS POSSIBLE  
(OR CIVILIZATION)

- |     |     |
|-----|-----|
| 1.  | 1.  |
| 2.  | 2.  |
| 3.  | 3.  |
| 4.  | 4.  |
| 5.  | 5.  |
| 6.  | 6.  |
| 7.  | 7.  |
| 8.  | 8.  |
| 9.  | 9.  |
| 10. | 10. |
| 11. | 11. |
| 12. | 12. |
| 13. | 13. |
| 14. | 14. |
| 15. | 15. |
| 16. | 16. |
| 17. | 17. |
| 18. | 18. |
| 19. | 19. |
| 20. | 20. |
| 21. | 21. |
| 22. | 22. |
| 23. | 23. |
| 24. | 24. |
| 25. | 25. |

Humanities Test # 10

From Hawaii to Southeast Asia

Name \_\_\_\_\_

Score \_\_\_\_\_

I. Complete the Following:

1. Nature worship is in \_\_\_\_\_ religion of Japan and in \_\_\_\_\_ in China and Korea.
2. Two forces in balance on Korea's flag are \_\_\_\_\_ and \_\_\_\_\_.
3. The capitol of Japan is \_\_\_\_\_ on the island of \_\_\_\_\_.
4. Expo "70" is near the cities of \_\_\_\_\_ and \_\_\_\_\_.
5. Three major religions and philosophies of China and Korea and Taiwan are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
6. The capitol of Korea (South) is \_\_\_\_\_ with \_\_\_\_\_ million people.
7. The main river of Korea is the \_\_\_\_\_ of Hong Kong is \_\_\_\_\_.
8. \_\_\_\_\_ is the Chairman of Red China \_\_\_\_\_ of Free China.
9. The population of Red China is \_\_\_\_\_ times that of U. S. A.
10. The \_\_\_\_\_ Dynasty of Korea was basis of Korean style even though they practised \_\_\_\_\_ philosophy from \_\_\_\_\_.

II. Identify:

1. \_\_\_\_\_ Most important river of Southeast Asia.
2. \_\_\_\_\_ Origin of this River.
3. \_\_\_\_\_ Five countries that it flows through in
4. \_\_\_\_\_ Southeast Asia.
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_ Common language of this area.
9. \_\_\_\_\_ Two most important food crops.
10. \_\_\_\_\_

## STUDENT EVALUATION OF PROJECT PRESENTATION

In judging, use the numbers 1-6 with number one indicating least effective and six indicating most effective.

## Test D

Humanities Class

(Peer Evaluation)

[illegible]

## APPENDIX B

The following annotated bibliography, lists of resource materials and resource areas is presented in the exact form given to all students working with the Model of this study. The lists are ordered accordingly to the introduction of material to the Humanities classes.



## ANNOTATED BIBLIOGRAPHY

### CROSS CULTURAL COMMUNICATION

Andover High School Library - Humanities Classes 1969-70

#### Key

- H.S. - High School  
H.S.A. - High School Advanced  
REQ. - Required for all students  
REC. - Recommended for additional  
information and interest  
RES. - Research in special areas

Lederer, William J. A Nation of Sheep, Fawcett Publications, Greenwich, Conn., 1961-1967 (6th Printing).

A personal account of U.S. State department blunders in Asia prior to the Viet Nam conflict. A lucid account of how false information and twisted ideas become state dept. policy.

H.S.-REC.

Long, David F. The Outward View, Rand McNally and Company, Chicago, N. Y., San Francisco, 1963.

A modern historical analysis of U.S. and foreign relations. The book is crisis oriented with excellent illustrations of editorial cartoons and propaganda photographs. A good sampling of the exposure given in other countries to U.S. policy since 1776 and more specifically since 1900.

H.S.-RES.

Cleveland-Mangone-Adams The Overseas American, McGraw-Hill Book Company, Inc., N. Y. Toronto, London, 1960.

A well researched book on the problems of Americans abroad. Vivid descriptions of personal experiences of employers, employees and others who choose to spend time in another culture. An excellent description of "cultural shock" and "cultural empathy" in cross-cultural communication is related.

H.S.A.-REQ.

Fairbank, John K. China, Belknap Press of Harvard U. Press, Cambridge, Mass. 1967.

A very realistic and frank analysis of the reasons for distrust between the U.S. and China. Some of the blunders caused by our attempts to impose our culture and attitudes and subsequent reactions from the Chinese are analyzed on a culture-conflict basis.

H.S.-REC.

Buck, Pearl S. My Several Worlds, The John Day Co., Pocket Books, N. Y. 1954-1968 (7th printing).

An engaging and warm account of the life and experiences of a young girl growing up in China. A look at China from the inside as a member of a minority group.

H.S.-REQ.

Buck, Pearl S. The Good Earth, Pocket Books, Inc., New York, 1964 (52nd printing).

A highly readable account of the Chinese attitude toward his environment. The entire social system is analyzed in a humanistic fashion.

H.S.-REQ.

Markandaya, Kamala Nectar in a Sieve, The John Day Company, N. Y. 1954, Signet Book 1964.

A very personal and moving account of a village woman in India and her attempt to keep the family together in spite of a hostile environment.

H.S.-REQ.

Kahn-Herman-Wiener, A.J. The Year 2000, The Macmillan Company, New York 1967.

A systematic evaluation of our expanding society in the next 33 years utilizing the Hudson Institute's research data and projections on population, economics, politics. Some humanistic observations and alternatives are suggested. The obvious implications of population changes, Japan's economic growth, nuclear power, knowledge explosion, storage and retrieval systems and the loss of individualism due to mass communication are strong points.

H.S.A.-RES.

Goodfriend, Arthur The Twisted Image, St. Martin's Press, N. Y. 1963.

A close personal observation of the U.S.I.S. policy in India under the Eisenhower administration. The need for grass-roots level of communication to provide true image to another culture and failure of the U.S.I.S. in understanding this cross-cultural axiom is the focus of the book.

H.S.-REQ.

Benton, William The Voice of Latin America, Harper and Brothers, New York 1961.

An overview of the basic problems and suggestions for improving U.S. and Latin American relations. Not very strong on grass roots level, but clearly states the case for education and economic assistance.

H.S.-REC.

Bates, Marston The Prevalence of People, Charles Scribner's Sons, New York, 1962.

A conversational look at man and his culture through population studies. The book appeals to the human factor in the growth of civilization.

H.S.-REC.

Hoffer, Eric The True Believer, Harper and Row, New York, 1951.

A candid commentary on the nature of mass movements and their cause and effect. The insight presented is thought provoking as well as informative by a writer well known for controversial, but down to earth observations.

H.S.-REC.

Daedalus - Spring 1967 - Color and Race, Journal of the American Academy of Arts and Sciences, Vol. 96, No 2, Boston Mass.

A collection of writings and observations from leading scholars that describe the significance of racial characteristics and skin pigmentation in human relations.

H.S.-REQ.

Daniel, Bradford Black, White and Gray, Sheed and Ward, New York, 1964.

This is a collection of 21 observations by white and black writers and leaders on the race problem. The personal observations give one an insight as to the barriers to communication between whites and blacks in our society.

H.S.-REC.

Hapgood, David Africa: From Independence to Tomorrow, Atheneum, New York, 1966.

The need for understanding and communication between the traditional villager and the innovators is the key to tomorrow in Africa. A well written account of the African and his search for a better world as seen from a grass roots level.

H.S.-REQ.

Hohenberg, John Between Two Worlds, Frederick A. Praeger, New York, 1967.

This is an extensive look at the power of the press in presenting information about Asia to America and includes Asian journalism as well as American. The need for a strong sense of responsibility to the people who read the periodicals and publications rather than to political or personal gains is stressed. Many excellent accounts of recent events in Asia as well as interviews are included.

H.S.A.-REC.

Underhill, Ruth M. First Came the Family, William Morrow and Company, New York, 1958, 1967 (5th Printing).

A very elementary look at family patterns and customs throughout the world. Some of the symbolism that carries over to our own family traditions is explained as to origin and purpose. The need for certain relationships is explained.

H.S.-REC.

Huxley, Elspeth Back Street New Worlds, William Morrow and Company, New York, 1965.

An Englishwoman gives a first hand report on the impact of immigrants on England after World War II. This is an analysis of the problems confronting divergent culture groups that have, for various reasons, been thrust together. Traditional barriers to communication and resultant mis-conceptions are well illustrated.

H.S.-REQ.

Barber, Joseph Good Fences Make Good Neighbors, The Bobbs-Merrill Company, Inc., Indianapolis - New York, 1953.

The resentments and frustrations of Canadians in dealing with the United States is brought to light in a highly readable account, that pulls no punches. The need for recognition as individuals is a major step to understanding, and this book describes many of the short-sighted ways in which we forget this fact. Understanding begins in your own backyard as this book reveals.

H.S.-REC.



# ANNOTATED BIBLIOGRAPHY

## CI SS CULTURAL COMMUNICATION

Lahser High School Library - Humanities Classes 1969-70

### Key

- H.S. - High School  
H.S.A. - High School Advanced  
REQ. - Required for all students  
REC. - Recommended for additional  
information and interest  
RES. - Research in special areas

Canon John Arnott MacCulloch, D. D., Editor The Mythology of All Races, Cooper Square Publishers, Inc., New York 1964. (13 Volumes).  
Encyclopedia of stories of the worlds myths.

H.S.-RES.

Lindsay Patterson, Editor The International Library of Negro Life and History, Publishers Company, Inc., New York, Washington, London 1967, 1968. (5 Volumes).

An account of the accomplishments of the Negro in America written for young people. Music, Art, Theatre, Medicine, Biography, Civil War.

H.S.-RES.

Staley, Eugene The Future of Underdeveloped Countries, Praeger Paperbacks, N. Y., Washington, London 1961.

This was published for the Council on Foreign Relations to show the political implications and vulnerability of underdeveloped areas of the world. It gives results of communist influences and dictatorships (eg. Mao's China) through appealing to Economic Development.

H.S.-REC.

Shriver, Sargent Point of the Lance, Harper and Rowe Publishers, (paperback) New York, Evanston, London 1964.

A series of lectures on the democratic ideas of the Peace Corps and its obligation to humanity.

H.S.-REC.

Dulles, Foster R. Yankees and Samurai, Harper and Rowe Publishers, New York 1965.

U.S. role in emerging Japan. Western view.

H.S.-RES.

Ward, Barbara India and the West - Pattern for a Common Policy, W.W. Norton and Co., Inc. New York 1964

An analysis of the economic growth, its effect and future plans for India. A lucid account of the problems faced by the planners of India.

H.S.-REC.

Chase, Stuart The Proper Study of Mankind, Harper and Rowe, New York, Evanston, London 1956.

Explores various concepts in regards to social sciences (eg. the culture concept) and presents a limited world view.

H.S.-RES.

Josephson, Eric and Mary, Editors Man Alone - Alienation In Modern Society, A Laurel Edition (paperback), Dell Publishing Co., Inc. New York 1962.

A series of essays covering man's alienation with himself and the loss of identity through mass culture. These are excellent essays from the best writings of the 20th century.

H.S.-REC.

McCluhan, Marshall Understanding Media, New American Library, New York 1966.

A modern philosopher's look at our "electronic circus".

H.S.-REC.

Mead, Margaret, Editor Cultural Patterns and Technical Change, A Mentor Book, The New American Library of World Lit., Inc. 501 Madison Ave., New York, New York 1963 (8th printing).

The impact of the technical age on traditional societies. A manual prepared by the World Federation for Mental Health Society of the United Nations. An Objective view of change.

H.S.-REC.

Dechaume, Francis China Looks at the World, Pantheon Books, Random House, New York 1967.

An in-depth presentation of China today and the West.

H.S.-REC.

Griffin, John Howard Black Like Me, Houghton-Mifflin Co., Boston, Riverside Press, Cambridge 1960-61.

An interesting cross cultural experiment that reaches the core of bias.

H.S.-REC.

The following list of paperbacks serve as the basic reading background to a course in Non Western Humanities. These are not in the library at the present time. All students will be required to do some readings from each book.

Fairbank, John King The United States and China, The Viking Press, New York, 1964 (6th Printing).

One of the most complete reviews of China and the present attitudes and policies shaped by the political division after World War II. Also includes an accurate account of the cultural development.

Reischauer, Edwin O. The United States and Japan, The Viking Press, New York, 1965 (3rd Printing).

A close analysis of the Japanese character with some historical references. The relationship between the U.S. and Japan before and after World War II are emphasized. Excellent reference material on the structure of post war Japan. Emphasis is on the political, educational and economic issues.

Goodrich, L. Carrington A Short History of the Chinese People, Harper and Row, New York and Evanston, 1963.

A concise, easy to follow history of the Chinese people, well illustrated and provides excellent reference and resource materials.

Linton, Ralph The Tree of Culture, Random House, New York, 1955, 58.

This is a good basic text for cultural anthropology. The material is divided into regional development and presents a close study of the humanistic attitudes in the various societies. The why of cultural patterns is explored within the limits of specific geographic areas.

Brown, Ina Corinne Understanding Other Cultures, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1963.

One of the more humanistic approaches to the study of mankind and his relationships in today's society. An excellent comparative approach to other cultures that reaches to the roots of understanding. Recommended as basic reading in world humanities.

Dean, Vera Micheles The Nature of the Non Western World, Mentor Books, 501 Madison Ave., New York, 1963 (7th Printing).

A lucid account of the problems in non-western cultures that have resulted from western contact. The history of Colonialism and its effect as seen through sympathetic western eyes. The book tends to over-simplification of cultural contrasts, but does present excellent factual material as to the reasons for lack of understanding between western and non-western peoples.

McCord, William The Springtime of Freedom, Oxford University Press, New York, 1965.

This book is a very realistic approach to the problems and solutions developing societies. A historical analysis is utilized to bring home the point that success stems from capitalizing on the differences between peoples and that a variety of approaches must be analyzed in order to bring development and unity to emerging nations.

## OTHER RESOURCES

### Pamphlets:

Heine-Geldern, Robert, "Conceptions of State and Kingship in Southeast Asia", The Far Eastern Quarterly 1942 II

Kublin, Hyman, "India and the World Today", Foreign Relations Project: Laidlaw Bros., Inc., River Forest, Ill.

Organizations: (Asian Pamphlet Materials)

(The) Asia Society - 112 E. 64 St., New York, N.Y.

Japan Society - New York, N.Y.

Unesco Publications Center - New York, N.Y.

United States National Commission For Unesco - Washington, D.C.

Records & Music: (General Asian)

Angel Records, Capitol Records Distrib., 1750 Vine Street, Hollywood, California

Columbia Records, Division of CBS, Inc., 799 7th Ave., New York, N.Y.

Desto Records, 12 East 44th St., New York, N.Y.

Folkway Records, 117 W. 46th St., New York, N.Y.

Warner Bros. Records, Inc., 321 W. 44th St., N.Y.

Westminster Recording Company, Inc., 275 7th Ave., New York, N.Y.

World Pacific Records, Hollywood, California



There are several visual aid presentations available through the Andover School office. These are not commercial but are the result of student projects as well as collected information from two study trips around the world. If any of the titles may be of use to your program, please feel free to avail yourself of the material by sending a request with the title and date (s) to be presented to this office. The title, grade level, time, media for presentation and a brief description are presented to aid the selection and use of each one.

Donald Dennis  
Humanities Department

1. My People Say This is a Junior Senior High level 25 min. tape slide presentation about African People. The complex tribal structure of Africa, it's customs and culture are compared to those of America.
2. Tokaido This is a Senior High level 30 min. tape slide presentation. The trip between Tokyo and Osaka as experienced in 19th century Japan is described through the blockprints of Hiroshige.
3. Culture and Politics This is a Senior High level 15 min. tape slide presentation. Control of Chinese culture is explored as is evident in the present communist regime.
4. The Meaning of "OM" This is a Senior High level 30 min. 80 slide presentation. It is a look at the complexity of India through it's people and it's religion.
5. Gods of the Nile This is a Junior Senior High level 22 min. tape slide presentation. The story of ancient Egypt is unfolded by a trip up the Nile and exploration of the tombs and pyramids.
6. The Chinese Mystique This is a Junior Senior High level 20 min. tape slide presentation. Chinese character for more than 3,000 years has been shaped by his natural environment and his art shows evidence of this.
7. Surrealism This is a Senior High level 30 min. tape slide presentation. A look at literature and art of the surrealist movement of the early 20th century.
8. The Contemporary Japanese This is a Senior High level 60 min. tape presentation. A talk by Edwin Reischauer that tells of Japan's role in today's world.

9. Mythology This is a Junior Senior High level 90 min. tape slide presentation. The literature of Ancient Greece as well as it's art is described with a trip to Mount Olympus.
10. Daumier This is a Senior High level slide presentation that varies in time length. French - 19th century artist who uses the editorial cartoon to describe the life and times of the new French republic.
11. Islamic Architecture This is a Senior High level text and slide presentation that varies in time length. It is an overview of the development of Islamic styles from Spain to India.
12. The Myth of Rama-Yama This is a Junior Senior High level text and slide presentation that varies in time length. Literature of India.
13. India (Rubber-Coffee-Sugar) This is a Junior Senior High level text and slide presentation that varies in time length. The economy of India as seen through three major resources.
14. Jataka Tales This is a Senior High level text and slide presentation that varies in time length. Indian Literature.
15. Vijayanagar Empire This is a Senior High level text and slide presentation that varies in time length. It describes Indian art-culture prior to the time of English colonial rule.
16. Art of Asia This is a Junior Senior High level 10 min. tape slide presentation. Introduction to the art and a brief overview of major areas of cultural development in Asia.
17. Zen in Japanese Art This is a Senior High level 20 min. tape slide presentation. An introduction to one of the most important attitudes to cultural development in Japan.
18. Around the World This is a Junior Senior High level 50 min. 16 MM film presentation. Phillipines-Singapore-Southeast Asia and India. This is part of the film made by Donald Dennis while taking a world trip in 1966.
19. Christmas Around The World This is an all grade level 22 slide presentation that varies in time length. Student art of customs around the world in celebrating a favorite holiday. Similarities and differences are quickly shown and explained as to origin.

20. Glimpses of Spain This is a Junior Senior High level 9 min. tape slide presentation. It provides a quick tour of Spain and it's present day culture.
21. Michelangelo This is a Junior Senior High level 60 min. tape slide presentation. It shows the life and work of one of the giants of the Western Renaissance art movement.
22. Leonardo Da Vinci This is a Junior Senior High level 60 min. tape presentation. The life and work of one of the men who shaped the scientific mind of modern western society.
23. Visual Art of Japan This is an all grade level 40 slide presentation that varies in time length. Sculpture, prints, architecture, drama and the traditional arts of Japan are surveyed.
24. Vietnam This is a Senior High level 30 min. tape slide presentation. General look at Vietnam - it's people - it's country - it's culture and it's conflict.
25. England This is an all grade level 40 slide presentation that varies in time length. A general view of the present attempt to become the center for the new "Youth Culture".
26. War and Art This is an all grade level 16 slide presentation that varies in time length. The history of conflict as seen through the eyes of the artist.
27. Chinese Music This is a Junior Senior High level 30 min. tape presentation. An introduction to Chinese music as presented by radio Free China of Taiwan.
28. Aztec Art This is an all grade level 14 slide presentation that varies in time length. General art objects of pre Columbian culture give an insight to the past in America.
29. Indonesian Music This is an all grade level 5 min. tape presentation. Folk songs of Indonesia.
30. Chinese Painting This is a Senior High level 5 min. tape slide presentation. Brush technique and its importance is portrayed.
31. Korean War Prisoners This is a Senior High level 30 min. tape presentation. Interview of the brain washed Americans by an army psychologist.

32. Chinese Indoctrination This is a Senior High level 60 min. tape presentation. Father Clifford tells of communism in China and how he was successful in not submitting to thought reform.
33. The Beatles This is a Junior Senior High level 15 min. tape slide presentation. The Beatles rise to fame as the avant-garde of music today and tomorrow.
34. The Globe Theater This is a Senior High level 14 slide presentation that varies in time length. A view of Globe Theater and it's importance as a means of expression in Elizabethan England.
35. Japanese Music This is a Junior Senior High level 2 hour tape presentation. Koto - old and modern music is played and interpreted.
36. Indian Music This is a Junior Senior High level 60 min. tape presentation. Three classic Ragas (sitar).
37. Watts Riot This is a Senior High level 10 slide presentation that varies in time length. The race problem is explored through Bob Dillan's social commentary and Life magazine photography.
38. American Indian Art This is an all grade level 20 slide presentation that varies in time length. It shows samples of Indian design in their utilitarian art forms.
39. Japanese Wedding This is an all grade level text and 20 slide presentation that varies in time length. Wedding ceremony in Japan today. Both Shinto and Buddhist ceremonies are shown.
40. Black Like Me This is a Junior Senior High level 60 min. tape presentation. A talk about personal experience by John Howard Griffith. An inside view of race prejudice in the south.