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## ABSTRACT

### RATIONALE AND DESIGN FOR AN INTERDISCIPLINARY HUMANITIES COURSE AT THE COMMUNITY COLLEGE

by Richard H. Lockwood

The purpose of this study has been to examine the Interdisciplinary Humanities Course within the community colleges of Michigan and to consider what measures might be taken to strengthen its position within the curriculum.

In the Fall of 1966, a majority of community college spokesmen expressed the opinion that the course in question should, ideally, be represented in all two-year programs at this collegiate level. Nevertheless, it was found that less than 5 percent of the Michigan community college population was currently enrolled in such a course, and that only 5 of 22 colleges then in operation had developed a substantive Interdisciplinary Humanities Course.

This disparity gave rise to the critical question, namely: What factors contribute to the relative weakness

of a course which appears to be held in such high official regard?

### The Design of the Study

The study is comprised of two primary elements. The first, largely descriptive and analytical, represents an overview of situational factors and involves the following units:

1. a discussion of intellectual and non-intellectual characteristics of the community college student population;
2. a review of existing humanities coursework in the community colleges of Michigan;
3. an examination of course distribution in the liberal arts and general education fields and a review of Michigan community college curriculum patterns affecting the development of elective coursework;
4. a discussion of the findings of two questionnaires, one addressed to community college administrative and faculty spokesmen in order to ascertain their opinion regarding the optimum objectives, form and content of a community college humanities course, and the other directed to faculty in selected Michigan community colleges as a means of gauging their reaction to certain innovative concepts and to a hypothetical instructional mode.

The second element of the study represents an attempt to design an instructional process for the Humanities Course, one which would take into account the situational factors

alluded to above, and would provide for the needs of a heterogeneous student population.

### Conclusions

It appears evident that community college administrators and faculty in the state of Michigan are genuinely concerned with the problem of developing a viable Interdisciplinary Humanities Course.

The present study seems to support the conclusion that, within the community colleges of Michigan, a well-established, widely-subscribed Humanities Course is a curricular fortuity, reflecting the efforts of one or more enthusiastic, well-trained instructors who, in relative isolation, have been successful in relating the course to the interests and abilities of students at this collegiate level. It appears unlikely that the course will prosper in the community colleges of the state until a more adequate footing is developed.

It is concluded that the community college Humanities Course, if it is to mature, must (1) allow and provide for wide differences in student background, abilities and goals, (2) derive from objectives which are clear, realistic and, wherever possible, stated in behavioral terms, and (3) make use of a full range of verbal and non-verbal communication techniques.



RATIONALE AND DESIGN FOR AN  
INTERDISCIPLINARY HUMANITIES COURSE  
AT THE COMMUNITY COLLEGE

By

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CHAPTER I

INTRODUCTION

Statement of the Problem

The community college, in catalogue statements and in official pronouncements, has claimed, as one of its strengths, an interest in developing substantive general education coursework. Leland Medsker, examining the community college movement in 1960, concluded that this is, largely, an unfulfilled claim. "Only a few colleges," he reported, "have developed special integrated courses as a means of helping students obtain a comprehensive background in interdisciplinary fields. Most colleges have relied on conventional academic courses to meet the needs of general education. This method in itself is not necessarily to be criticized. However, since [many] of its students do not go beyond the two years of college, providing some breadth

of background for them, under the limitation of the two year period, is particularly important in the community college." (106:26)

The response to a recent questionnaire, reviewed in Chapter VI and entered as Appendix C, would indicate that community college administrators and teachers in the state of Michigan are genuinely concerned with the problem of developing an introductory humanities course appropriate to the abilities, interests, and academic goals of the transfer and the non-transfer student.

The implementation of this concern awaits the development of common understandings and procedures. It is to this problem that the present study is addressed.

When a college course, at any point in time, appears to be well established, it is likely that its vitality may be attributed to factors of this kind, acting singly or in concert:

1. The course may be required by the institution or by state law;
2. The course may serve as a prescribed unit in one or more of the college curricula;
3. The course may be in the hands of an unusually effective instructor;
4. The course may exhibit an inner design-strength, and be capable of sustaining its own weight even when deprived of subsidy.

The object of this study is a certain general education survey course in the context of the community college. The course is entitled, variously, The Humanities, An Introduction to the Humanities, or The Humanities Survey. It is characterized by extreme diversity and has taken different forms not only in different institutions, but in different classrooms within the same institution.

The problem to which this study is directed is best expressed in question form:

1. What are the conditions under which the Humanities Course is most likely to achieve coherence and viability within the community college?
2. How can the course be made to seem "useful" to students in the open-door college, and "appropriate" to individuals with widely differing attitudes, interests, and academic goals?

The Humanities appears as an entry in the catalogues of 8 of the 22 Michigan community colleges which were in operation in September, 1965.

A recent course-distribution study, reviewed in Chapter V, disclosed that in the Fall of 1966, ten community colleges were, in fact, offering a combined total of 88 class sections of a course bearing the word "humanities" in the title or sub-title. Of this total, 22 represented History of Western Civilization sections taught with a consistently strong

humanities emphasis. It must be noted that 4 of the 10 institutions provided 73 of the 88 section total, indicating that the course was not uniformly well established or distributed within the community colleges of Michigan.

The catalogue descriptions are varied in the extreme, attesting to the complexities of the course and giving the impression that there is no clear agreement regarding its objectives or its content. Two constants are noted: the course is represented, in each case, as being (1) panoramic in nature and (2) concerned with the interrelationship of concepts drawn from allied disciplines. It appears that all might subscribe to the general statement that "humanities is the study of man as revealed in his cultural achievements."

The most expansive of the catalogue statements is found in the Alpena Community College 1966-67 bulletin. The two-semester Humanities sequence is represented as being "concerned primarily with artistic, emotional, and intellectual values in the history of European and Asiatic culture as reflected in the visual arts, in literature, in music, in religion, and philosophy. The major objective of the course is to develop in the student an appreciation for and a layman's understanding of the ways through which man has

expressed his inner feelings about the world in which he lives."

The Humanities may serve as a capstone course or as an introductory survey depending upon the previous training and experience of the student and upon the nature of his academic program. The evidence suggests that for a majority of community college students, the terrain of the course will be relatively unfamiliar and it will serve as a self-contained curricular unit, rather than as a required element within a course sequence.

The purpose of this study, then, has been to examine the course in its state-wide setting and in selected community colleges elsewhere, to develop a supportive rationale and to formulate a set of operational principles and guidelines derived from an analysis of the community college population, of curriculum patterns and of learning problems indigenous to the humanities.

The process is one of articulation and alignment, and of formulating an instructional mode which, it is hoped, will bear promise of rendering the course maximally adaptive to a variety of programs and curricula within the given setting.

A substantial body of descriptive and adjuratory literature has developed around the concept general education. It has come to represent that portion of the curriculum which is concerned, primarily, with the development of insight and awareness for its own sake, apart from its "usefulness" or "marketability." It seeks to provide the basis for intelligent living regardless of one's specialized competencies or life goals.

It is common for descriptive statements to conclude with the observation that general education has, for a variety of reasons, and in spite of the educator's awareness of its worth, failed to mature, in effect losing ground to specialized and pre-professional coursework at the college level. A number of responsible observers have concluded that "in the majority of two-year colleges, relatively little had been done to meet the objectives of general education." (106:26)

This dilemma is not likely to be resolved by individuals working in isolation. It is a part of the larger problem to which R. W. Tawney refers in saying that "civilization is no longer the business of an elite alone, but a common enterprise which is the concern of all." As higher education becomes absorbed into the mass culture it will,

in time, be the atypical student who does not accept the option of college-level training.

The most enthusiastic partisan of a Humanities course will recognize that the nature of the offering is such that it will not and, perhaps, should not be a part of every student program at the community college level. Whether or not students would, as individuals, benefit from a suitably designed Humanities course, it remains unrealistic to expect that those engaged in short-course vocational programs will be able to devote six semester hours, or even three, to the Humanities.

The assumption is here made that if the course were imaginatively conceived, effectively organized, sensitive to the interests and goals of the majority of students, and precise as to its objectives, it would commend itself to administrators and to a greater number of community college students, and would seem appropriate for inclusion in a wider variety of vocational and transfer programs.

### Importance of the Study

There have been a number of recent statements which testify to the dearth of developmental research in matters concerning the community college. Of 137 projects initiated under Title VII of the National Defense Education Act in the period 1958 to 1964, none were addressed to the community college as an institution, or to problems which are unique to it. Various factors may account for this lack of introspection:

1. the primacy of instruction over to research;
2. the relative informality of administrative structure and of departmental organization;
3. a basic uncertainty as to the role of the community college within the framework of higher education; and
4. the tendency, in a period of rampant growth, to make short rather than long-range plans.

There is evidence to suggest that as the community colleges develop in size and influence, they will find it expedient to devote more of their energies to course and curriculum study, and to an examination of institutional form and function.



The present study represents an effort to strengthen a particular survey course which has developed rather dramatically in other parts of the country but which has matured quite unevenly within the community colleges of Michigan. In all but four of the Michigan institutions, the Humanities Course seems to be dead centered. If this is true, a relatively small force, properly applied, may exert a considerable influence upon its development in the period of growth just ahead.

This research study rests upon the assumption that there is a valid place for a well-conceived interdisciplinary Humanities Course among the general education offerings at the community college.

The need for research in the humanities.--It is apparent that, in the period following World War II, faced by threats to its security and to its authority among nations, our country invested most heavily in the development of enriched and accelerated coursework in what it perceived to be "critical" areas. Russian advances in space technology provided a cause célèbre which was countered by the National Defense Education Act of 1958 and the establishment of the National Science Foundation in 1959.

The federal government moved out from its traditional area of vocational education into the business of curriculum-making in academic fields on a scale never before attempted. The federal influence was felt particularly in the fields of science, mathematics, and foreign languages, stimulating the development of what have become, in effect, nation-wide programs.

More recently, attention has been directed to guidance, teaching technology, special programs for children from deprived backgrounds, to research and development in higher education and, in a limited way, to English, social studies, and the humanities.

There has been a series of high-level statements deploring what many perceive to be a serious imbalance. Jerome Bruner has warned that "principal accolades may, if we are not careful, go to those proficient in technological and scientific fields, with a consequent devaluation of excellence in other areas. We will have to devote as much energy to improving curricula and teaching in the humanities and social sciences as is now being devoted to science and mathematics." (18:79)

In somewhat different terms, Ralph Tyler speaks of "integrative needs" as opposed to social, vocational, or

physical needs, "the need to relate oneself to something larger and beyond one's self, that is, the need for a philosophy of life. This is less a matter of indoctrination, of selling one set of values or another, but rather of supplying certain knowledge, attitudes, skills and the like, the development of which will help [the student] to meet these needs more effectively." (143:5)

T. R. McConnell, speaking to the same general point, says that "all whose formal education extends beyond high school need some contact with the world of ideas, the life of the spirit, the world of beauty and the need for civic intelligence," adding that "the difference among citizens in a democracy should take the form of gradations between the informed and the unenlightened, the cultured and the uncultured, the vocationally educated and the liberally educated." (103:54)

Bruner remarks that "it is an accident of historical development that, over the last ten years, the sciences and scientific training have been favored or emphasized. There has simply been more opportunity to examine progress in these fields, since it is in these fields that most of the experimental curricula have been constructed. Redoubled efforts are essential in the social studies,

in the humanities and in language instruction." (18:10)

The Humanities in the community college.--The uneven development of the Humanities Course within the community colleges of Michigan may be attributed, in part, to the lack of any systematic effort to clarify its objectives or to delineate the various roles which it might play within the existing curricula.

B. Lamar Johnson argues for the development of "imaginative proposals which are directly relevant to the unique characteristics of the two year college [in order to] maintain and improve the quality of instruction during a period of sharply expanding enrollments." (94:144)

As of September, 1966, less than 5 per cent of Michigan community college students were enrolled in the Humanities Course. It is evident that the course is geared primarily to the abilities and interests of the transfer student. If, in time, the course were to be restructured and established as a favored elective or as a required unit of a core curriculum so as to involve a majority of two-year vocational and transfer students, very substantial modifications would be required.

While many community college students are as able academically as underclassmen in the typical 4-year

institution, they constitute a smaller proportion of the total group. In developing coursework, it must be recognized that the community college does attract and accept students not ordinarily admitted in large numbers to the senior college.

One of the purposes of the present study is to explore the possibility of developing a more flexible instructional design, one which would permit the Humanities Course to serve as a bridge rather than as a barrier between students with varying aptitudes and goals.

With respect to the humanities as a subject field, one of two attitudes may be taken. First, it may be held that humanistic studies are, by nature, scholarly and esoteric, and hence of value only to those students who arrive at college with a background of related experience and able to read and write at a scholarly level. Second, it may be asserted that the concerns and issues which underlie the humanities can be presented in some intellectually honest form to the great majority of college students, regardless of their previous experience or their degree of aptitude for scholarly work.

The Humanities and instructional technology.--

Certain elements of the humanities, notably art,

architecture, music and drama, call to mind the importance of making full use of media capabilities, what Bruner calls "devices for vicarious experience."

It is apparent that many college teachers have, for various reasons, resisted the use of non-verbal communication techniques. A Humanities Course, by its very nature, suggests an approach which will involve the full range of human and technological teaching resources.

W. K. Begg provides an instructional model which may prove highly serviceable to the humanities instructor. "Suppose we place the teacher at the center of the process and assume from the beginning that he will serve as the master of ceremonies or the producer rather than the main actor. Now, suppose he can be equipped with the ability to use effectively the techniques and devices that are available and that his function is to focus these, along with his own talents, on a given learning situation. Graphically, the design would appear something as follows. We would place the teacher in position as a sort of central sun which controls certain satellite processes." (7:9)

Haskell Block, writing in 1954, concluded that "the rapid growth of general courses in the Humanities is without

doubt one of the most important developments in American higher education." (159:468)

There is no specific reference in Block's study to the community college, and the evidence does not suggest that his remarks are germane to this sector of higher education. Quite the opposite appears to be true. Effective and well established coursework in the Humanities would seem to be the exception rather than the rule within the community colleges of Michigan.

### Design of the Study

Lawrence Haskew, in a discussion of educational innovation, lists what he perceives to be the three strategies most frequently employed. "One traditional method has been to get as many people as possible to use rational judgement . . . to agree upon (a) what is desirable and (b) what will be most likely to bring about the desirable. Another traditional answer is to produce hypotheses of what might be better and to test these hypotheses in some context of evaluative control. A third approach is to investigate the record and then . . . to form deductions which may become the basis of planned and directed progress." (177:337)

The present study involves two primary units, the first of which, comprising Chapters II-VII is largely descriptive and analytical, conforming to the first of the approaches outlined by Haskew. It undertakes, through an examination of relevant factors within the community college setting, to establish an adequate knowledge base for the constructional elements which follow.



The second unit, Chapters VIII and IX, is developmental, and represents the formulation of an experimental design for an introductory humanities course based, in large part, upon an analysis of the relationship between learning problems in the humanities and certain contextual factors which characterize the community college.

Elements: Unit One

The first unit, identified as descriptive and analytical, involves the following elements:

1. a review of literature pertaining to intellectual and non-intellectual characteristics of the community college population;
2. a brief overview of recent developments which effect the relative position of the community college within the total framework of higher education, developments which point to the need for intensive course and curriculum study within this expanding sector;
3. a survey of catalogue descriptions of existing humanities coursework in the community colleges of Michigan;
4. a compilation of representative community college course summaries, outlines, and syllabi as a means of assessing the present scope and intent of the humanities course in various collegiate settings;
5. an analysis of in-state transfer and vocational curriculum patterns which affect the development of elective coursework, generally, and of the humanities course in particular;

6. an accounting of the distribution of non-science, liberal arts and general education coursework in the community colleges of Michigan as of September, 1966;
7. a compendium of administrative and faculty judgment in two matters affecting the development of an interdisciplinary humanities course:
  - (a) a compilation of the opinion of selected community college administrators and department heads with regard to optimal objectives of such a course, to the form and content deemed most likely to achieve these objectives under the given conditions, and to the major obstacles which one might expect to encounter. The data collecting instrument is identified as Questionnaire 1 and appears in Appendix C.
  - (b) an evaluation of the response by approximately 250 instructors in nine of the Michigan community colleges to a series of questions designed to assess present attitudes toward the concept innovativeness as it might affect the design of coursework in non-science, liberal arts and general education fields. This instrument is identified as Questionnaire 2 and appears in Appendix D.

The first unit, taken as a whole, represents an overview of situational factors which bear upon the development of an introductory humanities course within the community college. An attempt has been made to highlight those elements which would hinder and those which would

assist individuals acting in the capacity of a "change agent." Richard Carlson identifies this individual as "a professional who has as his major function the advocacy and introduction of innovations into practice."

(20:4)

One finds within the literature many statements to the effect that the community college has not realistically faced, much less resolved, the curricular complications of the "open-door policy." Ralph Tyler points out that "course objectives are not automatically identified by collecting information about . . . students." (143:10) It must be assumed, however, that this collection process constitutes an important first step.

The purpose of the first unit has been to supply certain "hard" information which may serve as a footing upon which the framework of a community college humanities course may be constructed.

#### Elements: Unit Two

The second unit is concerned with the formulation and implementation of a course design, and relies most heavily upon the techniques of analysis and deduction.

The assumption is made that a single course-conception, in a field as variegated and as diffuse as the humanities, would not, when fully fleshed out, be serviceable within a wide range of institutions. The emphasis, therefore, is upon the delineation of principles, guidelines, and objectives, and the development of a prototype instructional model informed by (1) a review of relevant curricular and student characteristics, and (2) an analysis of learning problems indigenous to the humanities.

The primary elements are as follows:

1. an examination of the structure of learning problems in the humanities, with particular emphasis upon certain factors central to the task of adapting the humanities course to the given student population;
2. the formulation of primary and secondary objectives, the derivation of basic guidelines and operative principles;
3. the design of a prototypic instructional process, representing the activities of a week, as an exercise in translating these guidelines and objectives into practice.

### Summary

This study represents an attempt to define a multidimensional problem in a particular collegiate setting, and to offer a working solution, one which, by design,

lends itself to institutional modification. It is, essentially, a feasibility study centering around a particular general education offering which, along with certain other elective coursework, stands in need of revitalization if it is to maintain its present position within the curriculum.

General education for the transfer student is dictated by the receiving college, but the general education for the non-transfer student has, for the most part, appeared to be a casual adaptation of the traditional liberal arts offering. New approaches have been developed for the study of physics, biology, and mathematics, but the need remains for curriculum development and for a new approach to the teaching of history, psychology, sociology, and the humanities.

The purpose of this study will have been fulfilled if, in addition to making some contribution of its own, it stimulates further efforts to develop substantive humanities coursework appropriate to the abilities, interests, and academic goals of the community college student.

## CHAPTER II

### SURVEY OF THE LITERATURE

The two major components of the present study have been as follows:

First: a brief overview of the concept general education and a survey of the community college setting with particular attention to those factors which have tended to stimulate and those which have tended to inhibit the development of interdisciplinary, elective coursework within the community colleges of the state.

Second: an analysis of the nature and dynamics of learning problems in the humanities within the framework of the comprehensive community college, the derivation of guidelines and objectives, and the formulation of an experimental design for an introductory humanities course consonant with the perceived abilities, interests, and goals of the community college student.

The literature reviewed, the correspondence and personal contact involved in the course of this study, has

reinforced the impression that a given course may prove to be excellent in one setting and quite ineffective in another. In this regard, Dewey remarked that "it is no reflection upon the nutritive value of beefsteak that we do not feed it to infants." The writer has encountered many references to "ecological factors" which tend to shape an educative experience in the same way that climatic conditions encourage the development of certain plant and animal forms at the expense of others.

Further, the literature seems to support the contention that instructional procedures and practices, perceived as ecological conditioners within the classroom, have been little affected by the bulk of theoretical research and literature. It is generally conceded, however, that the adoption rate of new ideas, a matter investigated in detail by Miles, Mort and Carlson, will, to an increasing degree, be enhanced through the influence of emergent research and dissemination centers and by the development of new teaching materials, facilities, and technological processes.

A substantial body of literature has developed around the concept: general education. The authors most frequently consulted in this area were John Dewey, Paul

Dressel, Earl McGrath, B. Lamar Johnson, Lewis Mayhew, and T. R. McConnell.

General education has been described as liberal education with its matter and method shifted from its original aristocratic intent to the service of democracy, in the hope of extending to all men the benefits of an education that liberates. General education is said to be more concerned with the learner than with the content as such, which may be organized with less regard to traditional fields and disciplines. Its goals are individual development, and its emphasis upon behavior and social awareness as well as upon intellectual development as an outcome of learning.

A review of the literature leads to the impression that a small group of individuals served as "prophets" of general studies in the 1940's and 50's, and that they were, for the most part, met with apathy and abuse. If their basic argument was that intensive study in any subject field should be preceded by a broad overview of that field, the countering attitude seemed to be that surveys, however well-meaning, tended to be discursive, superficial, and beneath the dignity of a scholar.



More recently, there appears in the literature an optimistic tone, suggesting that "what was once perceived as a vice is now being redefined as a virtue," and holding forth the hope that a rapprochement may, in time, be reached between the antagonistic positions. Factors of this kind may be responsible:

1. Steeply increasing enrollments with the result that change, where it does not come about by choice, may come about by necessity;
2. The emergency of the community college, with large numbers of students whose post-secondary training will often be limited to a period not exceeding two years;
3. The "knowledge explosion" which seems to call for a reassessment of the rank and priority of ideas within a course and of courses within a curriculum;
4. The tendency for academic communities to become less insular and more responsive to the pressures which are being brought to bear upon them;
5. A resurgent interest in developing innovative habits of mind and of encouraging students to examine value systems in the hope of forming their own hierarchy of values in a world which is shifting from the older transcendentalism towards a more worldly interpretation of life;
6. The emphasis, within contemporary learning theory, upon the "structure" of knowledge rather than upon the mastery of facts and techniques, upon what Bruner refers to as "supporting habits and skills that make possible the active use of materials one has come to understand . . . providing a general picture in terms of which the relations between things encountered earlier and later are made as clear as possible." (18:12)

7. An awareness that "job specifications" are no longer as neatly drawn as once they were, that a majority of college students will make two or more major occupational shifts in their first decade out of college, that some students are being readied for jobs that will soon be rendered obsolete while others are preparing for occupations, the requirements of which are not yet known.

The literature points to many unsolved problems.

Louis Safer remarks that

at first glance the possibilities for updating or improving general education courses in the fine arts and humanities seem rather limited. The national and professional climate in which general education has to struggle and compete is not too encouraging. Not only is the whole of education besieged by pressing problems, but within each family of colleges there are fierce struggles for status and gain, many times at the expense of other members of the family. There can be no doubt that the decade ahead will make or break certain aspects of university and college structure, be it privately or publicly endowed. (201:136)

It is generally conceded that the problems faced in the development of general education coursework are so varied, that no single format or procedure will be found useful unless provision is made for considerable institutional modification. There are, however, certain common problems which Jack Johnson describes in this way:

Few graduate schools make any effort to train individuals competent to teach broad, general courses. On the contrary, graduate specialization is often more concerned with the microcosm than with the macrocosm.

Therefore, the lack of trained instructors has been, is, and will be a serious difficulty in developing programs in general education.

Colleges and universities have failed to create a climate in which general education courses can be developed. In some instances, a dean or a president has been favorably disposed to such programs, but it should be clear that unless the entire administrative phalanx, including department chairmen, believes that such offerings are significant and basic to the education of college students, these programs will be failures.

Many general education courses . . . are offered without firm commitment on the part of students. They sit in such courses without understanding why they are there or for what purpose the program is offered. This is an area that might be explored and may be one that offers a key to the success or failure in any updating of general education courses. Most general education courses are required. But how often are requirements explained to students? How often are requirements related to the background and experience of the individual student? (182:141)

Johnson offers a set of proposals which he labels "procedural":

Offerings in general education have often been thought of as freshman-sophomore programs. Instead, general education should be interwoven [throughout] the student's college career. Such liberal education cannot be arrived at by definition, but by the actual test of performance in the classroom. A liberal [general] course is one liberally taught. This is a proposal that might be considered for all courses.

Those persons who design general education courses should ask to be freed from the artificial structure of American higher education. It does not follow that the best lectures can be given in fifty minutes, that a program should

be limited to a certain number of semesters, and that textbooks necessarily follow the paths of knowledge. If general education courses are experimental in their approach to subject matter, they might also be experimental in their approach to structure.

Because general education courses are often alien to a student's background and contrary to his vocational aspirations, an orientation program would seem appropriate. In many cases, students are placed in required general education programs without any understanding as to why they are there. And sometimes, an instructor without any previous experience or background in general education is assigned to teach the course.

General education courses should have their own administrative shield. Presidents, deans, departmental chairmen should protect those who teach these courses from the sniping of colleagues. Administrators should insist, if they offer general education courses at all, that these courses are important and that they have complete administrative support. In addition, administrators should see to it that the students and instructors in general education programs are not treated as second-class citizens.

Instructors who teach courses in this area should be given their own rewards. They should be treated as equals along with their specialized colleagues with regard to promotion, salary, and tenure. In no instance should it be assumed that these instructors are "experts" in all field of the social sciences or humanities, for example. Instead, they should be individuals who can demonstrate how the whole man approaches a whole problem. (182:143)

The present study has, as its focus of interest, the Introductory Humanities Course, general education being the type of which this course is a token. It is interesting to note that the resistance to general studies

centers upon its implementation rather than upon its essential worth as an educative concept. Dressel found that, even in situations where one might expect the greatest resistance to the idea of general studies, it was widely agreed that the college student should be provided with at least a basic knowledge of those concepts, attitudes, and responsibilities desired of all members of a free society. (42:137)

The second body of literature examined in the course of developing Unit I of this study was that which describes various aspects of the community college setting. The principal sources of information have been (1) broad studies of the nationwide movement undertaken by Thornton, Medsker, Koos, Blocker and associates, Clark, Diekhoff, Fields and Reynolds, (2) college catalogues, institutional self-studies, federal and state agency reports, and (3) academic profiles developed by Seashore and various testing services. In addition, information has been gained from personal correspondence and interviews over a three-year period, and from two questionnaires reported upon in Chapters VI and VII.

Unit II of the present study represents (a) an analysis of learning problems in the field of the Humanities, and (b) the formulation of an experimental humanities course design and process which will, hopefully, be appropriate to the community college situation.

The problem was approached, at the outset, by examining the following bodies of literature to the extent that time allowed:

1. current opinion and research findings in the area of learning theory;
2. materials relating to curriculum design and to the establishment of educational objectives;
3. research in the field of instructional technology and descriptions of existing and emergent facilities;
4. current texts and commentaries which approach the Humanities not in its more esoteric, aristocratic form, but in its capacity as a general education correlate of the biological sciences, history, and the social sciences.

An overview of these areas was gained by examining the appropriate entries in the Encyclopedia of Educational Research, the Handbook of Research on Teaching and similar publications. The literature itself was found to be so extensive that it was necessary to read selectively, focusing upon those books, reports, periodicals, and journals

which offered material most clearly relevant to the present study.

Within the first category, that of learning theory, the following authors were reviewed with special care: Jerome Bruner, Robert Gagné, Robert Travers, and John Dewey.

In curriculum development and the establishment of educational objectives, the authors consulted most frequently were Ralph Tyler, Bloom and Krathwohl, Paul Dressel, and Robert Mager.

In the area of teaching technology, material by James Brown, B. F. Skinner, James Thornton, Wilbur Schram, James Finn, B. Lamar Johnson, and Matthew Miles was found particularly useful.

Within the field of the Humanities, the principal sources were Arnold Graeffe, Norman Foerster, Lawrence Frank, Herbert Read, and Ordway Tead.

It was, by turns, disconcerting and reassuring to find so little reference in the literature to the Humanities Course at the community college level. James Thornton has remarked that:

a course in the humanities . . . may be approved after considerable study, and included in the [community] college catalogue. Yet it

may fail entirely in its intended effect on students because teachers are unavailable or poorly trained or uninterested in it, because adequate classrooms or instructional supplies are not made available, because guidance workers fail to call it to the attention of students, or even because it is scheduled at an unattractive or conflicting time. (140:169)

It seems evident that, within the community colleges of Michigan, a well-established Humanities Course is a curricular fortuity, reflecting the presence of an enthusiastic and well-trained instructor who has been successful in relating the course to the interests and abilities of his students. It is not likely that the course will prosper throughout the community colleges of the state until a more adequate footing has been developed.



## CHAPTER III

### THE COMMUNITY COLLEGE STUDENT

#### Intellective and Non-Intellective Characteristics of the Population

Just as diversity is the uncontested fact of our culture, so heterogeneity is the constant which characterizes our student populations. This has not always been so. "Our college students are different today from their predecessors. They also differ more from each other than did their predecessors; the range of difference is increased by the broadened base from which college students are drawn." (154:42)

Le Play, French mining engineer and sociologist of the mid-19th century, spoke of "populations ebranlées" --uprooted peoples, those who have overthrown the old allegiances and not yet discovered new ones. The resulting sense of estrangement, he pointed out, occurs "whenever a society [finds it difficult] to respond elastically and productively to inner change."

An examination of certain characteristics of the community college population may reveal the extent to which Le Play's comment seems applicable to that large segment of our population, age 18-21, which formerly would have given no thought to formal training beyond the secondary level.

Our investigation will be limited to a review of what is known regarding certain intellectual and non-intellectual characteristics, and to the perceptions and expectations of the college-age group. Special note will be made of those criteria which might serve effectively as predictors of interest and success in a general humanities course.

James Reynolds has stated that, "although there is a dearth of authoritative information about [community] college students, there is unfortunately no dearth of folklore and myth."

One "myth" held by many faculty members in four-year colleges and universities and, it might be added, in community colleges as well, is that "the junior college student [is] inferior, by nature, to students in the four year colleges and universities. This view," he says, "persists in spite of the fact that countless studies

over almost a half-century have destroyed any foundation for it." (119:45)

Evidence will be presented later which suggests that there is some substance to this "myth," i.e., that community college students, taken as a group, are somewhat "inferior" where traditional measures of academic potential serve as criteria. There is evidence to support the observation that this "gap" is becoming progressively narrower where meaningful and "honest" comparisons are made. It is obvious that no purpose is served by sweeping generalizations or unsupported indictments.

The second "myth" cited by Reynolds maintains that "the only justification for the [community] college is the provision of vocational education. "On this basis," he says, "two-year colleges are considered to go beyond their depth when they offer academic programs [to students] for whom further academic education is a waste of time." (119:46) This ultra-conservative, neo-aristocratic view is no longer widely held, but where it appears, its slogan might be: Education for all is education for none.

### Measures of Academic Ability

Hoyt and Munday, in analyzing American College Testing data derived from a comparison of 85 community colleges with 205 four-year institutions, sought to answer the question: How do the academic potentials of junior college freshmen compare with those of freshmen attending four-year colleges? It was found that their average 1964 ACT scores differed "by about one-half a standard deviation, while their high school test scores were about one-third grade point apart." It was emphasized that "the differences among junior colleges in academic potential were so great that the least able students in one junior college would be well above average in another." (83:1)

Although mean ability scores for these 85 junior colleges were found to be somewhat more homogeneous than for the 205 four-year colleges, there was substantial variation among them. The highest ACT-Composite mean obtained by any junior college was 23.3; the lowest was 8.3. Seven junior colleges averaged above 21, while five averaged below 15. When one considers that the standard deviation of the Composite score for college-bound students nationally is approximately 5, it is obvious, Hoyt and Munday observed, "that there was little overlap in the academic

talents of students enrolled in junior colleges at the extreme of this distribution." Similarly, Medsker points out that only 10 per cent of entering students in certain junior colleges transferred, whereas in others, as many as 67 per cent pursued further study. (106:91)

Two generalizations are made. First, "the ACT mean scores were somewhat more homogeneous among junior colleges than among four-year institutions. Second, the typical variability within two-year colleges was somewhat greater than the typical variability within four-year colleges; that is, the typical junior college contends with a somewhat greater range of academic talent than does the typical four-year institution."

Table 1 gives mean and standard deviations of American College Testing test scores and high school grades for the junior college and four-year college samples.

"Similarly," it was pointed out, "the average academic potential at several junior colleges was well above the average in typical four-year institutions." (83:1)

It must be emphasized that the sample, though quite large, was restricted to those junior colleges and four-year institutions participating in the American College Testing Research Service and lacked comparison with

TABLE 1

AMERICAN COLLEGE TESTING SCORE  
DEVIATIONS BY COLLEGE TYPE

Test Scores	Standard Deviation Among Colleges		Standard Deviation Within Colleges	
	Junior College	4-Year College	Junior College	4-year College
ACT English	1.78	2.03	4.92	4.42
ACT Math	1.99	2.89	5.90	5.54
ACT Social Studies	1.97	2.40	5.61	5.22
ACT Natural Science	2.13	2.51	5.74	5.40
ACT Composite	1.91	2.33	4.53	4.17

(83:6)

random samples from the national population. Caution must be taken, therefore, in generalizing these results to all colleges.

On the basis of this sample it was determined that "students within individual junior college had more diverse academic talents than was typical of students in four-year institutions." The following table records the diversity of ACT (American College Testing) scores within and between the two college types.

It is natural that the community college, adhering as it does to an "open door" admissions policy, should attract a student body somewhat lower in academic aptitude

TABLE 2

ACADEMIC POTENTIALS OF JUNIOR COLLEGE  
AND FOUR-YEAR COLLEGE SAMPLES

	85 Junior Colleges <sup>1</sup>		205 Four-Year Colleges <sup>2</sup>	
	Mean	S.D.	Mean	S.D.
ACT English	17.6	5.2	19.8	4.9
ACT Math	17.4	6.2	20.0	6.2
ACT Social Studies	18.2	5.9	20.7	5.7
ACT Natural Science	18.5	6.1	20.8	6.0
ACT Composite	18.0	4.9	20.5	4.8
H.S. English	2.39	.90	2.75	.86
H.S. Math	2.15	1.00	2.45	.98
H.S. Social Studies	2.49	.91	2.85	.88
H.S. Natural Science	2.25	.93	2.54	.92
H.S. Average of Four Grades	2.32	.73	2.65	.71

<sup>1</sup>Total number of students = 24,549.

<sup>2</sup>Total number of students = 101,634.

<sup>3</sup>All differences significant beyond .01 level. (83:7)

and potential than that of the typical four-year college. Various studies indicated that the average community college freshman would rank at about the 30th percentile of the four-year college group.

This difference reflects the fact that community colleges, while attempting to maintain the importance of intellectual development as a prime objective, often pursue a broad-ranging program involving the development of

vocational skills and competencies. In many instances, the standard measures of academic potential do not, taken alone, serve as reliable predictors of success.

While diversity among junior colleges was considerable, diversity within these colleges was even more noteworthy. This study provided empirical support to the commonly held belief that junior colleges must deal with the entire range of academic talent--from the most gifted to the student of borderline intelligence. To provide academic programs which are appropriately stimulating to students of all academic levels is an immense challenge. Especially important is the need to provide effective guidance to junior college students and to offer various levels of instruction in common subject matter areas such as English and mathematics. (83:15)

A relatively recent study by Seashore was also addressed to the question: How do junior college freshmen compare with senior college freshmen? It is in general agreement with other studies of the same problem and the conclusions are quoted at this point.

It is not surprising to find that junior college freshmen generally are not as able in the areas measured by College Qualification Tests (CQT) as the four-year or senior college freshmen. The following statements seem reasonable:

The median score for junior college freshmen is near the 25th percentile for senior college freshmen.

About 24 per cent of junior college men and 20 per cent of junior college women are above the respective medians for freshmen in four-year colleges.



There is a considerable overlap of scores. These distributions tell us that there are many junior college students whose scores would be considered superior in senior colleges, and many low-scoring senior college freshmen who would also rate low in junior colleges.

The difference in favor of the four-year student is slightly greater for women than for men. (203:75)

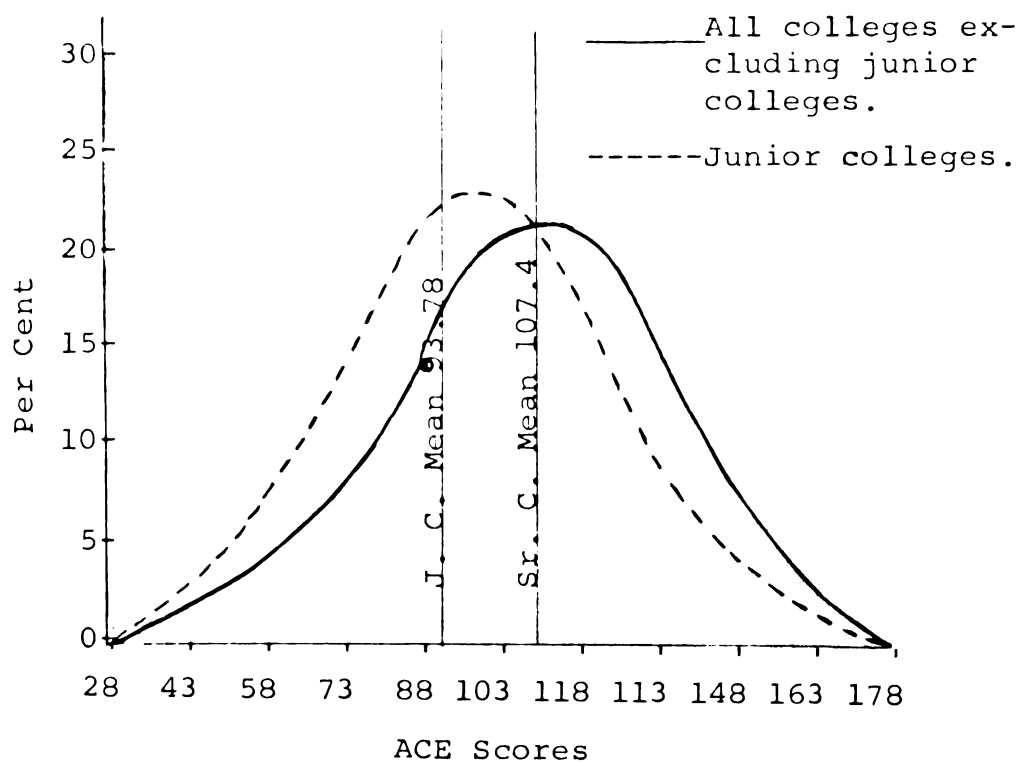
The terminal-transfer distinction has been a difficult one to contend with. As previously noted, approximately two-thirds of the junior college entrants, upon admission, elect a transfer program. Generally speaking, no more than one-third do, in fact, transfer. Seashore, in comparing junior college students in transfer programs with those in terminal programs, observes that:

As would be expected, the scores on a scholastic ability test such as the CQT are generally higher for the transfer group than for the terminal group . . . a large proportion of junior college transfer aspirants is at least as able as the upper three-fourths of senior college freshmen. The terminal students are clearly less [academically] able than the scholastically oriented groups in both junior and senior colleges. Since separate norms are available for terminal and transfer students, each junior college applicant can be evaluated in terms of these two major sub-groupings. Such evaluations are particularly valuable if admissions officers have a chance to counsel candidates prior to entry into college. In fact, advisors may well consider the separate transfer and terminal norms more useful than the composite norms for all junior college freshmen. (203:78)

Medsker, utilizing data based on the A.C.E. test, provides the following chart which indicates the nature of the distribution of scores in the two types of colleges.

(106:37)

Figure 1.--Junior College vs. Senior College: Comparison of 1952 A.C.E. raw scores.



Data based on study of 200 institutions by the Center for the Study of Higher Education.

It must be noted that both type of institutions have their complement of high and low scoring students. The overlap is sufficiently extensive that no valid conclusion may be drawn regarding the academic aptitude of an individual student simply by noting the type of institution in which he is enrolled.

Evidence of the terminal-transfer bi-modality of the junior college population is clearly shown in a study conducted by Thornton in 1955. He compared the decile scores on the A.C.E. test of 455 terminal students and 597 transfer students at Orange Coast College. Raw scores were first expressed as percentile scores, corresponding to the published norms for freshmen in four-year liberal arts colleges, and were then tabulated in deciles. Knowing that, in the norm group of liberal arts college freshmen, 10 per cent of all scores fell within each decile, a convenient basis for comparison is provided--liberal arts college freshmen on one hand and junior college transfer students on the other. It will be noted that nearly half of the terminal students scored in the bottom two deciles of the norm group. Of the transfer students, more than half (322, or 54 per cent) are clustered about the median of the liberal arts distribution, with considerably less

than 10 per cent, however, falling within the 9th and 10th decile and, it is interesting to note, less than 10 per cent in the lowest decile of the distribution.

TABLE 3

DECILE DISTRIBUTION OF A.C.E. TEST SCORES,  
ORANGE COAST COLLEGE TERMINAL AND TRANSFER  
STUDENTS, FALL SEMESTER, 1955

Decile	Number of Terminal Students	Number of Transfer Students	Total Students	Per Cent Terminal	Per Cent Transfer	Per Cent Total
10	7	24	31	1.7	4.0	2.9
9	10	43	53	2.2	7.2	5.0
8	16	51	67	3.5	8.5	6.4
7	20	78	98	4.4	13.1	9.3
6	29	59	88	6.4	9.9	8.4
5	41	69	110	9.0	11.6	10.5
4	51	65	116	11.2	10.9	11.0
3	61	71	132	13.4	11.9	12.6
2	104	83	187	22.9	13.9	17.8
1	116	54	170	25.3	9.0	16.1
	455	597	1052	100.0	100.0	100.0

(140:150)

Thornton observes that "although average test scores of junior college freshmen are lower than average scores of liberal arts college freshmen, the range of scores in both kinds of colleges is equivalent; recommendations for further study and predictions of later academic success must be made for individual students, not for

categories of students. "It is obvious," he remarks, "that the various kinds of colleges in the American system of diversity are not operated for exclusively different kinds of students." (140:151)

A number of studies have demonstrated that where the performance of community college transfer students was compared to that of "native" students, no significant difference was observed by the end of the senior year. Medsker's national survey of the record of junior college transfers in 16 institutions in 9 states indicated that the transfer students did somewhat less well than the native students in the first term after transfer but that, in most institutions, by the end of the senior year, they closely approached and, in a few instances, did slightly better than the native students. In terms of retention rate, however, their record was markedly lower. (106:116)

In 1965, James Piety made "a comparative study of entrance examination scores of (1) 30,702 entrants of a large metropolitan junior college district, (2) 2,327 entrants of Northern Illinois University, and national norms." The purpose of this study was to examine American College Test (ACT) and College Ability Test (CAT) entrance

scores of junior college students in the metropolitan area of DeKalb, Illinois. (29:52)

The City Junior Colleges were used as a source of data, inasmuch as they had used standardized national tests for many years to indicate the capacity of students for successful performance. The ratings achieved by these entrants was then compared with national college norms. In addition, the City Junior College entrants were compared with Northern Illinois University entrants for 1962.

Northern Illinois University is a co-educational, state supported institution with a 1965 Fall enrollment of 11,916 fulltime degree-program students. Approximately 82 per cent of applicants were accepted in 1965, nearly 100 per cent coming from the Midwest. In recent years, the University has undergone a considerable expansion and broadening of its program. In 1962, however, only the B.S.Ed. degree was offered. The University identified itself as a liberal arts institution, conferring 829 degrees, 49 per cent in education, 21 per cent in business and commerce, 9 per cent in social sciences and 5 per cent in English. In 1962, its only accredited program was in the field of teacher education.

The procedural methods of the study and a summary of significant findings are included for the insight which they provide regarding the comparative academic strength of community college matriculants.

#### Procedural Methods of the Study

1. Related literature published in professional periodicals, reports, and related papers secured from the Department of Examinations of the City Junior College, between the years 1940-1963, were examined to determine the extent to which studies had been done in this field.

2. The 1955 Edition of the College Ability Test, Form 1A, was administered, from September 1956 through March 1963, to 30,702 entering students in the City Junior College System.

3. The City Junior Colleges administered the College Ability Test, Form 1A, in the fall of 1962 to 4,448 entrants.

4. National norms for the College Ability Test, and the American College Test, which was used at Northern Illinois University, were secured from the Department of Examinations of the City Junior College.

5. A conversion table, to compare the College Ability Test, and the American College Test, with national CAT norms was developed.

6. The Department of Research, at Northern Illinois University, supplied scores for 2,327 student entrants for the fall of 1962. The 1960 Edition of the American College Test was administered, prior to the beginning of the school term, in the fall of 1962.

7. The data was analyzed and compared by constructing tables that indicated the medians (50th percentile),  $Q_3$  (75th percentile), and  $Q_1$  (25th percentile), and conclusions were drawn from the findings of the investigation.

### Summary of Significant Findings

The following findings of the study were based upon an analysis of information obtained in the process of conducting the study:

1. The composite for the 30,702 community college entrants were compared with national college norms on the College Ability Test. It indicated that the entrants ranged from the zero percentile to the ninety-ninth percentile. The total range for the 2,327 entrants to Northern Illinois University, for the fall of 1962, ranged from the 6th percentile to the ninety-ninth percentile.

2. The third quartile composite for the 30,702 community college entrants, from 1956-1963, ranked at the 50th percentile of national College Ability Test norms. The third quartile for the 2,327 Northern Illinois University entrants for 1962 ranked at the 93rd percentile of the national College Ability Test norms.

3. The median composite score for the 30,702 community college entrants, compiled from 1956-1963, ranked at the 33rd percentile of the national College Ability Test norms. The median for Dr. Medsker's 1952 California study of 6,199 community college entrants ranked at the 33rd percentile. The median for the 2,327 Northern Illinois University entrants, for the fall of 1962, ranked at the 83rd percentile of the national College Ability Test norms.

4. The first quartile composite for the 30,702 community college entrants, from 1956-1963, ranked at the 10th percentile of the national College Ability Test norms. The first quartile for Dr. Medsker's 1952 California study of 6,199 community college entrants ranked at the 20th percentile of the national College Ability Test norms. The first quartile for the 2,327 Northern Illinois entrants, for the fall of 1962, ranked at the 33rd percentile of the national College Ability Test norms.

5. There were twenty-five percent of the 30,702 community college entrants examined, or 7,677, that ranked above the median on the



national College Ability Test norms. There were seventy-five percent of the 30,702 entrants, or 23,025 that ranked below the median for the national College Ability Test norms. There were sixty-seven percent of the entrants at Northern Illinois University, or 1,563 entrants, out of a total of 2,327 tested, that ranked above the national College Ability Test norms median. There were 764 entrants at Northern Illinois University, out of a total of 2,327 tested, or 33 percent of the entrants, ranked below the median.

6. There were 5.82 percent of the 30,702 community college entrants, or 1,789 that were above the third quartile. Northern Illinois University had 53 percent of the 2,327 entrants for the fall of 1962, or 1,239 entrants that were above the third quartile, on the national College Ability Test norms.

7. The study found that community college entrants tended to rank below the national norms for four-year colleges, but many of the entrants were superior in ability to students in senior colleges. The metropolitan community college entrants ranked at the same median as the California community college entrants tested by Dr. Medsker. Both ranked at the 33rd percentile of national College Ability Test norms.

8. The community college entrants tended to rank below Northern Illinois University entrants. A few of the community college entrants would be considered superior in senior colleges.



### A Review of Certain Non-Intellective Characteristics

It is generally agreed that the community college will assume an increasingly important role in the years ahead. "It has several purposes, each of which merits respect, acceptance and support." (140:146) In establishing curricula and planning coursework appropriate to this sector of higher education, it is critically important that educators are responsive to the aptitudes, interests, and goals of the students for whom this experience is provided.

There follows, at this point, a review of what is known regarding certain non-intellective characteristics of community college students perceived in the aggregate, focusing upon those qualities which have particular relevance to the present study.

Knowledge about students in the two-year college is quite sparse, except in relation to their academic abilities and achievements before and after transfer to four-year colleges. There are many studies of the test scores, average grades, and academic success or failure of students, but this information does not provide a picture of the student as a person. Fortunately, this deficiency has been recognized by some

students of the junior college. There are now a number of studies under way in universities and two-year colleges which promise factual and comprehensive information about students and their attitudes, aspirations, values and reactions to experience in the freshman and sophomore years. (106:84)

#### Sex Distribution

In the fall of 1965, a total of 1,176,852 students were enrolled in 2-year institutions throughout the country: 735,361 men and 441,491 women at the proportion of 6 to 4. This closely approximates the 6.4 to 3.6 ratio of men to women in 4-year institutions, fall 1965. (149:17)

#### Age Distribution

In 1935, Lide found that 87 per cent of the students in Wright Division of Chicago Junior College were under twenty years of age. (183:476)

In the intervening years, there has been a general increase in the proportion of older students, indicative of the progressive diversification of community college function. Medsker's study in 1958 of age distribution in 10 junior colleges enrolling 13,300 day students, found 43 per cent to be 19 years of age or younger, 10 per cent to be 20-22 and 47 per cent to be over 23. (106:43)

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Coalinga College reported that 10 per cent of the students in its 1958 fall enrollment were over 30 years of age, and an additional 17 per cent were between 21 and 29. (213:13)

In 1963, on the basis of head count, as opposed to full-time equated student count, individuals "not of college age" made up approximately 50 per cent of the total number of two-year college students in this country. (149:18)

As with other qualities, age distribution will also vary considerably between colleges, reflecting the scope and direction of its program.

### Marital Status

"Although no national statistics are available, it is probably true that approximately one quarter of all the students in two-year colleges are married." (10:108) Medsker found that, in six community colleges reporting, 23 per cent of the students were married. (106:45) Orange Coast College reported, in 1955, that 19.8 of its students were married and 2.1 per cent divorced.

Educational and Socioeconomic Background

"Proportionately more two-year college students come from lower socioeconomic backgrounds than do their counterparts in four-year colleges and universities."

(10:114) For many students, then, this institution provides at least the promise of intellectual, social, and economic advancement. For students from relatively deprived backgrounds, there is the implication of "escaping from one's heritage."

There is considerable variation between institutions with regard to the academic "college readiness" of its students. Nevertheless, it is obvious that fewer community college students are prepared, by their previous conditioning, to accept higher education as an inner-directed, high-level value. As a group, they tend to be doubly jeopardized, possessing somewhat lower academic ability as measured by standardized tests and, in general, lower personal motivation.

The high community college attrition rate suggests that many students, lacking the ability to gauge their talents correctly, elect a program of study which is, for them, unrealistic. Obversely, many community colleges fail to provide high-quality vocational programs which,

in conjunction with general studies of an appropriate level of difficulty, will equip the average student with those skills and insights which he will need if he is to find his place within a complex society.

### Family Background

It has been demonstrated that there is a high correlation between (1) the father's occupation and (2) the son or daughter's success in college. (154:21)

The abilities and attitudes which students bring to the college campus have their genesis in previous experiences and, if the college is to perform its educational functions effectively, it must understand these experiences. (10:111)

Burton Clark undertook a comparison of the occupations of the fathers of students at Stanford University, the University of California at Berkeley, San Jose State College and San Jose Junior College. (23:69) It was discovered that 87 per cent of the Stanford University students were from upper-white-collar families, 7 per cent from lower-white-collar families, 6 per cent from upper-blue-collar families, and none from lower-blue-collar families. The University of California drew 69 per cent of its students from the upper-white-collar group and only 6 per cent from the lowest socioeconomic group. At



San Jose State College, 55 per cent were from white-collar families and 45 per cent from the blue-collar stratum.

San Jose Junior College had 38 per cent from the white-collar group and 62 per cent from families lower on the Socioeconomic scale.

Two Michigan studies substantiate these findings.

In an examination of 100 full-time male students at Henry Ford Community College it was found that 11 per cent of the student's fathers were in the professional, technical, and managerial occupations, 9 per cent were in clerical and sales work, and 67 per cent were classed as skilled, semiskilled or unskilled. (27:313)

Of 150 students graduating from Flint Community Junior College, in 1961, sixty per cent of the parents were classified as skilled, semiskilled or unskilled, and only 25 per cent had, themselves, finished high school.

More important, many of the students who attend public community colleges do not enjoy the advantage of previous conditioning which encourages perception of education as a high-level value. This means that the two-year college has the additional problem and responsibility of developing this value, which serves as the foundation for successful academic achievement. (10:112)

Varying Perceptions of Post-  
Secondary Education

A study by Olsen of occupational choice made clear that

students did not recognize the difference between liking an activity and actually performing it, nor the distinction between interest in an occupation and the ability to perform the duties it requires. Students had little or no knowledge of the requirements of the occupation they had chosen: 28 per cent had made their choice on the basis of the rewards attributed to the occupation. (192:396)

As might be expected, students, faculty members and administrators view the college experience in different ways. The student's reason for wishing to achieve academic success may be quite different than the reasons espoused by the faculty. Rice's study showed that

faculty members ranked the more abstract and intellectual college aims higher than did either the students or administrators. Administrators rated all aims of the college highly, but considered the practical aims to be the most essential. Students, on the other hand, tended to rate the more abstract aims as least essential, but considered the practical aims to be most essential. They tended to reject interference by the institution with their value systems. (197:165-72)

They are also interested in peer-group relationships, the development of self-realization and understanding, and the fulfillment of needs growing out of problems of personal development, group acceptance and occupational competence.

This does not mean that students are essentially anti-intellectual; it simply means that student behavior encompasses a larger environment than that usually defined by the traditional academician. One of the primary responsibilities of the college is to provide intellectual experiences which stimulate the complete development of the individual, both in terms of his immediate personal preoccupations and in terms of a deeper and more significant understanding of the milieu within which he lives.

Students tend to come from socioeconomic groups whose values are not congruent with those of middle- and upper-middle-class faculty members, administrators, and board members. This condition has both positive and negative effects upon the relationships between students and faculty in the teaching-learning situation. The expectations of students about the requirements of collegiate study are all too often unrealistic, and their lack of conventional middle-class attitudes makes their adjustment to college more difficult. The attitudes of faculty members, trained in university graduate programs and holding middle-class mores and attitudes, induce expectations of students which are also unrealistic and tend to stimulate a higher rate of student attrition. A positive aspect of this divergence is that the questioning of attitudes and preconceptions by the faculty forces the students to find more realistic and logical bases for their beliefs. Thus, the conflict of attitudes and expectations between students and faculty can and does serve a beneficial function in the total educational experience.

The primary problem faced by the comprehensive community college is the challenging of students to grow to the limits of their abilities. At the same time, the college must avoid developing educational policies which will exclude students, discourage them from attempting college work, or ruthlessly eliminate those who cannot immediately meet the traditional patterns of baccalaureate programs. There is a fine balance between lowering the quality of education and encouraging



students with low levels of motivation and previous academic achievement to attempt post-high school studies suited to their dispositions and talents. The problem of the public two-year college is to strike this balance. (10:130-31)

It is a truism that two individuals provided with the same "input" may, in fact, be having entirely different "experiences." The more heterogeneous the student group, the less likely that any two students will bring to the stimulus situation the same predisposing purpose. Lack of evidence on student characteristics has been one of the major problems in the development of educational programs realistically geared to student needs.

The dearth of objective evidence concerning the multitude of social, intellectual and psychological factors which impinge upon the student in his relationships with the college and his total environment may be traced to two factors:

- (1) Lack of interest by educators in the individual students except as "academic man,"
- (2) The extreme complexity of developing and applying research methods to basic but elusive sociological and psychological problems. (10:106)

Psychologists are becoming increasingly aware that intelligence is not a unitary trait; rather, in any individual, "intelligence" is the result of a unique combination of aptitudes. Not all these combinations are predominantly either numerical or verbal; there are other significant and identifiable aptitudes which contribute to success in many activities, even though their contribution to traditional university learning may be comparatively slight. (185:489-95)

The end of World War II marked the beginning of an intensified effort to engage large numbers of academically "atypical" students in a meaningful and productive educative experience. As the student population became progressively more heterogeneous, the validity of time-honored assumptions and classification systems have, to an increasing degree, been questioned. The relatively simple quantification which derives from the measure of linguistic and numerical skills is no longer felt to be all-sufficient.

The community college has entered a period of precipitous growth. In 1957 the United States Office of Education listed 490 two-year institutions, public and private. By 1966, the number was in excess of 800.

Degree-credit opening fall enrollment rose from 325,804 in 1954 to 845,244 in 1965. To this must be added 331,608 students in non-degree-credit programs for a combined student total of 1,176,852. (147:34)

If the American Association of Junior College projections for 1971 are realized, there will be an FTE (full-time-equivalent) enrollement of approximately 1.7 million students in more than 1,000 public and private two-year colleges. Within this total, it is anticipated that approximately 1.2 million will be enrolled in degree-credit

programs and .5 million in the occupational, non-degree-credit programs.

These projections attest to the enormity of the task ahead--that of providing an appropriate and, therefore, profitable collegiate experience for a vast, and heterogeneous student population.





Survey of Incoming Freshmen:  
Macomb County Community College

Community colleges and four-year institutions have many problems in common. Attention is directed to a particular problem which is intensified at the community college as a result of its "open-door" admissions policy. In the case of the four-year institution, a major "screening" process is carried out prior to the admission of an entering class. The college is able, in effect, to design its curriculum and to construct its coursework for a student group which is, from year to year, relatively homogeneous with respect to abilities, interests, academic goals, age, and experience.

In contrast, the community college accepts, and attempts to provide an appropriate educative experience for, a highly diverse student population.

In order to assess the extent of this diversity, it is customary for community colleges, in cooperation with area high schools, to examine the graduating senior classes from which a substantial majority of the college population will be drawn.

Macomb County Community College of Warren, Michigan, had a Fall, 1965, headcount enrollment of 8907. Each spring the college has surveyed the high school population of the county as one step in the process of developing and evaluating curriculum. In addition to the assessment of academic performance, the survey has focused upon aspects of the student's perceptions of how the college could assist him in meeting his own educational objectives. The findings have served as a base for program planning and development.

The college in question, though larger than average, may fairly be thought of as "representative" in terms of curriculum. Warren, 15 miles north of metropolitan Detroit, had a 1960 population of approximately 90,000. The population of Macomb County at that time was approximately 410,000. The area from which the college draws is primarily suburban, with industrial and rural elements represented.

The Community College Survey conducted in the spring of 1966 elicited an 82.5 per cent response for a total of 6,981 students in 22 public and 8 parochial high schools throughout the county.

It was found that 51 per cent of county high school seniors planned to attend college in the fall. A breakdown by academic performance in high school indicated that,

of the students with "excellent" records, mostly A's, 82 per cent planned to attend some college. Of the students with "better than average" records, mostly B's, 68 per cent planned to attend. Only 42 per cent of students with "average" records, mostly C's, and only 18 per cent of students with "below average" records, mostly D's, expressed their intention of going on to college.

The following percentages of students were found to be enrolled, as high school seniors, in college preparatory programs:

- 85 per cent of those with "excellent" records,
- 63 per cent of those with "above average" records,
- 42 per cent of those with "average" records,
- 8 per cent of those with "below average" records.

Of the non-college-preparatory program students who indicated their interest in academic work beyond high school, 66 per cent signified that Macomb County would be the college of their choice.

The findings which are included here in summary form are particularly relevant to the present study:

1. Only 1 of 9 students with "excellent" high school records planned to attend Macomb County Community College, as compared with 1 of 3 students with records "average or below."



2. Seniors in college preparatory programs at the school were proportionately less interested in attending Macomb County Community College than students in other programs of study. Nevertheless, because of the large numbers of students in college preparatory programs and their 80 per cent rate of interest in college training, 5 of every 10 entering Freshmen at Macomb County would, it was concluded, come from a college preparatory program, compared with 2 students from a commercial-business program, 2 from a general program and 1 from a vocational-technical program.

The data from which the above elements are derived seems to be in essential agreement with data provided by Hoyt and Munday, by Medsker, Seashore and others in their nation-wide analyses of community college populations.

### Summary

In the comprehensive community college, provision must be made for an unusually wide range of interest and ability. If an Interdisciplinary Humanities Course is to take root, it must be designed in such a way as to appear relevant and, in the best sense of the word, useful, to substantial numbers of students within this educative context.

Inventory of Predisposing Experience  
Relative to the Humanities Course

The mathematics instructor is not likely to permit a student to attempt calculus before he is firmly grounded in algebra and in plane and solid analytic geometry. The ordering of experience in the Humanities is by no means as clear, nor is there any "approved" learning sequence. Nevertheless, it is unrealistic to assume that students with few predisposing experiences in "arts and ideas" can easily shed their existing biases and come to accept the worth of unfamiliar concepts, however worthy the instructor may declare them to be.

The Herbartian principle--apperception--stressed the importance of beginning instruction at the point where the student's experience had placed him and of developing interest by taking advantage, whenever possible, of the "hospitality" of old ideas toward similar new ones.

The Interest-Experience Inventory was used as a means of discovering the nature and range of ideas which were already a part of the student's experience.

Tyler distinguishes between "learning experience" and "content," and refers to the former as "the interaction between the learner and the external conditions in the environment to which he can react. . . . The essential means of education are the experiences provided, not the things to which the student is exposed." Two students in the same classroom may, as he points out, be having "two different learning experiences." (143:41)

The following represents a tabulation of the response of 1866 community college students who, in the period 1958 to 1965, were members of a Humanities 101 or 102 section taught by the present writer.

The Inventory was one of several orientation instruments given to each student as a means of (1) assessing his previous experience and (2) acquainting him with the objectives of the course. Unless otherwise indicated, the inserted figures represent percentage of total response to the given item.

## The Inventory

### To Members of the Humanities Course:

It is customary and convenient to think of human knowledge as bound up in broad categories of this kind:

The Social Sciences: sociology, psychology, political science, human geography, etc.

The Natural and Physical Sciences: biology, chemistry, physics, geology, etc.

Mathematics: algebra, calculus, statistics, etc.

The Humanities: the arts, history, literature, music, philosophy, etc.

These major fields of inquiry might be thought of as a series of interconnected rooms in an infinitely large mansion. The furnishings in these rooms are constantly being changed and the doors between them are gradually being enlarged. In some instances, sections of a wall are removed so that parts of various rooms seem to overlap.

Generally, an individual feels "at home" in one or two of these rooms, and something of a "stranger" in the others. If you feel "at home" in the social science room for example, it is because somewhere, along the line, you have had experiences which have stimulated your interest and which predispose you to move in that direction.

The Humanities "room" is to be our special concern this term. The Humanities have been described as "the study of Man through his cultural achievements, mainly in the fields of literature, the arts, history, music and philosophy. They acquaint us with the thoughts, creations, and actions of those who have preceded us and draw attention to the creative forces of our own times.

The course may be compared to an exploration of familiar and unfamiliar territory. It is important for your instructors to know what interests and experiences



you, as an individual, bring to this exploration. Where you have been will help to determine where we will go. Hence the importance of this Interest-Experience Inventory, a rough gauge of your present understanding of what goes on in this vast Humanities "room."

No single individual, even in a lifetime of activity and study, can hope to become familiar with everything in this room. But, in the time allowed, we can understand its most important elements and examine, in detail, a few of its characteristic features.

The inventory calls for you to answer certain questions--anonymously and truthfully. Some of these questions can be answered very precisely, and others only in a very general way.

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1. The last town that I lived in (or the town nearest to where I lived) had approximately the following number of people.

<u>(16%)</u> less than 2,000 <sup>1</sup>	<u>(11%)</u> 20,000 to 50,000
<u>(14%)</u> 2,000 to 5,000	<u>(15%)</u> 50,000 to 500,000
<u>(13%)</u> 5,000 to 20,000	<u>(31%)</u> more than 500,000

2. The high school from which I graduated was rated as:

<u>(41%)</u> an A school	<u>(19%)</u> a C school
<u>(23%)</u> a B school	<u>(17%)</u> a D school

3. My high school record would place me in:

<u>( 7%)</u> the upper 10 percent	<u>(32%)</u> the upper 50 percent
<u>(30%)</u> the upper 25 percent	<u>(31%)</u> the lower 50 percent

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<sup>1</sup>In each case, figure represents percentage of students so responding.

4. During my senior year I worked, outside of school, approximately the following number of hours each week.

(23%) none

(31%) 10 to 20

(17%) 5 to 10

(29%) more than 20

5. My present plans are:

( 9%) to complete a one-year vocational program.

(27%) to complete a two-year non-degree (certificate program.

(51%) to complete a one- or two-year program and transfer to a four-year college or university.

(13%) uncertain at this point.

6. My family would probably be considered:

(14%) lower class

(13%) upper middle class

(37%) lower middle class

( 7%) upper class

(29%) middle class

7. My father's (1) present occupation (tabulation below)

(2) number of years of schooling (10.4 ave.)

Tabulation: in percentage within each category cited:

( 9%) upper-white collar

(39%) upper-blue-collar

(21%) lower-white-collar

(31%) lower-blue-collar

8. The amount of traveling which I have done:

(57%) very little (29%) moderate amount (14%) great deal

An estimate of the farthest distance that I have been from home: (312 average) (in miles).

I've been in the following states and/or countries:

(37 states and 14 foreign countries listed)

9. I've read approximately (2.6) (number) books during the past year, not counting those required in school.

In the same period I've bought approximately (3.1) (number of books, hard cover and/or paperback) books other than those required by the school.

I would estimate that we have approximately (18.2) books in our home.

10. I read the following magazines fairly regularly: (Note: 27 different magazines listed--1.8 average per correspondent.)

11. During my last year at home, I watched television programs approximately (13.7) (number of) hours per week.

I prefer to watch the following types of programs:

(2) news programs      (6) interviews      (1) adventure stories  
(4) situation comedy      (9) quiz shows      (5) musical variety  
(7) documentaries      (8) westerns      (3) sports

(Note: inserted numbers represent the rank order of program types preferred.)

I'm familiar with NET (National Educational Television)

programs: (41%) yes      (59%) no.



12. During the last two years, I have attended or taken part in the types of activity checked below: (other than those connected with school activities).

( 9%) stage play      ( 7%) art gallery  
(27%) musical concert (19%) musical comedy  
(11%) public lecture (1.5%) opera      (1%) ballet  
(10%) museum      (31%) folk music program

13. Finally, identify each of the following individuals, if you can, as being (1) a writer (2) an artist (3) a musician (4) a philosopher or (5) a scientist.

(Note: inserted number indicates percentage of correct response.)

(19%) Picasso      (12%) Toynbee      (16%) Conant  
( 9%) Martin Buber (14%) Warhol      (22%) Oppenheimer  
(31%) Bernstein      (21%) Camus      (18%) Stravinsky

## CHAPTER IV

### HUMANITIES COURSEWORK IN REPRESENTATIVE MICHIGAN COLLEGE SETTINGS

A community college, in formulating its own instructional-field guidelines, and in defining a particular course within a field, is certain to be influence by parallel coursework in (1) other community colleges, both in-state and elsewhere, and in (2) the colleges and universities to whoch the greatest number of its transfer students tend to move.

In the unit which follows, and in Appendix A, descriptive material of the following kind is introduced:

1. Summary course descriptions taken from the Michigan community college catalogues: Humanities courses and other coursework closely allied;
2. Selected summaries, outlines and syllabi which more fully describe Humanities courses in representative college settings;
3. Exerpts from Humanities: A Syllabus, prepared by the Department of Humanities, University College, Michigan State University.

The immediate purpose, in examining these statements, is (1) to draw attention to existing Humanities coursework in community colleges, both in-state and elsewhere, and (2) to note the influence of the Michigan State University Humanities sequence upon certain of the in-state community college courses.

The assumption is made that these statements fairly represent the courses in question. Instances may, of course, be found in which a particular offering has undergone substantial revision or modification while the catalogue statement has remained unchanged. Nevertheless, for the purposes of this unit, we will depend entirely upon these summary statements of intent.

Within the larger framework of this study, there has been a need to establish a "field" or "ground" upon which the present investigation might rest. The problem at hand is to develop a rationale and a design for the Interdisciplinary Humanities Course at the community college. The critical phrase, in this instance, is "at the community college." A Humanities course, however vital or carefully planned or internally consistent, will be an ineffective course, at the level indicated, if it fails to take into account the interests, abilities and goals of large numbers of community college students.

We need then, at the outset, to know what is presently meant by "an Interdisciplinary Humanities Course at the Community college." The primary sources of information have been (1) catalogue course descriptions and supplementary materials in the form of summaries, outlines and syllabi, and (2) the Humanities Questionnaire (Chapter VI and Appendix C) in which Michigan community college administrators and department heads were asked to respond to an extended series of statements regarding the objectives, the form and the content of a community college Humanities course.



Michigan Community College Catalogue  
Descriptions of Coursework  
in the Humanities

A recent survey, reported in Chapter VI, revealed that, as of September, 1965, 15 of the Michigan community colleges were "offering or planning to introduce a Humanities Course." The registration lists for Fall Term, 1966, disclosed that 8 of the colleges were, in fact, offering a course which embodied the term Humanities in the title or sub-title.

The material which follows has been taken directly from the 1965-66 Michigan community college catalogues. It is true that "the outcomes of . . . education are determined by programs and methods used, rather than by formal statements of objectives." (76:29)

Nevertheless, there is value in examining catalogue listings which are, in the final analysis, directed to the student. Each represents a concise overview of the ideological terrain of a course.

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## [ALPENA COMMUNITY COLLEGE]

Humanities 205 (first semester) and 206 (second semester)-  
(3 credits each semester).

This course is concerned primarily with artistic, emotional and intellectual values in the history of European and Asiatic culture as reflected in the visual arts, in literature, in music, in religion and in philosophy. The major objective of the course is to develop in the student an appreciation for and a layman's understanding of the ways through which man has expressed his inner feelings about the world in which he lives.

## [GRAND RAPIDS JUNIOR COLLEGE]

Humanities 271-Roots of Western Tradition. (3 credits). Pre-requisite: sophomore standing.

Man's intellectual, esthetic and ethical achievements drawn from the fields of history, philosophy, religion, literature and the arts. Greek glory, Roman grandeur, and the Christian church are viewed as the roots of Western tradition.

Humanities 272-Medieval Culture and the Dawn of Modern Times.  
(3 credits). Prerequisite: sophomore standing or permission of instructors.

Medieval culture, the Renaissance and the Reformation are viewed through an examination of the accomplishments of these specific eras.

## [JACKSON COMMUNITY COLLEGE]

History 131-A Survey of Western Civilization to 1555: (4 credits). With History 132, the basic history course, serving also as an introduction to the Humanities.

A study of the roots of Western culture and its development through the Middle Ages. Emphasis is placed upon social, philosophical, scientific, artistic and religious evolution, as well as upon the political setting.

History 132-A Survey of Western Civilization from 1555 to the Present. (4 credits). Prerequisite: History 131.

A continuation of History 131, emphasizing the development of new political areas, of economic and social theories, the evolution and expansion of modern states, and efforts to control international tensions.

## [LAKE MICHIGAN COLLEGE]

Humanities 201: (3 credits).

A study of man's philosophy as seen through his esthetic expression in the arts and literature. The course will probe man's theories and values during the classical Greek era, through Roman development, and through the Hebrew-Christian tradition.

Humanities 202: (3 credits).

Man's basic thoughts will be considered as they extend from Medieval times through the present.

## [LANSING COMMUNITY COLLEGE]

Humanities 201-Western Civilization I (Humanities): (4 credits).

The first of a series of three courses designed for the study of the cultural foundations of Western man. Traces the political, economic, legal, religious, philosophic and artistic patterns of the Mesopotamian, Egyptian, Hellenic and Roman civilizations. Surveys the Christian foundations, Byzantine and Saracenic influences, and early feudal culture of medieval Europe.

Humanities 202-Western Civilization II (Humanities): (3 credits).

Prerequisite: History 201 or approval of department.

A continuation of History 201, dealing with the history of Europe from the late medieval period, through the Renaissance and Reformation and the Napoleonic era. Concerned primarily with the development of ideas and ideals, the commercial and intellectual revolutions of early modern times, the effects of absolutism upon modern man, and the beginnings of modern forces in economics, philosophy, literature and art.

Humanities 203-Western Civilization III (Humanities): (3 credits).

Prerequisite: History 202 or approval of department.

A continuation of History 202, dealing specifically with modern and contemporary developments in the civilization of Western man; the effects of democracy, nationalism and industrialism upon his culture; the World Wars, and the contemporary culture in relation to science, philosophy, literature, art and music.

## [MACOMB COUNTY COMMUNITY COLLEGE]

Humanities 150: (3 credits).

Experience in relating and tracing parallels and distinctions among works of art which embody Man's feeling and thought. Emphasis is placed upon the questions Man has pondered regarding his relation to the universe.

Humanities 160: (3 credits). Prerequisite: Humanities 150.

Continuation of Humanities 150, emphasizing recurrent themes and attitudes revealed in the arts.

## [NORTHWESTERN MICHIGAN COLLEGE]

Humanities 111,112,113-History of Western Civilization: (3 credits per term).

Study of the development and significance of civilizations from pre-historic man through modern times. Main emphasis on the growth of Western civilization. A record of history as needed for insight into the cultural pattern of each age.

Humanities 217,218-Contemporary Civilization: (2 credits per term). Prerequisite: one course in World European, or American history.

An introduction to the principal currents and dilemmas of contemporary civilization. Emphasis more on cultural than political history from World War I to the present.

## [PORT HURON JUNIOR COLLEGE]

Humanities (Fine Arts) 101, 102-History of Western Art: (3  
credits each term).

A synthesis of the arts and literature, with representative works of art in general and of music and literature in particular. It consists of analyses of typical paintings, sculpture, architecture, and collateral readings in world literature. Visiting an art museum is part of the course.

Humanities (Fine Arts) 102, 103-History of Eastern Art: (3  
credits each term).

A synthesis of the arts, religious philosophy, and literature of ancient Egypt and the ancient Near East and India. Consists of analyses of painting, sculpture and architecture, and collateral readings in world literature.

Other Coursework Closely  
Allied to the Humanities

Included here are catalogue descriptions of certain other courses which stress, to one degree or another, concepts germane to the Humanities. For example, a History of Western Civilization course would be included if primary emphasis were upon cultural and artistic trends, but not if political, social and economic developments were central to the course. Similarly, a History of Art would be included if it stressed the

interrelationship of style and culture, but not if it appeared to be concerned primarily with a discussion of elements and with formal analysis of style.

[ALPENA COMMUNITY COLLEGE]

English 104-Great Books: (3 credits).

An intensive study of some of the major literary, philosophical and historical works of ancient Greece and Rome. Enrollment is limited to 15 students. Emphasis is placed upon the Socratic method of discussion.

Art 291-Art of the Western World I: (3 credits).

Survey of significant architecture, sculpture and painting from Prehistoric era into the Renaissance. Artists, outstanding personalities and historical background.

Art 292-Art of the Western World II: (3 credits).

Survey of significant architecture, sculpture and painting from the early Renaissance through present-day art. Artists, outstanding personalities and historical background.

History 101-Development of Western Civilization: (4 credits).

Evolution of civilization in Europe and its spread throughout the world from ancient through medieval times to 1715.

History 102-Development of Western Civilization: (4 credits).

Prerequisites: History 101.

Development of civilization in the Western World from 1715 to the present. Emphasizes political, religious, cultural and economic factors which contributed to contemporary world civilization. Lays foundation for understanding of contemporary problems.

[BAY DE NOC COMMUNITY COLLEGE]

Fine Arts 103-Art Appreciation: (2 credits).

Enjoyment and understanding of the plastic arts through study of historic and contemporary expression in the field of painting, sculpture, and architecture.

[DELTA COLLEGE]

Art 151-Art History and Appreciation: (3 credits).

A survey of Western Art from prehistoric times through the 16th Century. Deals with outstanding masterpieces and representative artists of the Egyptian, Greek, Roman, Romanesque, Gothic and Renaissance periods. The emphasis is on architecture and sculpture.

Art 152-Art History and Appreciation: (3 credits).

Prerequisite: none.

A continuation of Art 151. A survey of the History of Western Art from the Renaissance through Baroque, Neo-Classicism, Romanticism, Impressionism, Expressionism and the various modern schools. The emphasis is upon the painting of those periods.



History 111-A survey of Early Western Civilization: (4

credits). Prerequisites: none.

Political, social, economic and cultural history of Europe from prehistoric times to the seventeenth century.

History 112-A survey of Later Western Civilization: (4

credits). Prerequisites: none.

Political, social, economic and cultural history of Europe from the 17th century to the present.

[FLINT COMMUNITY JUNIOR COLLEGE]

History 151-History of Europe: Prehistory to 1715: (4

credits).

Western civilization from the dawn of culture through the age of Louis XIV, designed to provide students with a greater understanding of our cultural heritage.

History 152-History of Europe: 1715 to Present: (4 credits).

Prerequisite: History 151.

The growth of modern European institutions, with particular emphasis upon the problems of evolving nationalism and the efforts to achieve international accord.

Art 111-Art Survey: (3 credits).

History of world art. Art of the Orient, and Western art from the beginnings to Byzantine. This course may fulfill part of the Humanities requirements for some colleges and universities.

## [GOGEBIC COMMUNITY COLLEGE]

History 101-History of Civilization: (4 credits).

This course begins with prehistoric man and considers the ancient civilization of the near East, Greece, Rome, India, China and Japan. The developments of the dominant civilizations of the world along political, economic, religious and cultural lines are carried through the Middle Ages, the Renaissance, and Reformation. Open to freshmen.

History 102-History of Civilization: (4 credits).

A continuation of History 101 and covers the period of modern and recent history in the dominant cultures of the world. Additional emphasis is given the scientific and cultural ideas and institutions. Open to freshmen.

## [GRAND RAPIDS JUNIOR COLLEGE]

Art 105-Art History and Appreciation: (3 credits).

The place and function of art in society; art forms in relation to the continuity of history.

History 113-European History: (4 credits).

Political and cultural history of Europe from 1453 to 1815; emphasis on the development of strong nations.

History 114-European History (4 credits).

Political and cultural history of Europe from 1815 to the present; emphasis on the development of strong nations and an analysis of an integrated world.

Music 108-Introduction to Music Literature: (2 credits).

Survey of musical style from the 16th century to the present; the political, social and economic factors in the artistic products of outstanding composers; collateral listening, performance attendance, reports and readings.

[HENRY FORD COMMUNITY COLLEGE]

Art 30-Art Appreciation. (2 credits).

A cultural course open to all students interested in developing a broader understanding of the visual arts.

Music 55.1-History of Music: (2 credits).

This course traces the development of music from the time of the Greeks to 1700. Emphasis is given to the development of styles, compositional forms, instruments, notation and performance practices as well as to the sociocultural influences on music.

Music 55.2-History of Music: (2 credits).

A continuation of Music 55.1 and presents the history of music from 1700 to the present time.

History 31-An Introduction to the History of European and Oriental Civilizations from Ancient Times to 1650: (4 credits).

Cultural and institutional development of the early Orient and Classical and Medieval Europe will be stressed.

History 32-A Continuation of History 31: (4 credits).

A study of the cultural developments and growth of institutions from 1650 to the present. Emphasis upon the expansion of European civilization.

A foundation for the understanding of contemporary world problems.

History 53-The Development of American Culture: (3 credits).

The development of American Culture from 1607 to the present. One half of the class time is spent in lectures and class discussion from the text, the other half in planned visits to Greefield Village and the Henry Ford Museum . . . to gain an understanding of our cultural past.

English 68-Masterpieces of Literature. (3 credits).

An elective course including such works as Homer's Iliad and Odyssey, Virgil's Aeneid, Latin poetry, one or more parts of Dante's Divine Comedy, Chaucer's Troilus and Cressida, Cervantes' Don Quixote, Japanese haiku, Tolstoy's War and Peace or Resurrection. The listing indicates the kind of material the course will cover. Classroom procedure will include both lectures and class discussion on reading assignments of complete works. The main emphasis of the course will be on a non-specialized attempt to perceive the eternal values of man in the masterpieces selected. Occasional tests and papers on the reading will be assigned.

[HIGHLAND PARK COLLEGE]

Art 101-Art History: (2 credits). Prerequisite: none.

An art appreciation survey course consisting of illustrated lectures and discussion periods. The course traces the development of painting, sculpture, architecture and the crafts from Pre-historic times, through Primitive, Old Meterranean and Ancient Civilization to the end of the Roman Empire.

Art 102-Art History: (2 credits). Prerequisite: none.

An art appreciation survey course consisting of illustrated lectures and discussion periods. The course traces the development of painting, sculpture, architecture and crafts . . . from the Far Eastern, Early Christian, Byzantine, Medieval, Renaissance and Modern Movements in Western Civilization.

Social Studies 211-European History to 1715: (4 credits).

Prerequisites: none.

A survey of the important events and developments in the story of man from pre-historic times to 1715. The contributions of the ancient civilizations are studied and attention is given to the development of the principal religions. The major developments of the Middle Ages, the Renaissance, the Reformation, and the period of the Divine Right monarchies.

Social Studies 212-European History. 1715 to Present:

(4 credits). Social Science 211 is recommended but not required.

The history of Europe from 1715 to the present . . . to develop an understanding of political and economic evolution, and an appreciation of the influence of cultural and philosophic factors, as background for understanding modern Europe.

[JACKSON COMMUNITY COLLEGE]

Art 111-Understanding the Arts: (3 credits).

Open to all students to develop an understanding and enjoyment of the arts.

Includes some theories of esthetics followed by a survey of the history of painting, sculpture and architecture with special attention to prehistoric, primitive, ancient and medieval art.

Art 112-Understanding the Arts: (3 credits). Prerequisite:

Art 111.

Continuation of . . . Art 111 with special attention to Renaissance through contemporary art trends.

Music 135-Music Literature: (3 credits).

An introduction to musical terminology, history, and the simpler musical forms. This course is designed to acquaint the layman with good music and stresses the importance of listening constructively. Correlated lectures include history of musical material, instrumentation of the modern symphony orchestra, and the relationship of music to the other arts; required outside listening and reading, term papers and classroom discussions.

[KELLOGG COMMUNITY COLLEGE]

Art 211-Art Appreciation: (3 credits).

Painting, sculpture and architecture from the time of the Greeks to the present. Individual works of art are examined with regard to both their formal qualities and the manner in which they exemplify the shifting patterns of Western culture.

Speech 121-Introduction to the Theatre: (3 credits).

Survey course in theatre history, stressing the contributions of playwrights, actors and social trends of all periods as contributing factors to the contemporary theatre.

History 101-Western Civilization to 1715: (4 credits).

The cultural and institutional patterns of European society as developed from the Ancient World to the early 18th century.

History 102-Western Civilization since 1715: (4 credits).

European political development, national cultures, and the interaction of Europe and the New World from 1715 to the present.

[LAKE MICHIGAN COLLEGE]

Art 201-History of Art: (2 credits).

A survey of Art from the paintings of prehistoric man through the major civilizations of the past to the most outstanding art forms of modern times.

[MACOMB COUNTY COMMUNITY COLLEGE]

Art 291-Art of the Western World: (3 credits).

Survey of significant architecture, sculpture and painting from Prehistoric era into the Renaissance. Artists, outstanding personalities and historical background.

Art 292-Art of the Western World II: (3 credits).

Survey of significant architecture, sculpture and painting from the early Renaissance through present-day art.

Art 295-Structure of Modern Art: (3 credits).

Roots, development and aesthetics of modern art based upon a survey of present-day movements in

architecture, sculpture, painting and graphics  
 . . . as a key to self-understanding and understanding of the world of art.

History 101-Development of Western Civilization: (4 credits).

Evolution of civilization in Europe and its spread throughout the world from ancient through medieval times to 1715.

History 102-Development of Western Civilization: (4 credits).

Prerequisite: History 101.

Development of civilization in the Western World from 1715 to present. Emphasizes political, religious, cultural and economic factors which have contributed to contemporary world civilization. Lays foundation for understanding of contemporary problems.

History 201-Survey of Asian Civilization: (4 credits).

Introductory study of civilization and people of Asia, including territorial areas extending from Near East to Japan, permitting students to study series of foreign cultures and become acquainted with backgrounds of major problems of East-West relations.

[MONROE COUNTY COMMUNITY COLLEGE]

Art 264-Art Appreciation: (3 credits).

Fundamental principles governing art in its various forms, art in the home, textiles, pottery, industrial and civic art, architecture, sculpture, painting. Slide lectures and class discussions, designed to meet the need of general students in understanding and in appreciating the fine and applied arts.



Art 266-History of Contemporary Art: (3 credits).

Origins and developments of art forms from the 19th century to the present. A survey of the major expressions and personalities of 20th century painting, sculpture and architecture. This course may fulfill part of the Humanities requirements for some colleges and universities.

History 151 I: (4 credits).

An introduction to the History of European and Oriental Civilization from Ancient Times to 1650. Emphasis upon cultural and institutional development of the early Orient and Medieval Europe.

History 152 II: (4 credits).

A continuation of History I. Emphasis upon study of the cultural and institutional development from 1615 to present time. A survey of the expansion of European civilization as a foundation for the understanding of contemporary world problems.

History 156-Development of American Culture: (3 credits).

A study of the development of American culture from 1607 to the present. A portion of the class time will be spent on field trips to points of historical interest and significance.

[MUSKEGON COUNTY COMMUNITY COLLEGE]

Art 202-Art History: (3 credits).

Painting, sculpture, and architecture in the Western World from the prehistoric era through medieval times. Special emphasis on Greek, Roman, Christian and Renaissance art.

Art 203-Art History: (3 credits).

A survey of the fine arts in the Western World from the Renaissance to the present. Emphasis on the Impressionists and the other movements of the 19th century.

History 101-Western Civilization to 1500: (4 credits).

Ancient, Medieval, and Renaissance contributions . . . emphasizing the legacy of ancient cultures and civilizations to the West. Equal attention paid to political, social, economic, religious and intellectual developments.

History 102-Western Civilization, 1500 to Present: (4 credits).

Modern Western Civilization . . . emphasizing the developments which have shaped the civilization of the 20th century in the West: government, economics, society, religion, philosophy, ethics, science and the arts.

[NORTH CENTRAL MICHIGAN COLLEGE]

Art 105-Introduction to Art: (3 credits).

Painting, sculpture and architecture from Greece to the present. Intended to provide acquaintance with . . . an aesthetic attitude toward the arts of the past and of contemporary life. Art forms are examined both for their individual qualities and the manner in which they exemplify changes in Western culture patterns.

## [NORTHWESTERN MICHIGAN COLLEGE]

Humanities 142, 143, 144-History of Art: (3 credits each

term).

Study of the development of sculpture, architecture and painting from prehistoric to modern times. Intended to provide acquaintance with the art forms typical of the classical, medieval, Renaissance and modern periods and to interpret those forms as records of the spiritual and social evolution of mankind. Course presentation by lectures, demonstrations, slides and films.

## [OAKLAND COMMUNITY COLLEGE]

Art 156-Art Appreciation: (3 credits).

The student will demonstrate an understanding of the nature of aesthetics in general and art in particular by viewing and analyzing films, by studying and by identifying works of selected artists during certain historical periods. Visits to various galleries and exhibits will be conducted following which an elusive paper will be required. Students will prepare creative works at least twice during the session.

## [PORT HURON JUNIOR COLLEGE]

Great Books 101: (3 credits).

A comprehensive study is made of representative works from the following classics: Homer's Illiad, Greek tragedy, Plato and Socrates, Virgil's Aeneid, and Dante's Divine Comedy. Social

and artistic backgrounds and modern criticism are included.

Great Books 102: (3 credits). Prerequisite: none.

Comprehensive studies of the following authors: Cervantes, Moliere, Racine, Rousseau, Goethe and Pushkin. Attention is also given to 19th century European novelists: Balzac, Flaubert, Dostoevsky and Tolstoy. French symbolist poets and the modern school conclude the course.

Philosophy 101: (3 credits).

Organized with a "problem" approach to show how, through the ages, philosophy has helped man to deal with such recurring problems as . . . freedom, justice, good and evil, beauty, the nature of the universe and man's place in it. What these problems are and how philosophers from Plato to the existentialists have thought about them.

[SCHOOLCRAFT COLLEGE]

Art 115-Art History and Appreciation: (3 credits).

Development of Western Art from prehistoric times to the Renaissance, with emphasis on architecture and sculpture.

Art 116-Art History and Appreciation: (3 credits). Prerequisite: Art 115.

Development of Western Art from the Renaissance to the Present, with emphasis on painting.

History 135-Western Civilization: (4 credits).

Western Civilization from its ancient beginnings through the Reformation: political, economic,

social and cultural aspects with emphasis on the causes of the rise and fall of civilizations and their contributions to modern society.

History 136-Western Civilization: (4 credits). Prerequisite: none.

Continuation of History 135. Western Civilization from the Reformation to the Present: political, social and cultural aspects with emphasis on colonial, national and democratic movements and their influences upon current affairs.

The Interdisciplinary Humanities  
Course at Three Collegiate Levels

Humanities 150-160:  
Macomb County Community College

Students enrolled in the Division of Basic Education at Macomb County Community College are offered a two-semester sequence in each of the following subject fields: Communications, Humanities, Natural Science, and Social Science.

Humanities 150 (3 semester hours) provides "experience in relating and tracing parallels and distinctions among works of art which embody Man's feeling and thought, with emphasis placed upon the questions Man has pondered regarding his relation to the universe."

Humanities 160 (3 semester hours) is "a continuation of Humanities 150, emphasizing recurrent themes and attitudes revealed in the arts."

Music and Art in the Western World by Milo Ward and Edmund Cykler is currently used as a text, supplemented by readings in a handbook of primary source materials compiled by the instructors. The weekly schedule

involves one large-group lecture and two small-group sessions which are given to the discussion of specific works of art in the light of information and of analytical principles introduced in the lecture. Extensive use is made of visual and recorded materials. Field trips are provided and creative projects encouraged, in the form of "music, poetry, sculpture, painting and architectural models."

The general and specific objectives of the Humanities sequence at Macomb County Community College have been outlined as follows:

#### I. Objectives

##### A. General

1. To develop the ability to:
  - a. See relationships and identify similarities among concepts.
  - b. Discover that competing and even incompatible claims to truth may be defensible.
  - c. Know one's self and understand the values by which one lives.
2. To develop open and inquiring minds.

##### B. Specific

1. To develop the ability to
  - a. Grasp the essential forms in the arts.
  - b. Particularize general knowledge.

2. To stimulate interest in the actual experience of the fine arts.
3. To become acquainted with some of the best works in the fields of literature, music, and the visual arts.

## II. Approach or Methods Employed

- A. Weekly lectures to explain the basic concepts to be considered and give an overview of the topic.
- B. Weekly discussion used to analyze particular, representative works of art.
- C. Field trips and a movie series to supplement classroom materials and provide exposure to primary sources.
- D. One analytical or creative paper to encourage original and independent thinking.
- E. Text readings will provide background knowledge for discussion periods.
- F. Extensive use of slides and actual recordings to provide specific examples of concepts being discussed.
- G. Schedules and tickets for cultural events will be made more accessible to students for the purpose of encouraging their participation.
- H. Student-faculty conferences will be encouraged so that topics of individual interest may be pursued.
- I. Attendance at one individually chosen cultural event will be required.

The auxiliary reading for Humanities 105, Spring Term 1966, was selected from the following material embodied in the handbook.



Liberal Arts Breed Broader Intellects--Sydney Harris  
 This is College--Denton Beal  
 An Approach to Art--Nancy Hartung  
 How We Listen--Aaron Copland

The Creation--James Weldon Johnson  
 Protagoras Myth--Plato  
 Metamorphoses (Book I)--Ovid  
 Hymn of Creation--from the Rg Veda  
 Origin of Species--Charles Darwin  
 The Unicorn in the Garden--James Thurber  
 from The Divine Comedy--Canto V--Dante

Juno and Her Rival--Greek Mythology  
 The True God--Xenophanes  
 Many Paths to the One God--Sri Ramakrishna  
 How Many Gods?  
 The Vision of God--Nicholas of Cusa  
 He Would Have to be Invented--Voltaire  
 A Cautious Deist--Benjamin Franklin  
 Sinners in the Hands of an Angry God--Jonathon Edwards  
 God and the Modern World--Wm. Hocking  
 Is God Dead?

Phaedrus Myth--Plato  
 Man's Nature is Good--Mencius  
 The Superior and the Inferior Man--Confucius  
 The Soul of Man--Marsilio Ficino  
 Two Soliloquies--Shakespeare  
 Man--George Herbert  
 from An Essay on Man--Alexander Pope  
 Free Will and Predestination--John Calvin  
 The Perfectibility of Man--Marquis de Condorcet  
 Two Poems--William Wordsworth  
 Man--A. C. Swinburne  
 Invictus--W. E. Henley  
 The Man With the Hoe--Edwin Markham  
 The Hollow Men--T. S. Eliot  
 American Rhapsody (4)--Kenneth Fearing  
 Miniver Cheevy and Richard Cory--E. A. Robinson  
 Original Sin--Robinson Jeffers  
 Pity this busy monster, manunkind--e. e. cummings

Phaedo Myth--Plato  
 The Happy Man--Aristotle

To Fear Death is Folly--Lucretius  
 The End of Man--St. Thomas Aquinas  
 Death, Be Not Proud--John Donne  
 Go Down Death--James Weldon Johnson  
 Prospice--Robert Browning  
 To An Athlete Dying Young--A. E. Housman  
 Do Not Go Gentle into That Good Night--Dylan Thomas  
 The End of the World--Archibald Macleish  
 Death in the Nuclear Age--Hans Morgenthau

In the 16-week Spring Term, 1966, Humanities 150  
 comprised the following six units:

- I The Tools of the Humanities
- II How It All Began: The Literature of Creation
- III As Man Sees God
- IV The House of the Lord
- V The Nature of the Beast: Views of Man
- VI Where Do We Go From Here?

Units IV and V above covering a six-week period,  
 were outlined in this way: (L represents Lecture and D,  
 Discussion.)

"Unit IV--The House of the Lord"

Week 9--L. Greek and Roman Architecture

D. Slides

Week 10--L. Early Christian, Romanesque and Gothic archi-  
 tecture

D. Early developments in music (Gregorian chant,  
 discant, motet, madrigal)

Week 11--L. Renaissance through modern architecture

D. Identification and clarification of early musical forms

Week 12--L. Slides and review of basic elements of architectural and musical development

"Unit V--The Nature of the Beast:  
Views of Man"

Week 13--L. View of Man from the Greek to the Gothic period

D. Literature on the nature of man

Week 14--L. View of Man from the Renaissance through the Modern Era

D. Literature of the nature of man

The student is expected to prepare "an analysis of a work of art," normally a painting found in one of the Detroit galleries. This involves a brief biographical sketch of the artist and a systematic analysis of the work selected, using formal and esthetic criteria introduced by the course.

In addition, the student provides a synopsis of a book or a series of articles, "identifying the major points made by the author and explaining what they mean or how they relate to, or conflict with, other ideas or class material." It is further specified that the book or article chosen "must apply to an individual, topic, philosophical idea or period dealt with in the course."

Further, students are required to attend at least one museum showing and to supply a written evaluation of the experience. They are also expected to attend at least one extra-curricular event in the nature of a play, a concert, a significant film or a lecture, and to listen to and evaluate certain radio and/or television programs during the term.

Evaluation is based upon three 1-hour tests and a final examination (40 per cent), participation in and evidence of preparation for the discussion meetings (25 per cent), term project (25 per cent) and reports on individual initiative assignments (10 per cent).

An Honors Seminar is provided for students who have done superior work in Humanities 150 and Communications 150. Special assistance is given to this group in the preparation of a research paper, and periodic meetings are scheduled to deal with items of this kind:

- Selecting a Topic
- Organizing Your Research
- Outlining a Paper
- Explaining, Supporting and Clarifying Ideas
- The Ethical Responsibilities of the Researcher
- Preparing the Final Outline
- The First Draft
- Oral Presentation of the Paper
- Completing the Second Draft
- The Final Paper

Humanities 101-102:  
Ferris State College

Ferris State College in Big Rapids, Michigan, offers a two-semester Humanities sequence which the 1965-66 catalogue describes as follows:

Humanities 101. PERSONAL, AND CULTURAL APPRECIATION 1. Three quarter hours.

A course designed to help students to greater appreciation and understanding of themselves and of their culture as a result of systematic study of the great ideas of each period of western civilization and the influence on the artistic, dramatic, literary, and musical expressions of these periods. (3+0)

Humanities 102. PERSONAL AND CULTURAL APPRECIATION 2. Three quarter hours.

A continuation of Humanities 101. (3+0)

Five to seven instructors are involved in the presentation of this course sequence. The same texts, noted below, are used by all instructors but considerable freedom of choice is observed in matters of selection, of timing and of emphasis.

The following description and condensed outline has been provided by the head of department:

Student Enrollment

The enrollment in Humanities 101 and 102 comes in large part from the freshman and sophomore classes at Ferris, with over seventy-five percent of the students first year freshmen. All college-level curricula are represented-- pharmacy, commerce, teacher-education, as well

as the two-year technology curricula such as highway technology, commercial art, industrial chemistry, and environmental sanitation. Ferris is technologically oriented and most of its students are skill- and technique-oriented rather than leaning in the direction of ideas and philosophical speculation. Thus, although the students read a great deal of material which tends to be abstract and speculative, they respond most readily to an approach which emphasizes the practical application of ideas and issues to problems they face and immediately recognize.

#### Textbooks

The textbooks are a book of readings and selections by John Louis Beatty and Oliver Johnson called Heritage of Western Civilization, Vols. I and II (paper bound) and William Fleming's Arts and Ideas. Both books contain demanding material with Arts and Ideas particularly difficult reading. It is expected that, when our new independent study center opens, we will take this opportunity to re-examine the teaching materials available with a view to changing one or both books. One of the serious problems in teaching an integrated humanities course is the scarcity of textbook materials, particularly those which can be used in courses enrolling students most of whom are only three months or so out of high school.

#### Course Organization

For the purposes of general convenience, the course is organized chronologically from the ancient Greeks to the early twentieth century. No emphasis is given to dates or the evolution and development of the ideas and forces that have shaped the history of western culture. Those matters are left to professional historians or specialists in literature, science, philosophy and the arts. Within the chronological arrangement, however, it is hoped that the instructor will emphasize the relevance of the selections

studied to the problem faced by men in the twentieth century. The guiding principle is to seek out the various strands and threads that, woven together in the past, form the pattern of how western man thinks and on what grounds he forms his value judgments.

In a course such as this, the ideal instructor will be a man of broad learning in philosophy, literature, music and the visual arts, and he must have great synthesizing ability. In addition he is constantly called upon to point out the value of the past in understanding the present in order more effectively to shape the future. At the same time, he must make sharply clear how ideas "embalmed" in the pages of a textbook are really not dead at all but can be made to work for students as they try to solve the difficult problems of modern life. Thus, for instance, the ancient Greeks found their answers to these problems, and students should be shown that the outlook of these people can still be of value today. Socrates is studied as representing the place of the intellectual in a world finding it difficult to accept the man who marches to the sound of his own drum. And in both quarters of the course, the individual and what is to be done about him comes up over again as one of the recurrent themes from Sophocles to John Stuart Mill. Again, in the study of the ways of the arts, it is hoped that the relevance of music, art, architecture, and drama to the "full life" will be brought out. Students should be shown that "classicism" and "romanticism" are not just historical periods in the arts but are ways of living and looking at life.

#### [Humanities 101]

Unit I. The Good Life: The Answer of the Ancient Greeks.

A. The Conflict between Goods: Sophocles, Antigone

- B. The Role of the Philosopher in Society: Plato, Apology, Crito, Phaedo, The Allegory of the Cave
- C. The Individual and Society: Aristotle, Selections from The Nicomachean Ethics and The Politics
- D. Selections from Arts and Ideas which deal with Greek sculpture, architecture, and drama. Emphasis is on how these art forms are related to the ancient Greek ideals of balance, harmony, power structured by rational form, etc.

Unit II. The Idea of Empire: Imperial Rome.

- A. Plutarch's Life of Caesar in Heritage of Western Civilization
  - B. The Power of Organization
  - C. The Utility of Utilitarianism
- } Arts and Ideas

Unit III. The Christian Principle and the Medieval Outlook.

- A. Faith and Pain: Selections from The Book of Job
- B. Faith and Reason: Selections from St. Thomas Aquinas, Summa Contra Gentiles
- C. Faith and Economics: Selections from St. Thomas Aquinas, Summa Theologica
- D. Faith and Art: The Gothic Cathedral (in Arts and Ideas)
- E. Faith and Feudalism

[Humanities 102]

Unit IV. The Renaissance Revolt

- A. The Changing View of Human Nature: Pico della Mirandola, On the Dignity of Man



- B. Realism in Politics: Machiavelli, The Prince
- C. The Reformation and the Protestant View of Life: Martin Luther, Open Letter to the Christian Nobility
- D. The Art of the Renaissance: Leonardo da Vinci and Michalangelo (Passages in Arts and Ideas and attendance at showing of motion picture The Titan).
- E. Arts and Ideas on El Greco, Velasquez, Rubens, and Rembrandt

#### Unit V. The Beginnings of the Modern Outlook

- A. Empiricism: Francis Bacon, Selections from Novum Organum
- B. The New Rationalism: Rene Descartes, Selections from Discourse on Method.
- C. The Authoritarian Reaction: Thomas Hobbes, Selection from Leviathan
- D. The Democratic Spirit: John Locke, Selections from Civil Government and Essay Concerning Human Understanding
- E. The Classical Spirit: The Music of Haydn and Mozart

#### Unit VI. The Revolutionary Temperament

- A. The Revolution in Economics: Adam Smith, Selections from Wealth of Nations
- B. The Philosophy of Revolution: Rousseau, Selections from Social Contract
- C. The Romantic Outlook in Literature: Goethe, "Prometheus" and Wordsworth, "Tintern Abbey"
- D. The Conservative Reaction: Edmund Burke, Selections from Reflections on the Revolution in France.
- E. Titanism in Music: The Music of Ludwig von Beethoven

## Unit VII. The Humanitarian Spirit

- A. The Problem of the Population Explosion: Malthus, Selections from Essay on the Principle of Population
- B. Individualism Again: J. S. Mill, Selections from On Liberty
- C. The Beginnings of the Modern View of Human Nature: Darwin, Selections from Origin of Species and Descent of Man.
- D. The Beginning of the Modern World-View: Impressionism, Expressionism, "Modernism," Gauguin, Van Gogh, Stravinski

## Unit VIII. The Contemporary World

- A. On the Nature of Man Again: Freud, Selections from An Outline of Psychoanalysis
- B. The Radical Revolution: Lenin, Selections from What Is To Be Done and State and Revolution
- C. The Problems of Abundance and Scarcity: Selections from speeches by Hoover and Franklin Roosevelt in 1930's
- D. The Reactionary Revolution: Passages from Mein Kampf and Mussolini's The Doctrine of Fascism.
- E. The Scientific Outlook: Whitehead, Selections from Science and the Modern World
- F. The Condition of the Humanities in the Technological Society (Arts and Ideas, appropriate pages of Chapter XX)

Humanities 241-242-243:  
Michigan State University

"In 1944, under the leadership of President John A. Hannah and in consultation with Dr. Floyd Reeves of the University of Chicago, Michigan State College, as it was then known, undertook a major reconstruction of its program to provide a foundation of general education for all of its students.

The consequent "reorganization of the curriculum . . . was designed to make sure that all of its students might share in a core of learnings devoted to these outcomes:

1. to be able to write and speak clearly, concisely and effectively, and to be able to understand, appreciate and evaluate critically the written and spoken word;
2. to know something of the biological and physical sciences, . . . particularly in respect to their impacts on everyday living and thinking;
3. to have an interest in, and a knowledge of, personal, family, social and civil affairs;
4. to be acquainted with the facts of history, particularly the history of selected periods most significant in relation to the world of today, and
5. to have an appreciation of the cultures, past and present, expressed in literature, music and art." (38:2)

At the present time all entering students, regardless of major, take four year-long University College courses which constitute approximately one half of their work in the Freshman and Sophomore years. The courses are (1) American Thought and Language (9 credits), (2) Natural Science (12 credits), (3) Social Science (12 credits), and (4) Humanities (12 credits), the first two being taken in the freshman year, and the last two in the sophomore or junior year.

General education is identified as "that body of knowledge, [those] skills and awareness which all liberally educated persons need, quite apart from work in specialized disciplines." The aim is to develop:

- 1) Language skills.
- 2) Knowledge of our cultural heritage.
- 3) Understanding of the principles at work in the natural and social sciences.
- 4) Recognition of humane values and the dignity and responsibilities of the individual.
- 5) Familiarity with man's creative achievements.
- 6) Moral awareness.

It is natural that the Michigan State University Humanities course should have exerted an influence upon parallel coursework developing, under quite different

conditions, in the community colleges of the state. There has been little direct imitation, and notable differences in procedure and in subject matter emphasis may be seen.

Community college classes tend to meet three times a week for three credits per term, as opposed to four, in each instance, at the University. Community college classes are relatively small, discussion is encouraged, and evaluation is by means of rather frequent tests, both objective and subjective. At the University, classes are relatively large, discussion is, of necessity, restricted, and evaluation is by means of extensive, but infrequent, objective departmental examinations.

The University course descriptions for Humanities 241, 242, and 243 seem to indicate that major emphasis is given to history, philosophy, and religion, with somewhat less emphasis upon literature and the fine arts.

The Humanities sequence is described as follows in the 1965-66 catalogue:

Humanities 241 (4 credits)

A field of study in relation to general education, classical background of Western man as seen in Greek pattern of community life, religion, philosophy, literature, and art; Roman contributions as seen in the imperial idea, in concepts of the good life, in architecture and engineering, and in development of law; Christian

roots of Western civilization as seen in its spiritual foundations, the basic teachings of Jesus Christ, and growth of the early Church.

Humanities 242 (4 credits)

Medieval man in Western Europe; economic life on manor and in towns; political ideas and practices in feudal times, influences from Islam and the East; creation of a Christian synthesis in spirit, thought, education, literature, art, and music; emergence of modern man and modern forces in Western civilization; transition to a dynamic capitalist economy; the development of nation state; humanism as expressed in literature, art, and music; the Protestant Reformation.

Humanities 242 (4 credits)

Intellectual foundations of the modern world; revolution in science; thought, literature, and art of the Enlightenment. Locke and origins of democratic political theory, the liberal revolutions, romanticism and idealism in philosophy and the arts, impact of the machine, advance of science, nationalism and imperialism; attacks on liberalism from Right and Left; break-up of liberal order; effect of World Wars; rise of collectivism; contemporary spirit in literature and art; contemporary views of the world and man.

A detailed syllabus is provided, with the following as an Introduction:

Humanities is the study of Man as a unique, creative being. It comprehends, therefore, his most distinguished and most enduring achievements --intellectual, spiritual, aesthetic, and ethical --together with his social and political heritage. The sources for this study of man are drawn primarily from the fields of history, philosophy, religion, literature, and the arts.

It is the purpose of the Humanities course at Michigan State University to enlarge and to



enrich the student's understanding of his historical heritage, to deepen his intellectual maturity, to enhance his sensitivity to humane values in all fields of man's thought and endeavor, to elevate his ethical outlook, and to make him intelligently aware of his own worth and dignity, his obligations and responsibilities, as an individual human being.

These aims can be realized by imperfectly in one course and in the case of any one student. The Humanities Department hopes, however, to achieve all of them in some degree by leading students through an examination and discussion of those experiences and ideas which from the great age of Greece to the present time have shaped the nature of Western man.

The basic course outline of the Humanities sequence is as follows:

Humanities 241: The Making of Modern Man

ROOTS OF THE WESTERN TRADITION

*I	The Greek Glory	**461 B. C.-338 B. C.
II	The Roman Grandeur	27 B. C.-180 A. D.
III	The Christian Faith	

Humanities 242: The Making of Modern Man

MEDIEVAL CULTURE AND THE DAWN OF MODERN TIMES

IV	The Medieval Unity	1100-1400
V	The Emergence of Modern Man: the Renaissance	1400-1600
VI	The Emergence of Modern Man: the Reformation	1517-1650

Humanities 243: The Making of Modern Man

THE MODERN WORLD

VII	The Establishment of the Modern Cosmology and the Liberal Order	1650-1850
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VIII	The New World of Liberalism:	
	Materialism and Nationalism	1850-1918
IX	Contemporary Man and His World	1918-1960

\*Roman numerals refer to corresponding subject sections of the Syllabus

\*\*Years shown indicate "time focus" for each section

Texts used in 1966 include:

Brinton, Christopher and Wolff, A History of Civilization, Vol. I (1960)

G. H. Knowles and R. K. Snyder, Readings in Western Civilization (1960)

E. H. Gombrich, The Story of Art (1960)

Additional works in paperback as assigned.

Excerpts from the extended course syllabus are included here. From 4 to 7 sub-headings are found under each of the 9 major headings listed above. Representative sub-headings are inserted at this point.

#### Humanities 241

#### I. The Greek Glory [Sub-heading A of seven sub-headings, Unit I.]

##### A. The city-state: the basic unit of Hellenic civilization (Brinton, 49-55A, 56B-69B, 84A-86A) [3 lectures]

1. The legacy of Aegean civilization
2. The geographical setting
3. The evolution of the city-states
  - a. Sparta: militaristic oligarchy
  - b. Fifth century Athens: democratic community

- (1) origins of government
- (2) the instruments and limitations of Athenian democracy
- (3) the Persian Wars (490-479 B.C.) and the Athenian Empire
- (4) the Peloponnesian War (431-404 B.C.)
- 4. The ideal of the city-state: a comprehensive social, political, and religious unit (Thucydides, The Peloponnesian War: Knoles, 31-35)
  - a. The funeral rites and Pericles' eulogy
  - b. The appeal to patriotism and power
  - c. The duties and privileges of citizens
  - d. The contrasts between Athens and Sparta

#### Humanities 242

#### IV. The Medieval Unity [Sub-heading C of seven sub-headings, Unit IV.]

##### C. Medieval religion: the Church [2 lectures]

- 1. The Christian sacramental system (Council of Florence, The Decree for the Armenians: Knoles, 272-275)
- 2. The devotional life of the Church
  - a. Liturgy and official prayer: Mass and Divine Office
  - b. Devotional cults
  - c. Veneration of the saints: relics, pilgrimages, shrines
- 3. The development of the regular clergy (Brinton, 156A-158B, 307A-310B)
  - a. Monasticism: the example of the rule of St. Benedict
    - (1) the principal obligations: poverty, chastity, obedience.
    - (2) the monastic pattern of living: community of prayer and work
  - b. The friars: religious orders of the towns
    - (1) St. Francis and the ideal of evangelical poverty
    - (2) preachers to the poor

4. Strengthening of the papal monarchy
  - a. Reform of the papacy in the Eleventh Century: Cluniac movement
  - b. The College of Cardinals and the papal legates
  - c. Ecclesiastical control and discipline: excommunication, interdict, inquisition

#### Humanities 243

### IX. Contemporary Man and His World [Sub-heading C and D of 5 sub-headings, Unit IX.]

- C. A psychologist looks at man: Freud.  
 Civilization and Its Discontents  
 (Knoles, 841-845, 851-855A)
  1. The motivation of human life: pursuit of happiness
  2. Obstacles to the achievement of happiness
    - a. The physical constitution of man
    - b. External forces of nature
    - c. Human relations
  3. Some methods of escaping frustration and finding pleasure
  4. Inherent conflict between the individual and civilization
    - a. Society's demands upon the individual's love and energy
    - b. Repression of the individual's aggressive instincts
    - c. The advantages and discontents of civilized life
- D. A biologist looks at man: Julian Huxley.  
 "The Biologist Looks at Man" (Knoles, 860-869) [1 lecture]
  1. The use of the "scientific method" and the rejection of philosophical absolutes
  2. Extension of the scope of science: from inorganic matter to human nature
  3. The monistic evolutionary interpretation of the universe
  4. Evolutionary progress of man
    - a. Man the highest product of evolution
    - b. The development of ideals and values

5. Man the agent of his fate
6. A psychological explanation of absolute values: the "unconscious" and "repression"
7. Ethical relativism: individual and social adaptation



## CHAPTER V

### MICHIGAN COMMUNITY COLLEGE COURSE DISTRIBUTION AND THE INFLUENCE OF EXISTING CURRICULUM PATTERNS UPON THE DEVELOPMENT OF ELECTIVE COURSEWORK

#### Course Distribution in the Non-Science, Liberal Arts, and General Education Fields

A study was made of the Fall, 1966, registration course lists of the 19 Michigan community colleges which, as of that date, had been in operation for at least a full year. These lists provided an accurate record of coursework offered, as opposed to coursework listed in the college catalogues, and of the number of duplicate sections.

A tabulation was subsequently made of all non-science, liberal arts coursework in order to ascertain the relative emphasis being given, at that time, to the Humanities Course and to other courses closely allied to it.

Non-science, liberal arts, and general education course listings were singled out for special study in order that the following questions might be answered:

1. Of the total number of course sections offered by the 19 community colleges in their day program, what percentage was given to coursework in the following categories, perceived in the aggregated: (a) Communication, Languages, and Literature, (b) History and Political Sciences, (c) The Humanities, and (d) The Social Sciences?
2. What percentage of its total program did each of the colleges devote to non-science, liberal arts, and general education coursework?
3. Which courses within the general field of the Humanities were most heavily represented?
4. What relative emphasis was given, as of September, 1966, to the Interdisciplinary Humanities Course, and to courses closely related to it?

With regard to the first question, it was found that, in September of 1966, within the composite subject area cited, the 19 community colleges were offering a total of 3094 class sections in their day program. The number of daytime sections in all academic areas other than the four cited was found to be 7179. This information is recorded in Table 4.

TABLE 4

COMPOSITE TOTAL OF CLASS SECTIONS AVAILABLE AT  
REGISTRATION, 1966, IN 19 MICHIGAN COMMUNITY  
COLLEGES REPRESENTED, BY MAJOR SUBJECT AREA, AND  
BY COURSE TYPE

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<u>Communication, Languages and Literature</u> .....	1477
Communication	1099
Languages	210
Literature	168
 <u>History and Political Science</u> .....	 542
History	274
Political Science	268
 <u>The Humanities</u> .....	 447
Interdisciplinary Course	82
Great Books	4
Introduction to Theater	11
The Arts	241
Music	73
Philosophy	36
 <u>The Social Sciences</u> .....	 628
Anthropology	10
Introduction to Education	1
Geography	102
Psychology	240
Sociology	185
Social Science	90

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Expressed in percentages, the following relationship was found.

1. Coursework in (1) Communications, Languages and Literature, (2) History and Political Science, (3) The Humanities, and (4) The Social Sciences comprised 43.1 per cent of the total daytime course sections offered.



2. All other daytime coursework accounted, then, for 56.9 per cent of the course section total.

Table 5 records the individual course titles which appeared with greatest frequency, and the total number of class sections offered within each title at Fall Registration, 1966, by the 19 community colleges studied. The subject fields included within this reckoning were: (1) History and Political Science, (2) The Humanities, and (3) The Social Sciences.

The second question relates to the balance of course offerings within each of the colleges represented. It was found that one college, of 19 in the study, devoted 51 per cent of its efforts to coursework in the non-science, liberal arts, and general education area whereas another college devoted 28 per cent. These exemplars represented the extremes of the distribution which is recorded in Table 6.

Question three relates to the emphasis being given to coursework in the Humanities area as of September, 1966. The study revealed a substantial interest in the Humanities, with 447 sections offered in this general field, for an average of 23.5 sections per college. The Arts, with 241 sections, the Interdisciplinary Humanities Course with 82, and

TABLE 5

FREQUENCY DISTRIBUTION OF MICHIGAN COMMUNITY COLLEGE  
NON-SCIENCE, LIBERAL ARTS, AND GENERAL EDUCATION  
COURSEWORK AT FALL TERM REGISTRATION, 1966

Course Title	Section Total
American Government <sup>a</sup> . . . . .	191
Introduction to Psychology. . . . .	138
Principles of Sociology . . . . .	131
History of Western Civilization . . . . .	106
Principles of Geography <sup>b</sup> . . . . .	102
United States History . . . . .	82
Interdisciplinary Humanities <sup>c</sup> . . . . .	82
Introduction to Social Science. . . . .	70
European History. . . . .	54
Introduction to Political Science . . . . .	53
Social Problems . . . . .	50
American Literature . . . . .	40
Introduction to Literature. . . . .	40
Art Appreciation. . . . .	30
Introduction to Philosophy. . . . .	24
Prose and Poetry. . . . .	22
Art History . . . . .	19
English Literature. . . . .	19
Music Appreciation. . . . .	19

<sup>a</sup>Government or Political Science required by state law.

<sup>b</sup>Includes: Principles, World, Physical, Regional, Economic and Human Geography.

<sup>c</sup>Includes: 22 sections listed as History of Western Civilization, but taught with a strong Humanities emphasis.

TABLE 6

PERCENTAGE OF TOTAL DAYTIME COURSE SECTIONS DEVOTED TO  
NON-SCIENCE, LIBERAL ARTS, AND GENERAL EDUCATION  
COURSEWORK IN 19 COMMUNITY COLLEGES OF MICHIGAN

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Alpena Community College.....	39
Bay de Noc Community College.....	49
Delta College.....	37
Flint Community Junior College.....	40
Gogebic Community College.....	45
Grand Rapids Junior College.....	40
Henry Ford Community College.....	28
Highland Park College.....	51
Jackson Community College.....	49
Kellogg Community College.....	48
Lake Michigan College.....	40
Lansing Community College.....	50
Macomb County Community College.....	44
Muskegon County Community College.....	40
North Central Michigan College.....	40
Northwestern Michigan College.....	44
Oakland Community College.....	29
Port Huron Community College.....	50
Schoolcraft College.....	40

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Music with 73, accounted for 396 of the 447 section total.

Somewhat less emphasis was given to Philosophy, Introduction to the Theater and to The Great Books.

Question four inquires into the relative emphasis given to the Interdisciplinary Humanities Course. It was found that, as of September, 1966, the course was well

established in four of the Michigan community colleges which offered a composite total of 73 class sections. The course was nominally represented at four other institutions which, taken together, provided 9 sections for a state-wide total of 82.

The course is viewed as a general education elective, appropriate to a majority of the two-year transfer programs and to certain of the occupational and technical curricula. Implicit in the present study is the assumption that the Humanities course, if designed with the abilities, interests, and goals of the community college student clearly in mind, would merit a position of increasing importance among general education and liberal arts electives.

This assumption would seem to be borne out by the response to a recent questionnaire in which college spokesmen indicated that 15 of 17 Michigan community colleges surveyed in 1965 were "offering or making plans to introduce" an Interdisciplinary Humanities Course. Furthermore, 11 of 17 respondents assented to the statement that "the Humanities Course should be an integral part of all student programs at the community college, in the same sense that Communication Skills and Political Science are."



### Summary

It was found, through an examination of the Fall, 1966, registration course lists, that 7179 day-program course sections were offered by the 19 community colleges of Michigan. Within this total, 3094 sections were given to coursework in the broad field comprising (1) Communication, Languages and Literature, (2) History and Political Science, (3) The Humanities, and (4) The Social Sciences.

Within the Humanities area itself, a total of 447 course sections were provided, of which 82 sections represented the Interdisciplinary Humanities Course with which this study is immediately concerned. Further investigation revealed that 73 of the 82 sections were provided by 4 of the 19 colleges, with the remaining 9 sections distributed among 4 other institutions.

A recent survey, reported elsewhere in this study, provides evidence to support the view that community college administrators and department heads are genuinely interested in furthering the development of this particular course offering. It is surmised that the uneven showing of the Interdisciplinary Humanities Course may be attributed to widespread uncertainty with respect to course objectives, and to lack of agreement as to the form, content,

and procedure most likely to prove effective within the context of the community college.

It is to this uncertainty that the present study has been addressed.

The Transfer, Non-Transfer Dichotomy  
in the Community College and its Bearing  
Upon the Development of Elective  
Coursework

The importance of the community college within the framework of higher education is no longer questioned. Its purposes have been clearly established and its functions described as follows:

1. To offer the first two years of transfer or pre-professional education . . . to each student eligible for admission and to prepare this student with a sound background within his chosen field of study commensurate with the first two years of education at any four-year college or university.
2. To provide technical or vocational training programs which offer terminal certification in order to enhance a student's employment opportunities, and to provide refresher or retraining courses in order to facilitate a student's adjustment and employment within a changing labor force.
3. To provide adequate general education for transfer, technical and vocational students in an attempt to prepare them more effectively for the responsibilities they share as citizens of a free society along with the personal and cultural enrichment which makes for creative participation in life's activities.
4. To provide guidance services to students of all backgrounds and abilities in order to assist them in choosing appropriate courses of study which will



allow them to make a notable contribution and to find their place in an ever-changing society.

5. To provide community educational services to its citizens and to play a leadership role in offering adult education courses, resource personnel, speakers, meetings rooms and facilities, educational guidance and cultural offerings in the community.

These may be identified, then, as (1) the transfer and college preparatory function, (2) the occupational and vocational function, (3) the general education function, (4) the guidance and counseling function, (5) the adult and continuing education function, and (6) the community service and leadership function.

Each of the Michigan community colleges, in its official statement of objectives, appears to accept these functions as its own.

The community college serves two fairly distinct college-age populations: first, the declared transfer-student and second, the declared technical-vocational student. There is, of course, considerable subsequent attrition and reclassification. Nevertheless, at the initial registration, the great majority of students are assigned to one of these two tracks.

The present study envisions an Interdisciplinary Humanities Course which will be maximally adaptive to the

wide range of interests, aptitudes and abilities which characterize students within and between these two populations.

For this reason, it has seemed important to examine (1) the nature of this distribution in the community colleges of Michigan and (2) the relative emphasis now being given to general-education coursework in transfer and in technical-vocational curricula.

Various regional and nation-wide studies have shown that the ratio between the election of (1) transfer and of (2) technical-vocational programs has, for a number of years, remained fairly constant at approximately 2:1. Table 7, representing the Michigan community college distribution in the Fall of 1965, indicates that the instate ratio was nearly 4:1 in favor of transfer programs. Gogebic Community College and Henry Ford Community College represented the extremes of the range, with ratios of approximately 33:1 and 1:1, respectively.

The U. S. Office of Education listing of the initial assignment of students at Fall registration, 1965, in the 19 Michigan community colleges then operative, indicated that 27.4 per cent of students were enrolled in vocational, and 72.6 per cent in transfer programs. The following table represents a detailing of this relationship by college.

TABLE 7

DISPOSITION OF STUDENTS IN THE COMMUNITY COLLEGES OF MICHIGAN  
BY MAJOR CURRICULUM TYPE AT FALL REGISTRATION, 1965

	Head-Count Enrollment Fall: 1965	Students Working Toward Bachelor's or Higher Degree	Students in Tech- nical and Voca- tional Programs	Percentage of Students in Technical and Vocational Programs
Alpena Community College	719	642	77	10
Bay de Noc Community College	492	442	50	10
Delta College	3154	2356	798	25
Flint Community Junior College	6378	3996	2382	37
Gogebic Community College	377	367	10	3
Grand Rapids Junior College	4174	3711	463	12
Henry Ford Community College	9876	4846	5030	51
Highland Park Community College	2580	2270	310	12
Jackson Community College	2710	2298	412	11
Kellogg Community College	2521	1515	1006	39
Lake Michigan College	2046	1922	124	6
Lansing Community College	3409	2766	643	19
Macomb County Community College	8907	7183	1724	19
Muskegon County Community College	3192	2304	888	28
North Central Michigan College	500	460	40	8
Northwestern Michigan College	1204	1052	152	13
Oakland Community College	4000	2400	1600	40
Port Huron Community College	2628	2116	512	19
Schoolcraft College	2496	1904	592	24
<u>Totals</u>	61363	44550	16813	<u>Mean 27.4</u>

These figures attest to the variability of curricular emphases within the community colleges of the state. While there is a progressive tendency for community colleges to develop strong one- and two-year vocational, technical, and semi-professional programs, the fact remains that, of the 16,813 students enrolled in these programs in the Fall of 1965, a total of 12,385 were to be found in 6 of the 19 colleges then in operation. Thus, 6 of 19 community colleges, with a combined enrollment approximating 20 per cent of the total student population, accounted for nearly 74 per cent of the matriculations in programs of a technical and vocational nature.

There is evidence to suggest that a concerted effort is being made to strengthen the non-transfer programs, partly as an accomodation to students whose interests and abilities are "non-academic" in nature, and partly as a means of filling the needs of society for competent technicians and semi-professional workers.

The Michigan State Legislature has officially recognized this need. Act 285 of the Public Acts of 1966 provides that, to the standard "full-time equivalent student membership allowance" of \$325, there should be an additional increment of \$25 for each full-time equivalent

student enrolled in technical-vocational programs at the community college. It is likely that this token support differential will be increased and that technical-vocational programs will enjoy a disproportionate growth in the years immediately ahead. This would seem to be borne out by United States Office of Education statistical projections made in 1964 and based upon the following assumptions:

1. Attendance rates of the population 18-21 years in public junior colleges and in private junior colleges will follow the 1954-64 trends, and
2. Entrance rates of the 18-year-old population into public and private junior colleges will also follow the 1954-64 trends.

On the basis of these projections, total fall enrollment in public and private junior colleges in the year 1974 will reach 1,350,000. (149:12) Total 1st term non-degree-credit full-time equivalent enrollment in public and private institutions is expected to reach 657,000, which figure includes enrollment in terminal-occupational or general studies programs but excludes enrollment in adult education courses. (149:14) If one accepts the conclusion that the preponderance of non-degree enrollment will be in the community-junior colleges of the nation, it would follow that by the year 1974, students in this sector of higher education will be more or less equally divided

between transfer and vocational-terminal programs, at a ratio of approximately 52 to 48.

This may be contrasted with the 1965 Michigan community college program tabulation cited earlier which shows that 72.6 per cent of entering students were initially enrolled in transfer programs, and only 27.4 per cent in various of the technical-vocational curricula. These figures, though technically accurate, tend to be distortive. Many of the students listed as transfer candidates are, in fact, academically uncommitted. They are, for the record, placed in the transfer category during what Burton Clark has called "the cooling off period."

Furthermore, certain of the Michigan community colleges have failed to provide the student with a valid choice, less attention having been given to the development of substantive technical and vocational programs. And finally, the 1965 figures offer no presentiment that the community colleges formed subsequent to that date are committed to achieving what many educators perceive to be a more equitable balance between transfer and technical-vocational curricula.

### Summary and Conclusions

Attention has been directed, thus far, to the distribution of Michigan community college students in (1) transfer and (2) technical-vocational curricula as of 1965.

There is evidence to suggest that distinctions of this kind will become increasingly "academic," and that the lines of demarcation between transfer and non-transfer programs will be somewhat obscured. If this is true, it will stimulate the development of significant general education courses addressed to the student body as a whole, rather than to transfer students, on the one hand, and to non-transfer students on the other.

Differences in aptitudes and interests will, of course, continue to affect the range and direction of the collegiate experience. However, many of the familiar categories will be modified. There are, in the literature, many references to an impending revolution in the field of education.

Neil Chamberlin has expressed the belief that about half of what [a person] has learned will be obsolete in a decade; and about half of what he will need to know ten years from now is not available to him today. (162:47)

Margaret Mead has commented that,

if we can't teach every . . . student something we don't know in some form, we haven't a hope of educating the next generation, because what they are going to need is what we don't know.

These remarks seem directed primarily to education in scientific and technological fields. It is likely, however, that in the period just ahead, teaching practices will undergo an intensive reexamination in all subject areas.

Buckminster Fuller has remarked that

out of my world-pattern-trend studies there now comes strong evidence that nothing is going to be quite so surprising or abrupt in the forward history of man as the forward evolution in the educational processes. . . . I know that there is an awareness of coming change amongst the forward thinkers of the educational ranks, but I feel even they will be astonished at the magnitude of the transformation about to take place in the educational processes. (56:4)

It has been said that job specifications are no longer as easily and clearly drawn as once they were. The tempo of change has brought about a situation in which certain aspects of a job may, for example, be appropriated by the computer with the result that human energies may be directed toward activities of a more creative nature. The technological revolution is, in fact, rendering obsolete



entire job categories and making heavy incursions into others.

The results of an extensive enquiry

confirm the generalization that the narrow trade-school conception of a professional education for the routine activities of its members is rapidly being replaced by the view that education should prepare future practitioners for the thoughtful application of general principles to varying problems they encounter in their daily activities, and no less for the larger responsibilities of citizenship in a complex world. (43:64)

It had been assumed, Dressel writes,

that the majority of technical and professional faculties were disinterested in--even antagonistic toward--the liberal arts. We have been forced to discard the view, and in its place have come out with an impression that these faculties are generally interested in the liberal arts, but confused as to the ingredients and proportions that should be put together to provide something of a liberal education for specialized students. (42:33)

The position described above clearly parallels the attitude of community college administrators and teachers as reflected in their response to issues raised in Questionnaire I: The Interdisciplinary Humanities Course At The Community College. This instrument appears as Appendix Item C, with a review of findings included in Chapter VI.

In both instances, where there was a reluctance to make provision for a liberal arts course within a specialized

curriculum, this reluctance could be traced to a lack of confidence in the conduct and design of the course itself, rather than to a disavowal of its stated objectives.

An important question has been raised by Robert Pace.

Why [does] there appear to be little or no difference between graduates and non-graduates, between high-ranking and low-ranking students, after they have been a decade away from the campus? (117:xi)

One clue, perhaps, to the resolution of this perplexity may be found in Jerome Bruner's comment that

the best way to create interest in a subject ... is to render it worth knowing, which means to make the knowledge gained usable in one's thinking beyond the situation in which the learning has occurred. (10:31)

Tyler and other learning theorists suggest that educators must be concerned with "changing the behavioral patterns of people, using behavior in the broad sense to include thinking and feeling as well as overt action." (143:4)

It would be difficult to imagine a humanities course taught in such a way as to minimize the question of "values." Arnold Graeffe holds that the humanities

are intended to educate "the whole man" instead of one or the other divisions of his mind; to give him the cultural horizons without which his moral, aesthetic, social and even political attitudes will remain suspended in a vacuum; to

prepare for their more advanced work those students who intend to train themselves in education, or writing, or music or the plastic arts.

They are to create in the student a serious concern with the arts--a concern that should express itself in his power of discrimination and in certain well-established habits. It should carry over into the years when his few leisure hours might be the part of his life for which he lives. (63:12)

Various manifestations of the Inderdisciplinary Humanities Course at the community college are discussed in detail elsewhere within this study. As noted earlier, 17 of 18 community college presidents and academic deans endorsed the idea that the humanities should be strongly represented within the curriculum. A majority accepted the notion that a comprehensive humanities course should, ideally, be included as a basic unit within the various transfer programs and, whenever possible, in the occupational-vocational curricula as well.

The Course Distribution Study, reported earlier in Chapter V, indicates that this judgment has not been widely implemented. The Humanities Course was found to be fairly well-established in five of the Michigan community colleges and virtually unrepresented in the others.

Two questions are raised which are of critical importance to the present study:

1. What factors account for the present lack of representation of a course which appears to be held in high regard by community college instructors and administrators in the state of Michigan?
2. What measures might be taken to correct this situation, i.e. to restructure the course in such a way that it would seem appropriate to the interests, abilities, and goals of greater numbers of community college students, transfer and non-transfer alike.

### Representative Curricula and Provision For Elective Coursework

As noted earlier, Leland Medsker, at the completion of a nationwide survey of community college curricula in 1960, concluded that "only a few colleges have developed special integrated courses as a means of helping students obtain a comprehensive background in interdisciplinary fields." (106:26)

The conflict between general studies and occupational or pre-professional training is, perhaps, nowhere more sharply drawn than at the community college.

### Occupational Curricula

Coursework in the occupational divisions is planned by staff members familiar with the specific requirements of a given trade or occupation. Advisory Committees often play an important part in the formulation and periodic review of such programs as Data Processing, Electronics, Nursing, Office Occupations, and Engineering Design Technology.

A representative one-year program is cited here, that of the Medical Assistant and Receptionist. Typically, in a concentrated program of this kind, there is little or no provision for electives.

<u>First Semester</u>		<u>Second Semester</u>	
Typing	2	Office Practice	3
Office Machines	3	Medical Service Procedures	3
Records Management	2	Insurance Data Control	2
Microbiology	3	Office Procedures	3
Business Correspondence	3	Coordinated Business	
Principles of Accounting	<u>3</u>	Experience	3
	16	Personal Development	<u>2</u>
			16

The two-year Medical Secretary program, representing an expansion and intensification of the one-year offering, allows for a limited number of general education courses.

<u>First Semester</u>		<u>Second Semester</u>	
Typing	2-3	Political Science	4
Composition	4-3	Composition	4-3
Office Machines	3	Personal Development	2
Microbiology	3	Typing (if needed)	2
Accounting	3	Anatomy and Physiology	4
Physical Education	<u>1</u>	Physical Education	<u>1</u>
	16		17-16

<u>Third Semester</u>		<u>Fourth Semester</u>	
Business Correspondence	3	Medical Service Procedures	3
Office Practice	3	Secretarial Procedures	3
Records Management	2	Insurance Data Control	2
General Psychology	4	Coordinated Business Exp.	5
Fundamentals of Speaking	<u>3</u>	Introd. to Data Processing	<u>3</u>
	15		16

An intensive two-year Industrial Technology program provides skills in drafting and in body and chassis design.

<u>First Semester</u>		<u>Second Semester</u>	
Technical English	2	Detail and Assembly Drawing	1
Orientation	1	Introduction to Body Drafting	2
Geometry	1	Physics I	2
Commercial Drafting	1	Technical Report Writing	2
Advanced Projecting	1	Calculations	1
Detail Drawing	1	Introd. to Data Processing	1
D.C. Fundamentals	1	Descriptive Geometry I & II	2
Metal Processing	2	Body Fixture Detailing	2
Psychology	2	Body Detail I	2
Trigonometry I	1	Hydraulic Fundamentals	1
Cutting Dies	1	Characteristics of Metal	<u>1</u>
Alternating Current	1		17
Pneumatics	<u>1</u>		
	16		

<u>Third Semester</u>		<u>Fourth Semester</u>	
Political Science I	2	Political Science II	2
Functional Drawing	2	Perspective Projection	2
Trigonometry II	1	Process Engineering	2
Descriptive Geometry		Industrial Economics	2
III and IV	2	Industrial Organizations	2
Product Design and Layout	2	Basic Drawing	2
Auto Body Structure	2	Basic Design Project	<u>4</u>
Character of Metals II	1		16
Compound Angles I	1		
Panel Tipping	2		
Surface Development	<u>2</u>		
	17		

Educational and Cultural  
Development Program

The evidence shows that many entering students are uncommitted to any special field. For this group, post-high school training is, in a very real sense, exploratory. Macomb County Community Colleges provide an Educational and Cultural Development Program within its Division of Basic Education. The first year ECD curriculum is as follows:

First Semester

Social Science I (4 credits)

Analysis of basic concepts of the nature of man, community, society, culture, problems of personal and social adjustment; transformation of the United States from a rural society to a predominantly urban mass society.

Natural Science I (4 credits)

Introduces basic principles of physical and biological sciences to aid students in understanding the origin of the earth, the beginning of life, its perpetuation on earth and the effects of heredity and evolution on society.

Communications I (4 credits)

American English as a tool of communication. Designed to equip students to analyze meaning in reading, writing and speaking and to develop critical perspectives applicable to their language skills. Four hours a week: three in composition, one in speech.



Humanities I (3 credits)

Experience in relating and tracing parallels and distinctions among works of art which embody Man's feeling and thought. Emphasis is placed upon the questions Man has pondered regarding his relation to the universe.

Orientation I (1 credit)

Introduces students to college requirements and aids him in assessing his abilities and making educational and vocational plans based upon objective facts. Study methods for college courses are taught.

Second SemesterSocial Science II (4 credits)

Continuation of Social Science I. Major problems in our economic and political life and international relations.

Natural Science II (4 credits)

Continuation of Natural Science I: analysis of the characteristics of living forms and their relationships to their environment; present-day problems confronting mankind with regard to disease, public health and conservation; man's desire to explore the outer-most limits of his universe; and his prospects for success in the future.

Communications II (4 credits)

Continuation of Communications I with emphasis upon the personal and sociological implications of the responsible use and interpretation of language.

Humanities II (3 credits)

Continuation of Humanities I, emphasizing recurrent themes and attitudes revealed in the arts.

Orientation II (1 credit)

Opportunities for students to explore firsthand an individual occupational choice. Principles of mental hygiene and establishment of ethical values.

In moving from the two-year Industrial Technology Curriculum to the Educational and Cultural Development Program, described in some detail above, one moves from a course of study which is focused upon a carefully prescribed set of skills, to one which offers a general introduction to four broad subject areas. The ECD program serves as a staging area for certain students and as a testing ground for others. It provides the uncommitted student and the student of marginal capabilities with those experiences and insights which will make for intelligent choice.

Uncertainty of purpose is by no means limited to the community college student.

Of 525 National Merit Scholarship students in a recent study, 40 per cent made a major change in program and an additional 15 per cent made a minor one. The prevalence of change in educational and vocational choice shows clearly the need for organizational flexibility in higher education. (103:175)

The evidence presented above suggests that little or no provision is made for electives in the one- and two-year occupational programs. This is particularly true where a student is reasonably certain of his occupational goals and elects that sequence of courses which will lead to competence as a Medical Secretary, for example, a Commercial Illustrator, or a Technician in Tool Fixture and Die Design.

#### Transfer Curricula

The Associate Degree represents the highest academic award issued by the community college. It is offered to the student who has accumulated a requisite number of academic credits over a two-year period and maintained a prescribed grade point average. There is, in addition, the state requirement that each student take an introductory Political Science course: National, State and Local Government, American Citizenship or the equivalent. The Associate Degree program has one or more of the following objectives:

1. transfer to a four-year college at the junior level,
2. preparation for entering an occupation,

3. the extension of the student's general educational and cultural understanding.

Ordinarily, those students who elect a transfer curriculum will follow a flexible course of study, selecting a prescribed number of credit hours from each of four major subject areas. For example, the degree requirements for a student not planning a concentration in science might involve the following coursework:

Group I Communications--Minimum of 8 semester hours, including English Composition I and II or the equivalent

Group II Science, Math--8 semester hours

Group III Social Science--8 semester hours

Group IV Humanities--8 semester hours, including at least 3 hours of literature.

A typical pre-professional program might appear as follows:

<u>First Year</u>	<u>Hrs</u>	<u>Second Year</u>	<u>Hrs</u>
English Composition	6	Literature	6
Modern Language	10	Modern Language	8
Science or Mathematics	8	Political Science	4
Speech	3	Social Science Electives	7
Psychology	<u>4</u>	HUMANITIES ELECTIVES	4
	31	Physical Education	<u>2</u>
			31

Students wishing to prepare for transfer to a four-year college or professional school requiring concentration in science might elect the following to satisfy degree requirements:

- Group I Communications--Minimum of 8 semester hours including English Composition I and II or the equivalent
- Group II Science--Minimum of 20 semester hours in science and mathematics, including a one-year sequence of a laboratory science
- Group III Social Science--6 semester hours
- Group IV Humanities--6 semester hours

A typical science-oriented transfer program might conform to this pattern:

<u>First Year</u>	<u>Hrs</u>	<u>Second Year</u>	<u>Hrs</u>
English Composition	6	HUMANITIES	6
Geometry and Calculus	8	Math or Science	8
Science	8	Political Science	4
Modern Language <sup>1</sup>	10	Social Science Elective	4
Physical Education	<u>1</u>	Modern Language	8
	33	Physical Education	<u>2</u>
			32

<sup>1</sup>The extent of work in Modern Language will be determined by the requirements of the senior college. In certain cases no language is required.

The Associate Degree program for students in (1) Pre-Business Administration and (2) Pre-Business Teaching might appear as follows:

- Group I Communications--minimum of 6 semester hours
- Group II Science, Math--Minimum of 3 semester hours
- Group III Social Science--Minimum of 6 semester hours
- Business Group Minimum of 20 semester hours.

A typical course sequence for the student in Pre-Business Administration might include:

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
English Composition	3	General Psychology	4
Introduction to Business	3	Physical Education	2
Principles of Economics I	3	English Composition	3
Algebra and Trigonometry	4	Political Science	4
Fundamentals of Speaking	<u>3</u>	Principles of Economics II	<u>3</u>
	16		16
<u>Third Semester</u>	<u>Hrs</u>	<u>Fourth Semester</u>	<u>Hrs</u>
Principles of Accounting I	4	Principles of Acctg. II	4
English Literature	3	English Literature	3
Business Law I	3	Business Law II	4
Science	<u>4</u>	Science	<u>4</u>
	15		15

The two-year career program in Business is, in many cases, single-minded to the point of making virtually no allowance for general education courses. The Accounting curriculum might appear as follows:

<u>First Semester</u>	<u>Hrs</u>	<u>Second Semester</u>	<u>Hrs</u>
Principles of Accounting I	4	Principles of Acctg. II	4
Communications	3-4	Communications	3-4
Introduction to Business	3	ELECTIVE	3
Principles of Economics I	3	Fundamentals of Speaking	3
Intermediate Algebra	<u>3</u>	Business Data Processing	<u>3</u>
	16-17		16-17

<u>Third Semester</u>	<u>Hrs</u>	<u>Fourth Semester</u>	<u>Hrs</u>
Intermediate Accounting	3	Intermediate Accounting	3
Cost Accounting	3	ELECTIVE or	
Business Law I	4	Internship Seminar	3
Unit Record Processing	3	Business Law II	4
ELECTIVE or		Political Science	4
Internship Seminar	<u>3</u>	Physical Education	<u>2</u>
	16		16

Attention is drawn to these curricular patterns to illustrate the fact that, official statements of purpose notwithstanding, a certain number of community college students complete their two-year program having had no meaningful introduction to "the world of ideas, the life of the spirit."

#### Testimonials for General Studies

Quite obviously, there is no simple solution to this complex problem. It has been referred to, elsewhere, as that of ensuring that

the differences among citizens in a democracy should take the form of gradations instead of sharp distinctions between the uninformed and the enlightened, the uncultured and the cultured, the vocationally educated and the liberally educated. (103:54)

Jersild remarks that,

the history of education . . . is, in part, a history of man's efforts to evade or to face anxiety. The philosophy of education, if it

really cuts into the meaning of things is, in large measure, an endeavor to face anxiety, especially the anxiety of meaningless and emptiness. (90:26)

Tyler speaks of "integrative needs," as opposed to occupational, physical or social needs, "the need to relate oneself to something larger and beyond one's self, that is, the need for a philosophy of life." (143:5)

Reginald Smith, addressing the Union of Educational Institutions in 1952, said:

The community will inevitably be made up to an increasing percentage of technologists and technicians. Their philosophy, their sense of obligation will inform and determine their usefulness as specialists, not to mention their personal happiness and their place in the community. It is of the greatest importance that this vital section of the nation . . . should receive, as an integral part of their earlier schooling, something of the tradition which the older liberal education afforded. (157:137)

Tyrone Guthrie, theater director, comments that far more people have more leisure than they have ever possessed before. And the development of the human race is going to depend more and more not on what people do in their so-called working hours, but in their so-called play hours. If you've had many hours of deadening work that has made no demands on your personality at all, on your physical or intellectual or emotional processes, then these begin to atrophy, and the people who do the dullest work are the people who spend their leisure most dully. This is, I think, an absolutely major social and educational problem of the next fifty years. And it's a problem to which the arts are one of the



obvious and logical solutions. And of these arts, the theater is one. I think, if on that ground alone, we should start thinking very seriously if we should re-assess the position which we give to the theater in our social hierarchy. (175:18)

President Emeritus of Columbia University, Hollis Caswell, in his discussion of "great challenges for education," expresses the opinion that:

1. special attention must be given the balancing and interrelating of liberal and professional studies;
2. education must be increasingly concerned with belief and behavior, and with influencing them;
3. education must seek to encourage the attitude of life-long enquiry, and
4. the individual and his development must be the constant focus of attention. (32:29)

#### Problems Besetting General Studies

It has been charged that the community college is less concerned that it might, or should be with the matter of self-evaluation. The perennial problem here being considered may be framed in the following questions:

1. What evidence is there to support the contention that the community college is contributing to rather than helping to alleviate the communication gulf between students in the transfer and in the vocational-technical curricula?

2. If this contention is well-founded, (a) what factors are responsible, and (b) what measures can be taken to deal with the underlying problem?

The curriculum prototypes cited earlier would seem to support the view that, in the case of the community college student who does not go beyond one or two years of post-high school training, little effort is made to introduce him to the world of ideas which exists apart from his field of specialized training. In numerical terms, this group represents nearly 75 per cent of community college matriculants.

From the many statements supportive of the position that each student's horizons should, somehow, be extended beyond the boundaries of his own special field, we may conclude that the present situation is deplored by a majority of educators, generally, and by community college teachers and administrators in particular.

Assuming that this intellectual compartmentalization is viewed as a defect, what factors are commonly cited as responsible?

One set of factors relates to the community college student himself. Studies have shown that a substantial number of students at this level are vocationally minded to the extent that general education courses may be looked

upon as an intrusion, in effect delaying their occupational readiness. In addition, large numbers of students, particularly those with reading and communication deficiencies, feel estranged from liberal arts and general education coursework which appears to threaten them at their point of weakness.

A second set of factors relates to the community college faculty, many of whom, through training and habit of mind, have come to think of themselves as specialists rather than as generalists or interdisciplinarians. Moreover, the influence of the university is such that, unless great care is exercised, the community college will give highest priority to the development of specialized courses which serve as the core of a transfer program. This tends to discourage the working out of interdisciplinary courses which seem, from a transfer point of view, to be unsafe.

Norman Harris of the University of Michigan Center for the Study of Higher Education speaks to this point in saying that

we must cease thinking of the community college as a prep school for the university and start to organize and administer these institutions for the benefit of all youth, not just for the 25 per cent which will be able to go on to a four-year college or university. . . . The

greatest change of all may well have to occur in the attitude of the faculty members themselves. (175:7)

It must be added that the community college instructor, like all others, finds security in standing upon the firm ground of a teaching specialty. The modern university professor and, to a somewhat lesser degree the community college teacher, is disinclined, in the company of students, to explore beyond the boundaries of his teaching field. He may accept, in principal, the idea that general education courses require this crossing of boundaries into less familiar terrain. He may also accept the idea that well-conceived general education courses are as appropriate to the needs of community college students, by and large, as more specialized coursework. He will, nevertheless, hesitate to translate this awareness into his teaching practice until interdisciplinary coursework has acquired a viability and a dignity of its own. In this regard, Haskell Block has argued for the provision of "interdepartmental training in our graduate schools as well as through the length and breadth of our undergraduate institutions." (159:474)

The conflict between "general" and "specialized" studies is, of course, an ancient one. Aristotle, in Book VII of The Politics, noted that ;

confusing questions arise out of the education that actually prevails, and it is not at all clear whether the pupils should follow pursuits that are practically useful or morally edifying, or engage in higher accomplishments. All these views have won the support of some judges.

In the mid-18th century, Benjamin Franklin remarked that.

it would be well if [students] could be taught everything that is useful and everything that is ornamental: but art is long and time is short. It is therefore proposed that they learn those things that are likely to be most useful and most ornamental.

In 1960, Arnold Toynbee wrote that,

in our still archaic industrial society, leisure continues to be thought of, by all but a privileged minority, in its negative aspect of "unemployment" in gainful labor; and for the industrial worker, the prospect of unemployment is at present a nightmare because it carries with it a loss of income and, worse still, a loss of self-respect. . . . The Greeks had a truer vision in seeing in leisure the greatest of all human goods, and they used leisure for worthy human ends--as is witnessed by the fact that the Greek word for leisure has provided most of the modern Western languages with their word for "school." In our world, the dawning age of automation is soon going to provide ample leisure for all industrial workers without loss of income or self-respect or social esteem.

If leisure is to be understood and enjoyed, it is incumbent upon educators to provide experiences of a kind which will enlarge the students' range of interest, sharpen his aesthetic sensitivities and, hopefully, set in motion



a lifelong interest in those issues and ideas which are bound up within the humanities.

Methods of Accomodating the Heterogeneous  
Student Population, With Implications  
for the Humanities Course

It is difficult to imagine a student group more heterogeneous, intellectually, than the community college Freshman class. Swarthmore College, the most highly selective undergraduate institution in the United States, indicated in 1965 that 90 per cent of all entering Freshmen earned scores of 600 or better in the two SAT ratings. Economic and geographical diversity was sought, but so similar were the entering students in academic potential that 84 per cent of freshmen had graduated in the top fifth of their high school class, with a large majority coming from highly rated secondary schools.

The community college adheres, generally, to an "open-door" admission policy. In addition to its basic core of academic offerings, it attempts to develop a variety of curricula which answer to the special interests and needs of the entering student.



An examination of community college catalogues would seem to indicate that the small institution, being unable to provide coursework which will adequately meet the needs of a heterogeneous student population, becomes, in effect, a transfer institution. In the Fall of 1965, Gogebic Community College indicated that no more than 10 of its 377 students were enrolled in vocational and occupational programs. The remainder were classified as "working toward a bachelor's or higher degree."

Henry Ford Community College, on the other hand, indicated that 51 per cent of its 10,000 students were in programs of a technical or vocational nature as of September, 1965.

Within those Michigan community colleges which are in a position to offer a comprehensive program in both the transfer and the vocational areas, what measures have been taken to provide for students with widely divergent interests and abilities?

#### Provision for Accomodating A Heterogeneous Population

First, many community colleges require an admission counseling interview during the summer preceding

the first year of study. This allows for initial testing, for a leisurely and thorough assessment of a student's interests and abilities, and for the selection of a suitable program of study, i.e. one which is felt to be vocationally appropriate and within the limits of the student's ability. Careful pre-testing and counseling is seen as one means of reducing the abnormally high attrition rate which has characterized the community college Freshman year.

Second, students with special deficiencies, particularly in English and Mathematics, are generally required to take refresher and remedial coursework which does not fulfill graduation requirements and is non-transferable.

The 1965-66 Flint Community College catalogue lists the following courses of this type.

English 090: Essentials of English

A linguistically oriented course in English grammar designed to give the student control over the structures of English. Assignment to this course is based on language deficiency as determined by entrance tests, high school records and a diagnostic theme.

English 093: Essentials of English

Frequent practice in expressing ideas in short themes which are based upon selected readings of expository prose. Placement in English 093 normally follows successful completion of English

090 and is based upon the instructor's recommendation.

Mathematics 091: General Mathematics

Includes topics on counting, elementary theory of numbers, fundamental operations, fractions, measurement, and equations. Designed to meet the needs of students who are not ready to pursue academic work in the college parallel courses and who need the basic concepts of mathematics.

The above courses tend to serve in one of two ways. If they are successfully completed, the student will have removed a deficiency and may, if he so desires, proceed to an accredited program of college level studies. If he is unable to meet the demands of remedial coursework, it will serve to indicate that his academic goals should be re-examined.

Third, the community college intends, as a part of its philosophy, to serve all members of a community who can profit from education beyond the secondary level. Students with poor high school records and below average test scores who would normally be excluded from regular college programs, are given an opportunity to follow a program of study involving remedial coursework, along with pre-college Social Science and Physical Science, as described on the following page.

Social Science 091: An Introduction to  
Social Science

A study of selected topics and related background material in the social sciences in order to provide students with a better understanding of contemporary civilization in the United States.

Physical Science 090. Introduction to  
Physical Science

Fundamental concepts of science including units on the solar system, the earth of yesterday and today, basic concepts of physics, (measurement, mechanics, heat, light, sound, electricity and flying), and basic chemistry (structure of matter, chemical industries and chemistry of health). Designed to meet the needs of students who are not ready to pursue academic work in the college parallel courses and who need the basic concepts of science. Three hours of lecture, discussion and demonstration.

Fourth, in certain vocational programs, special courses of a general nature are provided, stressing the kinds of learnings which are felt to be particularly relevant to students in technical fields. The following courses, drawn from the Macomb County Community College 1966-67 catalogues, are representative.

Tech 605: Technical English

English composition; functional grammar, mechanics and spelling. Develops skill in expository writing.

Tech 802: Industrial English

Work in research, organization, outlining, proper methods of discussion, oral reports, short

speeches and other means of demonstrating personal effectiveness in communication.

Tech 645: Psychology

Motivation and learning ability as related to interpersonal relations on the job; employee selection, intelligence and aptitude tests, supervision, industrial conflict and job satisfaction. Personal and group dynamics. Application of principles of mental hygiene to adjustment problems as a worker and as a member of society.

Fifth, there are several instances of community college courses in which provision is made for variable credit. In effect, the instructor makes a contract with each student at an early meeting of the class at which time the student declares his intention of working for 3, 4, or 5 credits. Supplementary reading, independent study projects and special research problems are assigned to the student who elects additional credit.

These five procedures represent various means by which provision is made, within a single institution, to accomodate students with widely divergent interests and abilities. In addition, it must be noted that, within the comprehensive community college, the various one and two-year curricula are, themselves, designed to accomodate a wide range of aptitudes and skills. Given the total program, it becomes the responsibility of administration and

counseling staff to effect a suitable matching of student and curriculum. This has proven to be no simple matter.

The procedures described above represent instructional accommodations to the differences between students. In the concluding chapter of the present study an alternate process is described, one which proceeds from the premise that, in spite of marked differences in ability, interest, and predisposing experience, students have, nonetheless, a great deal in common. It is proposed that a central core of experiences in the Humanities might be provided for all students, transfer and nontransfer alike, with an overlay of cortical and additive elements to allow for varying levels of student involvement, to the end that the well-prepared student might be challenged and that the less competent student, academically, would not seem predestined to fail.

## CHAPTER VI

### THE INTERDISCIPLINARY HUMANITIES COURSE:

#### A SURVEY OF THE OPINION OF MICHIGAN

#### COMMUNITY COLLEGE TEACHERS

#### AND ADMINISTRATORS

In January, 1966, an instrument was devised for the purpose of assessing the attitude of a group of knowledgeable community college administrators and instructors toward the Humanities Course.

Twenty-two community colleges were, at that time, either fully operative or planning to open the following September. As noted earlier, it was established that 7 of the 22 colleges were currently offering the course, under somewhat differing titles, and that 8 other colleges were "making plans for its introduction."

In a subsequent course-distribution study made in November, 1966, and described in Chapter V, it was found that a total of 8 institutions were, in fact, offering 82 individual sections of a humanities survey course. Though

identifiable as such, there was found to be considerable divergence of opinion among institutions with regard to the optimal form and content of the course.

Included among the 88 individual humanities sections were 22 class sections bearing the catalogue title: The History of Western Civilization but having, in practice, a strong humanities emphasis. It must also be noted that 73 of the 82 sections were found in 4 of the 10 colleges reporting, the remaining 9 sections being distributed among the other 4 institutions.

The indeterminate nature of the Humanities course offering led to the belief that some value would derive from an exchange of views between those responsible for its supervision and development.

Initially, it was necessary to establish contact with a single individual on each campus, who, by virtue of experience or special training and interest, would be best qualified to respond to the questionnaire.

Of 18 persons contacted in February, 1966, all but one indicated an interest in responding to the instrument which has been entered as Appendix C. Among the respondents were 2 college presidents, 3 academic deans, 5



department heads and 7 teachers with special interest and competence in the field.

The following questions served as a guide in developing the questionnaire:

1. What should be the purpose of a community college Humanities Course?
2. In what way might one hope for the student to be "different" for having taken the course?
3. What are the major problems encountered in attempting to develop a course appropriate to the perceived interests, abilities and academic goals of community college students?
4. For what segment of segments of the student population should the course be designed?

The purpose of the questionnaire, then, was to determine the extent of agreement among a select group of informed teachers and administrators within the community colleges of Michigan. This consensus might, then, serve as a valuable reference in a field of study within which, perhaps more than any other, expertise is difficult to establish.

The questionnaire is entitled THE INTERDISCIPLINARY HUMANITIES COURSE AT THE COMMUNITY COLLEGE. A record of the Opinion of Selected Instructors and Administrators in the Community Colleges of Michigan. A summarization of the response to the five units of the questionnaire follows.

## Response to the Questionnaire

### Response to Unit I

Unit I of the questionnaire represented a listing of alternate purposes: 25 phrase-items which the correspondent was asked to evaluate on a 4-point scale, ranging from "relatively unimportant in this context" to "extremely important."

A majority of correspondents held the following emphases to be important. (The first number, in each of the following brackets, represents those who considered it rather important, the second number, those who considered it extremely important.)

An Interdisciplinary Humanities Course should:

- be organized around the study of recurrent concepts and human problems, moving quite freely across centuries of time. (6/7)
- examine the relationship of the arts, broadly conceived, to the ethical systems and social philosophies out of which they develop. (6/8)
- acquaint the student with works which represent the "highest achievement" in drama, literature, music and the visual arts. (8/7)
- illustrate the way in which the creative personality transcends the limits of his own era and relates to the universal aspects of human experience. (7/6)
- help the student to enjoy and understand the arts as they affect his daily life. (4/10)
- stress the development of "critical judgement," helping the student to recognize the criteria by means of which effective evaluation is made possible. (7/8)
- demonstrate the interrelationship of the arts; the way in which knowledge of one contributes to an understanding of another. (4/11)

- stress the idea that the Humanities Survey can function as the beginning of a life-long interest. (3/13)
- even in a three-term sequence, make some reference to the "arts and ideas" of the non-Western world. (4/8)
- enhance the student's sensitivity to humane values. (4/11)
- by introducing the student to widely divergent points of view, encourage him to structure the intellectual accumulation of his own life and attempt to develop a coherent philosophy of his own. (5/11)

The following were held to be "relatively unimportant" by a majority of correspondents: (In parenthesis, the number so responding.)

The Humanities Survey should:

- stress historic detail as an important end in itself. (16)
- provide a relatively fixed body of information, in general the same, i.e. not dependant on the special interests and training of the individual instructor. (14)
- follow the Great Books format, "reading and talking about important literature of the Western tradition." (14)
- give the student, whenever possible, an opportunity to participate actively in one or more of the arts. (11)
- address itself primarily to the intellectually superior student. (11)
- stress cognitive goals primarily, the acquiring of information per se. (15)

Considerable divergence of opinion was noted in the response to the following statements: (The first number generally for; the second, generally against.)

The Humanities Survey Course should:

- follow the traditional historic chronology, from point X (perhaps Hellenic Greece) to the present. (8/9)
- deal, at the outset, with contemporary issues and concerns, then "move backwards into history." (8/9)
- stimulate an interest in "intellectual activity for its own sake," apart from immediate utility. (10/7)
- stress affective goals primarily, the acts of responding and of valuing. (9/8)
- give primary emphasis to the arts of listening, seeing and reading analytically. (9/8)

#### Response to Unit II

Unit II of the questionnaire related to the problem of defining the course, of establishing objectives, of selecting texts and supplementary materials.

Approximately two-thirds of the correspondents were of the opinion that "it would contribute substantially to the strengthening of the Humanities Course if a clear and comprehensive statement of objectives could be developed." It was agreed that this should represent a "general statement, non-specific as to form, content and course mechanics, a listing of goals in the affective domain" rather than "a content outline, or a detailed listing of the major headings and sub-headings of the course."

By the same majority, it was felt that there is not available, at this time, any statement of objectives which would meet with wide acceptance. To the question whether it is possible to devise such a statement, 12 or 17 replied No or Uncertain.

A substantial majority were of the belief that interdisciplinary survey courses are currently held in higher regard by college teachers and administrators than they were, for example, ten years ago.

The following texts were listed in response to the question: "If the course is now being offered on your campus, what text, or texts, are you using?" Correspondents were asked, if they wished, to indicate an opinion as to the "appropriateness of each text for use at the community college level." (1) excellent (2) adequate (3) inadequate.

Brinton, C., Christopher, J. and Wolff, R.: A History of Civilization, 2nd ed., 2 vols., Prentice-Hall, New York, 1962. (2)

Copland, Aaron: What to Listen for in Music, revised ed., McGraw-Hill, New York, 1957. (1)

Dudley, Louise and Faricy, Austin: The Humanities, Applied Aesthetics, McGraw-Hill, New York, 1960. (1)

Easton, S.: The Western Heritage, revised ed., Holt Rinehart and Winston, New York, 1966. (2)

Fremantle, A.: The Age of Belief, The Medieval Philosophers, Mentor Books, New York, 1955.

Gardner, Helen: Art Through the Ages, 4th ed., Harcourt Brace, New York, 1959. (2)

Herndon, S. et al. (eds.): The Humanistic Tradition, Holt Rinehart and Winston, New York, 1964. (2)

Santillana, G.: The Age of Adventure, The Renaissance Philosophers, Mentor Books, New York, 1956.

Stace, W. T.: Religion and the Modern Mind, Lippincott, Philadelphia, 1952.

Taylor, Joshua: Learning to Look, The University of Chicago Press, 1961.

Thompson, Karl F. (gen. ed.): Classics of Western Thought, Harcourt, Brace & World, New York, 1964. (1)

Cited by 3 correspondents. Three volumes:

Nulle, S. H. (ed.): The Ancient World

Thompson, K. F. (ed.): Middle Ages, Renaissance and Reformation

Hirschfeld, C. (ed.) The Modern World

Willbank, T. and Taylor, R.: Civilization, Past and Present, 3rd. ed., 2 vols., Scott Foresman, New York, 1955. (2)

Wold, M. and Cykler, E.: An Introduction to Art and Music in the Western World, 2nd ed., W. C. Brown Company, Dubuque, 1960. (1) Cited by 2 correspondents.

The following titles were supplied in answer to the question: "If you were to change, what text (or texts) might you select?"

Cross, N. and Lindau, L., The Search for Personal Freedom, 2 volumes, W. C. Brown Company, Dubuque, 1950.

Fleming, W., Arts and Ideas, rev. ed., Holt, Rinehart and Winston, New York, 1963.

McNeill, W.: The Rise of the West, The University of Chicago Press, 1963.

Thompson, Karl F. (ed.), Classics of Western Thought, 3 paperback volumes, Harcourt, Brace & World, New York, 1964.

A collection of paperbacks (cited by 3 correspondents).

A series of questions relating to the use of audio-visual materials yielded the following information:

1. Audio-visual materials were adjudged, by all correspondents but two, to be "extremely useful" in connection with the Humanities Course.

2. The following type of material was listed as "currently used" by the number of correspondents indicated:

slides (7)  
 recordings, music (5)  
 recordings, poetry and literature (2)  
 overhead projector (2)  
 filmstrips (4)  
 prints (3)  
 videosonic, projector and recorder (1)  
 charts and maps (2)  
 museum visit and community architectural survey (1)  
 films (2)

3. All correspondents but two indicated that they "would be inclined to make greater use of the new instructional media, if material of an appropriate quality and level of difficulty were available."

### Response to Unit III

Unit III of the questionnaire dealt with "special problems relating to the course." Adjudged severe by a majority of correspondents were the following:

- the lack of appropriate texts
- the difficulty of determining who should teach the course
- the wide range of academic ability among community college students
- the degree to which success in the course should be made to depend on "a high level of reading proficiency"
- accomodating to the special needs of (1) the transfer and (2) the non-transfer student
- devising effective measures for evaluating student progress

The following were considered moderately severe:

- the lack of audio-visual and self-study materials suitable for use in this area and at this instructional level
- the problem of articulation with parallel courses at the college or university
- the difficulty of finding ways to "relate the humanities" to the pre-college experience of the student
- the lack of suitable primary source material
- lack of agreement with respect to cognitive and affective goals

The following seemed to present no major problem:

- availability of funds for renting or purchasing audio-visual materials
- agreement with regard to course content
- determining whether or not prerequisites (aptitude or course) should be specified
- the problem of enlisting student interest in the course



Response to Unit IV

Unit IV dealt with form and mechanics. The correspondent was asked to express an opinion as to the "relative weight" which should be given to each of a number of instructional procedures.

It was the consensus of opinion that maximal weight should be given to the following.

- reading from primary source material
- reading from a text or commentary
- the use of guest lecturers, whenever feasible
- audio-visual material as a primary instructional device
- the use of class-related experiences: field trips, concerts, exhibits, etc.
- alternation of lecture and guided discussion, in the same period
- assigned reading in current periodicals and journals
- evaluation by means of a few major tests
- reliance on subjective tests primarily

It was felt that less weight, relatively, should be given to the following, listed in order of decreasing importance:

- the formal lecture
- discussion-tutorial and formal lecture, in alternate class periods.

- provision for "honors projects" for students with special interest and competence
- the attempt to involve the student in the act of manipulating media, of "creating"
- providing a content outline at the beginning of each class meeting
- team teaching as a primary instructional procedure
- verbal reports by specially prepared students, as individuals or in panels
- evaluation by means of frequent tests and quizzes

#### Response to Unit V

Unit V related to the question: "For whom should the Interdisciplinary Humanities Course be designed?" Fourteen of the seventeen correspondents felt that the course should "be open to all students, without special qualifications or prerequisites." The minority held that it should be open only to those Freshmen whose transcripts indicate an average or better than average high school record, or whose scores on aptitude tests fall above a prescribed level.

Eleven of seventeen assented to the statement that "the Humanities Course should be an integral part of all student programs at the community college, in the same sense that Communications Skills and Political Science are."

The minority held that it should be offered as a general education elective, not required in either the transfer or in the non-transfer curriculum. Four indicated that it should be limited, as far as possible, to those students who have demonstrated average facility, or better, in reading and writing skills. Two were of the belief that it should be required, but only of the prospective transfer student.

The following statement was accepted by eight correspondents and rejected by nine: "The course should be taught in such a way that no distinction is made between the transfer and the non-transfer student." Five of those dissenting accepted the option that a common core be presented to both groups, with supplementary work being provided for the transfer student. The idea was universally rejected, however, that transfer and non-transfer students should be dealt with in separate sections.

### Summary and Discussion of Response

The present investigation has focused upon two aspects of a complex problem.

- First: What conceptual image does this group of informants have of the Interdisciplinary Humanities Course? What do they conceive to be its purpose?
- Second: To the extent that agreement can be reached in outlining the purpose of this course, what is the prevailing opinion with regard to that form and content most likely to achieve these purposes in the community college setting?

The responses provided by this group of 17 teachers and administrators would seem to support the following generalizations relative to the first question:

The Humanities Course should involve the study of profound, recurrent human problems and values, largely through an examination of man's cultural achievements, the record of his search for truth and beauty as revealed in his art, literature, music, and philosophy.

Two distinct processes were recognized: (1) knowing, becoming informed through disciplined thought on connected material, and (2) valuing, developing a sympathetic response which, hopefully, will promote a life-long interest in the processes here begun.

The Humanities Course, as viewed by these respondents, would seem to imply a procedure or a direction rather than a

prescribed itinerary. It was held that a vital experience might result from a variety of forms and methods, as long as student capabilities, interests and needs were kept in mind.

The response to items relevant to question two reflected the opinion that a course is viable only to the extent that its objectives can be made meaningful to the students for whom it is designed. If a course is, in fact, to enlist student interest and to provide an avenue of growth, it must take into account the student's previous experience, his present concerns and capabilities as well as his personal and academic goals.

It is apparent that agreement could readily be reached in the matter of establishing broad course objectives. To what extent did these respondents agree in matters of content and form, elements which are likely to reflect (1) the special training and interests of the instructor, as well as (2) the academic climate and the self-image of a particular institution?

It was generally agreed that the Humanities Course should call for extensive reading from primary source material, texts and commentaries, current periodicals and journals. The disparity of texts "now in use or being considered for adoption" gives rise to questions such as these:

Should one of the disciplines serve as a "ground" to which the others will be related? If so, should this role be performed by art, by literature, by

philosophy or, perhaps, by history? If this option were accepted, a majority of correspondents would seem to favor the arts, broadly conceived, and a somewhat smaller group would favor literature.

Does the lack of agreement in the choice of instructional materials reflect (a) the absence of any coherent pattern of training for instructors in this academic field or (b) the dearth of materials produced with the community college student specifically in mind?

With respect to classroom procedure, the opinion was widely held that the "formal lecture" should be given somewhat less emphasis than it now is. The favored alternatives were, in this order: (1) guided discussion, (2) audio-visual materials and (3) class-related experiences, i. e. field trips, exhibits, concerts, etc. It seemed evident, however, that this sentiment had not, to any large degree, been translated into practice.

The "formal lecture" has continued to reign supreme, except in a few instances. Nevertheless, a substantial majority were of the opinion that audio-visual materials could be "extremely useful" in connection with this course, if they were "of an appropriate quality and level of difficulty."

It is recognized that the above conclusions reflected the opinion of a relatively small sample of teachers and

administrators, a total of seventeen. The alternative would have been to select a broader sample made up, to a large degree, of individuals with little or no direct experience with the course in question. It was believed that a more valid assessment of the Michigan community college situation with respect to a particular course would derive from the judgment of a more limited sample of interested and experienced persons.

That this choice should present itself, is a reflection of the fact that interdisciplinary general education and liberal arts courses have not been strongly emphasized within the community college curriculum.

The literature points to the following reasons for this deficiency:

1. The transient nature of the community college population and the uncertainty of many students with regard to appropriate academic goals;
2. The circumscribed nature of all one-year and of many two-year technical-vocational programs, with little or no provision being made for general education electives;
3. Severe academic deficiencies on the part of many students, serving as a limitation upon the type of coursework in which they can be meaningfully involved;

4. The pragmatic mind-set which tends to endow with importance only those courses which appear to be demonstrably "useful" or clearly applicable to a prescribed course of study;
5. Uncertainty as to the transfer value of experimental and interdisciplinary courses, resulting in a tendency to "play it safe;"
6. The lack of teacher training programs designed to supply general educationists and interdisciplinarians and the reluctance on the part of college teachers to renounce the safety of academic specialization.

Leland Medsker speaks to these points in saying that,

one of the major unfulfilled claims of the junior college is its commitment to general education. The information gathered in the process of a study revealed that in the majority of two-year colleges, relatively little had been done to meet the objectives of general education. For example, only a few colleges had developed special integrated courses as a means of helping students obtain a comprehensive background in interdisciplinary fields. Most colleges [have] relied on conventional academic courses to meet the needs of general education. This method in itself is not necessarily to be criticized. The shortcoming lay, however, in the fact that in many colleges neither the faculty nor the administration appeared to be concerned whether or how the conventional courses were meeting the objectives of general education. Furthermore, in many colleges which claimed to rely on conventional courses as a means of achieving a general education, there was no assurance that students would necessarily experience a broadened education. Frequently certain limited statutory requirements plus one or two locally required subjects were all that was specified for graduation.



Beyond that, the student was expected to satisfy the requirements for his major and to elect other subjects to complete the two years work. Only a few colleges attempted to effect a sampling of electives to introduce the student to the various disciplines.

Presumably, the junior college is no more responsible for fulfilling the objectives of general education than any other type of college. However, since most of its students do not go beyond the two years of college, providing some breadth of background for them, under the limitations of the two-year period, is particularly important in the junior college. (106:26)

James Thornton, in a study of practices in general education, examined the catalogues of thirty public junior colleges representing, in 1958, one-twelfth of the public junior college membership of the American Association of Junior Colleges. Enrollments ranged from approximately 100 to 10,000 full-time students, and colleges from every region of the Association were included in the sample.

He reported that,

of the thirty colleges sampled, only one college was found to have a broad distributional requirement, with ten units required in each of the fields of humanities, social sciences, natural sciences and mathematics, and vocations and professions. Other colleges made much more specialized requirements of courses designed to prepare their students for 'the responsibilities which they share in common.' Nevertheless, the evidence indicates that only a minority of the public junior colleges have attempted to make certain that their students receive a comprehensive general education. (140:200)

A similar conclusion was reached by James Reynolds who, in 1945, found evidence which led him to doubt that junior colleges had well-defined policies governing their provision for the general education needs of students. He concluded "that the area of general education in most public junior colleges had received little or no attention." (195:32)

The Educational Policies Commission of the National Education Association in a recent statement called for universalization of post high school education, much as high school education is generally universalized now. The assertion is made that, in the kind of world in which we live, fourteen years of formal schooling is not a "luxury but a necessity."

If this policy were to become an eventuality, there would be a need, beyond that which now exists, for developing a variety of general education courses appropriate to the interests and abilities of a large, heterogeneous student population. A rich diversity of coursework in the humanities and social sciences would need to be provided, courses which would be meaningful to students of widely differing backgrounds and with substantially different goals.

## CHAPTER VII

### ATTITUDE OF SELECTED TEACHERS IN THE COMMUNITY COLLEGES OF MICHIGAN TOWARD INSTRUCTIONAL INNOVATION AND TOWARD A HYPOTHETICAL INSTRUCTIONAL MODE

Matthew Miles refers to "a latent disequilibrium which makes innovations actually welcome." 108:41) The literature provides many statements in support of the contention that "we are at the take-off stage for a technological revolution that promises to engulf education. I use the word 'promises' deliberately," says James Finn, "instead of the . . . fear-word 'threatens.' For it is only by this promise of the applications of technology to education that I feel we have a chance to make the necessary educational contributions to the solution of our difficult and exasperating . . . problems." (50:64;

In November, 1966, an instrument was developed as a means of surveying the attitude of Michigan community

college instructors in certain non-science, liberal arts, and general education fields toward (1) a hypothetical instructional process and (2) concepts embodied in quotations from literature dealing with educational innovation.

On the basis of an earlier study, reported in Chapter VI, it seems evident that administrators responsible for the development of a Humanities Course in the community colleges of Michigan have, for the most part, been aware of the value of employing a variety of instructional modes as a means of reinforcing and complimenting the lecture. Our interest, at this point, is directed to the attitudes of community college teachers toward certain innovative concepts and procedures.

Modern teaching calls for integrated and highly organized use of instructional resources, but the present situation is characterized, and complicated by the persistence of traditional patterns of instructional organization and practice and the encroachment of new ideas and new technology. For this reason, our use of educational media, for example, is still uncertain and experimental, and administrative provisions for their management are tenuous, varied, and changing, to say the least. (16:vi)

The present instrument, entered as Appendix D, was designed to test the validity of the statement, often made, that the community college, subject to conflicting pressures from the society which it serves and from the senior

institutions with which segments of its program must articulate, has chosen to conform rather than to experiment.

On the strength of a nationwide survey conducted in 1964, B. Lamar Johnson concluded that,

the general picture is one of significantly less experimentation than would be expected, or certainly hoped for, in an institution which is often referred to as "the most dynamic unit of American education." (92:13)

The traditional educational devices of speech, books and chalkboard are being supplemented. But the process of supplementation may also change the manner in which decisions are made in the educational process. It is generally recognized that effective instruction will involve more than a mere regrouping of forces and facilities, the piecemeal adding of new "aids" to instruction. Brown and Norberg call for "a more inclusive form of management of instructional resources than we have known in the past." (16:vii)

It is commonly observed that the humanities and the social sciences have been less affected by the "educational revolution" of our times than have science, mathematics, and foreign language study. It is in these fields that most of the experimental curricula have been constructed. For this reason, and as previously noted, the questionnaire

was directed to instructors in the non-science, liberal arts, and general education fields.

## Developing the Instrument

### The Population

As of September, 1965, there were 19 fully operative community colleges in the state of Michigan. It was from this population that the sample was selected.

Oakland Community College, though founded in 1964, was initially excluded. The Oakland curriculum is recognized throughout the nation as being highly innovative. It was felt that the Instructional Innovations Questionnaire, sent out under the auspices of the Bureau of Research and Educational Planning of the Michigan State Department of Education, might appear intrusive at this early stage in the development of an experimental curriculum.

The names and founding dates of the eighteen colleges from which the sample was finally drawn are listed below:

Alpena	'52	Kellogg	'55
Bay de Noc	'63	Lake Michigan	'46
Delta	'58	Lansing	'57
Flint	'23	Macomb County	'54
Gogebic	'32	Muskegon County	'26
Grand Rapids	'14	North Central Michigan	'58
Henry Ford	38	Northwestern Michigan	'51
Highland Park	'18	Port Huron	'23
Jackson	'28	Schoolcraft	'61

### Selection of the Sample

An initial contact was made with the president or academic dean of each of these institutions. Sixteen of eighteen indicated their interest in the study and their willingness to cooperate.

It was determined that a representative sample of Michigan community colleges would need to reflect various institutional characteristics which set them apart, namely (1) size of student body, (2) length of operation, (3) location or setting of the college, and (4) relative emphasis given to transfer and to technical-vocational programs.

The following institutional sub-categories were established:

1. Size of Student Body as of September, 1965
  - a. Very large: head-count in excess of 6,000
  - b. Large: head-count between 3,000 and 6,000
  - c. Medium: head-count between 1,500 and 3,000
  - d. Small: head-count less than 1,500.
2. Length of Operation
  - a. Established prior to 1945
  - b. Established since 1945



3. College Setting

- a. Metropolitan (in excess of 500,000 population)
- b. Large Town (between 100,000 and 500,000 population)
- c. Small Town (less than 100,000 population).

4. Balance of Curricular Offerings as of September, 1965

- a. Less than 10 per cent technical-vocational
- b. From 10-18 per cent technical-vocational
- c. More than 18 per cent technical-vocational

From the 18 institutions in the population, the following 9 were chosen to comprise the sample:

Two very large institutions:

Flint Community College (6378 head-count)

- 2) Established prior to 1945
- 3) Large town setting
- 4) More than 18 per cent technical-vocational

Macomb County Community College (8907 head-count)

- 2) Established since 1945
- 3) Metropolitan area setting
- 4) More than 18 per cent technical-vocational

Two large institutions:

Grand Rapids Junior College (4174 head-count)

- 2) Established prior to 1945
- 3) Large town setting
- 4) From 10-18 per cent technical-vocational

Lansing Community College (3409 head-count)

- 2) Established since 1945
- 3) Large town setting
- 4) More than 18 per cent technical-vocational

Three medium-sized institutions:

Jackson Community College (2710 head-count)

- 2) Established prior to 1945
- 3) Small town setting
- 4) From 10-18 per cent technical-vocational

Lake Michigan College (2046 head-count)

- 2) Established since 1945
- 3) Small town setting
- 4) Less than 10 per cent technical-vocational

Port Huron Community College (2628 head-count)

- 2) Established prior to 1945
- 3) Small town setting
- 4) From 10-18 per cent technical-vocational

Two small institutions:

Alpena Community College (719 head-count)

- 2) Established since 1945
- 3) Small town setting
- 4) From 10-18 per cent technical-vocational

Gogebic Community College (377 head-count)

- 2) Established prior to 1945
- 3) Small town setting
- 4) Less than 10 per cent technical-vocational

In point of size, the sample is thus comprised of two very large, two large, three medium-sized and two small institutions.

Five of the nine institutions were formed prior to 1945. The oldest of the institutions in the sample was formed in 1914, and the newest in 1957.

With respect to the college settings, two institutions were located in a metropolitan area, two others in or near a large town, and the remaining five in relatively small towns.

With regard to the balance between curricula which are primarily transfer-oriented, and those which are technical-vocational in nature:

1. in each of three colleges in the sample, technical-vocational coursework comprised 19 per cent of total offerings and, in another, 37 per cent;
2. the remaining colleges offered 12, 11, 10, 6 and 3 per cent, respectively;
3. the mean percentage among all colleges in the sample was 15.1 per cent technical-vocational.

#### Nature of the Instrument

Having examined the 1965-66 catalogues of the nine institutions in the sample, it was estimated that approximately 350 instructors would be teaching within the broad

category: non-science, liberal arts, and general education. A local contact person was established on each campus to circulate and collect the questionnaires. The following note was signed by the contact person and attached to the instrument:

This questionnaire is sponsored by the Bureau of Research and Educational Planning of the Michigan State Department of Education in cooperation with the Learning Systems Institute at Michigan State University.

It is being directed to several hundred instructors in nine of the Michigan Community Colleges and will provide information regarding the attitude which we hold, as individuals and as members of a group, toward innovative processes which are being 'tried out' both in Michigan and throughout the country.

Will you please respond to it promptly and return it to my office? Incidentally, there is provision on page seven for you to request a copy of the final report.

A total of 271 instructors completed and returned the questionnaire, or 80.2 per cent of instructors estimated to fall within the population. Essential information was missing from 13 of the 271 questionnaires. These 13 were excluded, leaving a total of 258 usable replies.

#### Elements of the Questionnaire

The complete document, entered as Appendix D, is comprised of the following units:

1. A hypothetical instructional procedure, with provision for two response modes, general and detailed;
2. A series of quotations drawn from the literature which deals with educational innovation, asking the respondent to indicate his reaction to the ideas contained;
3. A check-list of instructional devices and procedures with provision for indicating which, if any, had been utilized by the respondent during the 1965-66 academic year; and
4. A request for biographical and professional information.

## Response to the Questionnaire

### Response to Unit 1:

#### The Hypothetical Instructional Procedure

A prototypic weekly schedule was described, to involve (1) a one-hour lecture early in the week, class size unlimited, (2) a mid-week lecture-laboratory, approximately two hours in length, class size unlimited--essentially a "teaching forum" employing a wide range of media capabilities and (3) a small-group, end-of-the-week discussion period, limited to 10-12 students.

#### General Response

In the general response to this format, the respondents were asked to indicate whether they were (1) generally favorable to the plan, (2) generally unfavorable, (3) uncertain or undecided. The instrument was designed to measure the attitude or mind-set of community college personnel toward instructional innovation, generally, rather than toward specific procedures or techniques. For this reason

it was determined that the important distinction, in this instance, was between those generally favorable and undecided, on the one hand, and those unfavorable on the other.

The response modes 1 plus 3 (generally favorable and undecided) is here expressed as a percentage of total response, 1 plus 2 plus 3 (generally favorable, generally unfavorable and undecided.) Given this construction, 81 per cent of respondents indicated that they were generally favorable or undecided, and 19 per cent signified that they were generally unfavorable.

#### Detailed Response

Two provisions were made for a detailed response to Unit 1, the prototypic instructional format.

First: brackets were inserted after each of the informational bits or elements incorporated into this unit of the questionnaire. Respondents were instructed to place an {X} in the bracket following any element, the effectiveness of which they wished to question. A total of 29 brackets were inserted. The average number of checked brackets, per respondent, was 3.2, which suggests that the

instructional format was deemed generally acceptable by a majority of respondents.

Second: respondents were asked to indicate (1) agreement (2) disagreement or (3) uncertainty with respect to a series of statements regarding the instructional process identified as Unit I. Eighteen statements were supplied: ten, generally supportive of the process and the remaining eight, generally non-supportive. Assuming a consistent point of view, the respondent who tended to agree with the first set of statements would tend to disagree with the second.

Included at this point are 4 of the 18 statements: two which are representative of the supportive set, and two of the non-supportive.

I believe that the instructional process being considered would:

- 1a. tend to result in closer contact between student and instructor (supportive)
- 1b. tend to stimulate the development of alternate communication techniques to complement the lecture (supportive)
- 2a. tend to depersonalize the instructional process (non-supportive)
- 2b. tend to be more acceptable to the administration than to the faculty (non-supportive)



A tabulation of the response to the two sets of statements revealed that 77 per cent of respondents were found to be in general agreement with the 10 supportive statements, and that 57 per cent expressed disagreement with the 8 statements which were non-supportive.

As noted previously, a consistent response would tend to be in agreement with the ten supportive statements and in disagreement with the eight which were non-supportive. The reverse would also form a consistent response.

In considering the detailed response mode, it is hypothesized that individuals who are undecided or uncertain with respect to a certain statement are in the process of "weighing evidence." Assuming that the statements do, in fact, represent valid points of controversy, it may further be assumed that professional educators either (1) have an opinion or (2) are presently engaged in forming one.

Our interest, at this point, is less in the detailed nature of the response than in the general direction of its flow. The underlying question has been: "to what extent are instructors in the community colleges of Michigan interested in and receptive to the concept innovativeness as it may apply to educative processes within the community college?"

The important distinction for the purposes of this study would seem to be the distribution and range of unqualified agreement or disagreement with the problems posed by the questionnaire.

To recapitulate, in the detailed responses to Part I of the questionnaire, 77 per cent of instructors within the sample were in agreement with the supportive statements, and 57 per cent were in disagreement with the non-supportive. The shape of this response would suggest that this portion of the instrument was internally consistent and that the findings are, to this extent, reliable.

#### Response to Unit 2: Quotations from the Literature

Within this unit, instructors were asked to indicate whether they (1) tended to agree, (2) tended to disagree or (3) were uncertain with respect to the validity of ideas embodied in direct quotations from current literature dealing with educational innovation.

The following statement is representative:

College teachers have placed an undue reliance upon the lecture method and have been slow to develop other useful communication techniques.  
(17:42)

While the items were identified as quotations, the name of the author was, in each case, omitted in order that each idea might be considered on its own merits.

In percentage of total response to the eight statements, 55 per cent of respondents expressed agreement, 22 expressed disagreement, and 23 per cent, uncertainty.

Where agreement and disagreement responses are considered separately, apart from uncertainty, a total of 72 per cent of respondents were found to be in essential agreement with the statements, at least five of which appear to be rather controversial.

### Response to Unit 3: An Inventory of Instructional Procedures

Unit 3 was designed to provide an answer to the following questions:

1. To what extent had the community college instructors in the sample made use of complementary teaching tools, for example, tape and disc recordings, multi-image projection, the film-clip, microfilm, slide sets, and the student responder device;
2. To what extent had they found an opportunity to utilize experimental teaching procedures, i. e. other than those involved in the traditional lecture-discuss-test format?

The unit was presented in the form of a 24-item inventory. The first twelve items represent teaching tools or media capabilities, some of which are generally available and widely used, others of which may be found in relatively few institutions. Closed circuit television, the student responder device and backlighted, multi-image projection are representative of the latter.

The remaining twelve items represent teaching procedures which do not involve the use of instructional hardware. The following items are representative: content pre-test or inventory at the beginning of a term, maintenance of a reading or study log, the programming of certain elements of a course, etc.

No attempt has been made to deal with the Unit 3 findings statistically. Our interest here, as elsewhere, has been in a general assessment of interest and attitude for the insight which it would provide in helping to formulate viable objectives and guidelines for the Interdisciplinary Humanities Course.

The Unit 3 heading was as follows:

"Please indicate which, if any, of the following devices and procedures were used in connection with your classes during the 1965-66 academic year. Mark 1 in the appropriate space if used occasionally, and 2 if used routinely or frequently."

The response was tabulated in this manner. A three point scale was established, the number 1 being assigned to instructors who had made considerable use of the devices and procedures listed. The number 2 was assigned to those who had made moderate use of these capabilities, and the number 3 to those individuals who had made little or no use of them.

On the 3-point scale, with 1 indicating considerable use, it was determined that a utilization index of 1.8 would fairly represent the 258 instructors in the sample. It is surmised, on the basis of this evidence, that community colleges instructors in the non-science, liberal arts and general education fields make moderate use of the devices and procedures listed.

#### Unit 4: Biographical and Professional Data

Fourteen items of information were called for at this point: (1) name, (2) community college where employed, (3) title, (4) age category--whether 20-35, 35-50 or over 50, (5) highest degree held, (6) college or university where degree was granted, (7) major and minor fields, (8) subsequent graduate work, at what institution and in what

fields, (9) work experience other than teaching, (10) years in college teaching, (11) years in secondary teaching, (12) other colleges in which respondent had taught, (13) courses taught in 1965-66, and (14) other courses taught previously.

A tabulation of the 258 replies revealed that:

- 70 per cent of respondents were male and 30 per cent female;
- 89 per cent held the Masters as their highest degree, 4 per cent the Bachelors and 7 per cent the Ph. D. or some other;
- 36 per cent were 20-35 years of age, 41 per cent were 35-50 and 23 per cent were over 50;
- the highest degree had been earned in 55 different colleges and universities, with Michigan State University, the University of Michigan and Wayne State University accounting for 51 per cent of the total;
- 18 different teaching fields were represented in the population, with a mean of 10 per institution;
- the average number of years in college teaching was 5.2, with an institutional low of 2.7 and a high of 7.2;
- the average number of years in teaching "at the secondary level or other" was 5.0, with an institutional low of 2.0 and a high of 9.1;
- thus, the average number of years in teaching at all levels was 10.2, with 4.7 years as the institutional low and 15.8 years as the institutional high.

Marginal Comments

The respondents were invited to make marginal comments regarding any feature of the instructional scheme, and 42 per cent availed themselves of this opportunity. The comments were, for the most part, constructive and well-considered, the kind which professionals might be expected to make. There were a certain number of responses, estimated at 2-3 per cent, which were distinctly hostile, and several individual comments which would need to be censored.

The identity of the investigator had not been disclosed. The respondents' only clues were that he was, in some way connected with the Bureau of Research and Educational Planning of the Michigan State Department of Education and that the questionnaire was under the management of the Michigan State University Learning Systems Institute. It is surmised that the hostile responses were triggered by a latent distrust of "educational theory" and "theorists" and by a distaste for questionnaires, generally.

Provision was made for the respondents to request a copy of the final report, and 82 per cent so requested. This would seem to indicate that a majority of teachers

in the sample were, to one degree or another, professionally interested in the topic at hand: Innovation.

Perceived Usefulness  
By Subject Field

Immediately following the instructional procedure element of the questionnaire, a list was made of various subject fields, and the respondent was asked to identify those fields in which the given procedure would, in their estimation, be serviceable. The fields listed were as follows: social science, humanities, history, psychology, "appreciation" courses, political science, communication skills, and "other." The mean response, per instructor, was found to be 3 subject fields of those cited above.

In addition, the respondent was asked to indicate if the procedure outlined would be useful in his own teaching field. A total of 84 respondents, or 30 per cent, so indicated.



### Analysis of the General Response

Attention is directed to the general response, Item 1a. of the questionnaire, the point at which each individual was asked to indicate whether he was (1) generally favorable to the instructional plan, (2) generally unfavorable, or (3) uncertain or undecided.

The following variables were isolated in an attempt to determine the possible influence of each upon the response mode. The attributes selected for study were (1) sex of respondent, (2) age of respondent, (3) years of teaching experience at each of two levels, i.e. college, and secondary or other, (4) college where highest degree was earned, (5) tendency to make marginal comments in responding to the questionnaire.

Response by Sex.--Of 258 respondents, 185 were men and 73 were women, at a ratio of 2.5 to 1. In the table following, the general response pattern is recorded by (1) total number and (2) sex of respondents.

It may be noted that, among those generally unfavorable to the instructional format, the ratio of men to women

TABLE 8

GENERAL RESPONSE TO PROTOTYPIC INSTRUCTIONAL PROCESS  
BY NUMBER AND BY SEX OF RESPONDENTS

Response Mode	Total No.	Men	Women	Ratio
1. Generally Favorable	151	107	44	2.4 to 1
2. Generally Unfavorable	51	40	11	3.6 to 1
3. Uncertain or Undecided	56	41	15	2.7 to 1

stood at 3:6 to 1, in contrast with the 2.5 to 1 ratio of men to women in the population. This would seem to indicate that a higher percentage of men, among those in the population are, to one degree or another, opposed to the type of instructional experimentation raised by the questionnaire.

If those selecting response modes 1 plus 3, taken together, are expressed as a function of the total response, modes 1 plus 2 plus 3, the ratio is found to be approximately 4 to 1. This seems to imply that in the population as a whole, for each individual who was generally opposed to the procedure outlined, there were 4 who were either generally favorable or who, for one reason or another, were uncertain or undecided.

Response by Age.--In the total population, 36 per cent of respondents were found to be 20-35 years of age, 41 per cent to be 35-50 and 23 per cent to be over 50. The table below provides a comparison between total-response-ratio and the response mode within each of the above age categories.

TABLE 9

TABULATION OF RESPONSE MODE BY NUMBER, PERCENTAGE AND NATURE OF RESPONSE WITHIN THREE AGE CATEGORIES

Response Modes	Number and Per cent So Responding (N-258)		Number and Per cent So Responding By Age Categories			
			(20-35)	(35-50)	(Over 50)	
	N	%	N	%	N	%
1. Generally favorable	151	59	65	43	59	39
2. Generally unfavorable	51	19	23	45	18	35
3. Uncertain or undecided	56	22	19	34	23	41

Attention is drawn to the fact that 36 per cent of the respondents were 20-35 years of age, whereas 43 per cent of those favoring the proposal were found to be in this age category. Conversely, 23 per cent of the population were

over 50, but of those favoring the proposal, only 18 per cent were within this age group. Thus, an inverse relationship is noted between age and the tendency, within the context of this study, to regard innovativeness with favor.

Highest Degree Held.--Four per cent of instructors in the population held the Bachelors as their highest degree. The Masters was held by 89 per cent, and the Ph.D. or other post-Masters degree was held by 7 per cent. It is interesting to note that, of the latter group, numbering 14 individuals, two expressed themselves as generally unfavorable to the process in question, nine were generally favorable and the remaining 3, uncertain or undecided.

University Granting Highest Degree.--Respondents had received their highest degrees in 55 different institutions. Of 258 individuals in the population, 142 (55 percent) had earned this degree at the University of Michigan, Michigan State University, or at Wayne State University. Their general response, as to a total group and by institutions, is recorded in table 10.

Length and Level of Teaching Experience.--As noted, the instructors in the population had averaged 5.2 years of college-level teaching and 5.0 years of teaching at some alternate level.

TABLE 10

GENERAL RESPONSE BY INDIVIDUALS RECEIVING THEIR HIGHEST  
DEGREE IN UNIVERSITIES CITED

Institutions	N	Percent Favorable	Percent Unfavorable	Percent Undecided
Michigan State University	40	63	17	20
University of Michigan	64	61	14	25
Wayne State University	38	55	21	24
Total Population	258	59	19	22

Table 11 records the length and level of teaching experience of groups of instructors differentiated by their general response to the question here being considered.

TABLE 11

LENGTH AND LEVEL OF TEACHING EXPERIENCE BY NATURE OF  
RESPONSE TO INSTRUCTIONAL PROPOSAL

Response Mode	N	Years: College Teaching	Years: Secondary and Other	Years: Total Teaching
1. Generally favorable	151	4.8	5.3	10.1
2. Generally unfavorable	51	6.2	4.9	11.1

The above data suggests that innovativeness as a concept appears in a somewhat less favorable light to those instructors who have taught primarily, or for greater lengths of time, at the college as opposed to the secondary level. This would seem to confirm Brown and Norberg's observation that

the college instructor has often seemed the least willing of all educators to make "standardized" presentations of course materials through "systems," interinstitutional television networks, large-group instruction, programmed instruction, or team teaching. (16:130)

The same observers conclude that

the two greatest faults of college teaching appear to be: (1) an undue reliance upon the lecture method, and (2) failure to use an adequate and varied repertoire of communication techniques. (16:302)

The present study seems to suggest that, on the contrary, a clear majority of those responding to the Instructional Innovations Questionnaire recognized the potential usefulness of innovative processes and procedures in extending the benefits of higher education to the general population.

There is evidence to suggest that a certain number of respondents would even accept John Gardner's statement that "the advances [in sciences and technology] will soon

make [the present world] seem like a delightfully simple, old-fashioned, even primitive place." (59:14)

### Summary

This record of the opinion of selected Michigan community college instructors in the non-science, general education, and liberal arts fields, seems to support the contention that teachers at this level are, for the most part, interested in innovativeness as a concept, and aware of the need to adjust their own teaching procedures so as to take advantage of emergent instructional capabilities.

There are signs to suggest that community college teachers are, by and large, willing to focus upon innovation and instructional technology as independent concepts, apart from whatever personal experience they may have had with faulty "hardware" and with inappropriate or poorly conceived instructional materials.

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## CHAPTER VIII

### LEARNING PROBLEMS IN THE HUMANITIES

#### The Structure of Learning Problems in the Field

##### Introduction and Clarification of Terms

To this point, the study has been concerned primarily with situational factors which have influenced the development of an Interdisciplinary Humanities Course within the community colleges of Michigan. Attention has been directed to student characteristics, to existing coursework and curriculum patterns, and to various attitudes of community college teachers and administrators.

Chapters III through VII represent an attempt to provide an adequate footing for the concluding chapters in which the focus of attention is upon the Humanities Course itself. The task, in Chapters VIII and IV of the study, has been (1) to examine the nature of learning problems in the humanities, (2) to formulate objectives appropriate to the perceived interests and abilities of the community college

population, (3) to review certain situational factors, and (4) to outline a prototypic instructional process for the Humanities Course in the prescribed setting.

It is necessary, at the outset, to clarify the meaning and interrelationship of terms. Learning problems within a subject field may be likened to the special challenges imposed by the topographical configurations of a region. Within this construct, we would say that the Matterhorn presents a different set of "problems" than the Sahara. Different equipment is called for, different sets of muscles and a different frame of mind. Similarly, the learning problems encountered in microbiology or in linguistics are different in degree and in kind from those encountered in a humanities survey course. Thus, in any discussion of learning problems in the humanities, an attempt must be made to identify the strategies and learning processes which serve as stylistic determinants of the subject field.

The term objectives brings to mind the various ways in which the instructor might hope for the student to be different in insight and disposition, for having taken the course. Ralph Tyler stresses the importance of establishing a few important goals, ones which are capable of being

achieved, and of developing a statement of anticipated changes in the student's intellectual equipment and patterns of behavior, from which one may "infer the kinds of activities which the instructor might carry on in an effort to attain the [desired] objectives." (143:28)

The concept, course guidelines, is anticipated in Tyler's statement regarding objectives. It implies a strategy or set of operative principles for the ordering of experiences in such a way that the desired skills, habits, and attitudes will be achieved. Of special importance is the selection and sequencing of ideas so as to provide an ideational framework within which new ideas can be meaningfully introduced.

At the Woods Hole Conference it was proposed that "the teaching and learning of structure, rather than simply the mastery of facts and techniques, is at the center of the classic problem of transfer . . . supporting habits and skills that make possible the active use of the materials one has come to understand." (18:12)

#### Learning Problems in the Humanities

In the interests of directness and brevity, the following procedure will be used. A number of premises will

be stated, each to be followed by its justification or defense. The emphasis, at this point, is upon the humanities as a subject field or discipline, considered apart from any particular collegiate setting.

#### Premise 1

The Humanities are concerned with non-cumulative rather than cumulative knowledge. In the field of science, the new builds directly upon, and supercedes the old. Newton's reckoning of the earth's radius, once proven wrong, became a matter of historic interest but was no longer of any immediate value. In the Humanities, however, the old and the new co-exist. The sketches in the Altamira Caves are neither more nor less worthy of attention than the frescos of Masaccio or the drippings of Jackson Pollock. Plato's Allegory of the Cave is as alive with meaning today as it was in 400 B. C. and no less contemporary than Camus.

Arnold Graeffe, in speaking of "ideological distance," remarks that,

in terms of departmental thinking, the distance from Shakespeare to Newton is enormous, and the "walk across the hall" is a trip into a different universe. In the Humanities, on the contrary, this distance is as short as the bridge that connects the two parts of a simile. (63:121)

The task of the instructor will be to provide a set of vicarious experiences, direct sensory confrontations whenever possible, so that ideas and objects, encountered alone and in provocative juxtaposition and sequence, will draw the student into an active engagement with the wide-ranging concerns of the Humanities.

### Premise 2

The Humanities Course is, by nature, discursive. To list the subject fields represented--literature, the visual arts, music, history and philosophy--is to realize that a sense of completion or of arrival is beyond the realm of possibility even in a lifetime of study. Hence, the selection and organization of experiences, from an unlimited number of possibilities, would seem to be the instructor's most difficult and important responsibility.

Graeffe notes that,

there is a tendency to include things which are excellent in themselves, but will in all probability remain permanently closed to our students. Ideas that attract teachers primarily because of their classroom fitness, or on account of the learned questions they have raised, often occupy a minor position [sometimes a detested one] among that portion of the public which is not given to scholarship. Such items merit little consideration in a course in the Humanities. They may include some of our most cherished classics. (63:36)

Subject matter specialists are apt to denigrate a course which is, of necessity, relatively formless, with no clear beginning, middle or end. There is security in the act of compartmentalizing knowledge, even though this may run counter to the way the average person thinks and feels.

The Humanities Survey may be likened to a mosaic in which the tesserae represent the discrete experiences and insights offered by the course. The challenge is to provide the student with a sufficient number of these cognitive and affective bits so that, when put in place, an image of such force and clarity will emerge that the student will be constrained to complete the mosaic, or at least portions of it, on his own. The emphasis will be upon the mastery of conceptual tools and of developing an interest in using them.

### Premise 3

The Humanities seem interrogative by nature. There is the implication that broad, open-ended questions for which there is no certain answer are, in the long run, more fruitful than neat, manageable questions which are easily resolved.

Clifton Fadiman has remarked that "Humanities are not the truth, but a record of the search for truth . . . a record of man's ideas and feeling [with regard to] matters that never go out of style."

The intellectually dependent student who has come to rely upon dénouement and closure, may find it difficult to accept a discipline in which the questions raised can only be answered, with any finality, by a fool or a demagogue.

Questions of this kind appear:

Is man a purposive creature or simply a bio-chemical accident?

What is the nature of beauty: Are there canons of beauty, or is beauty simply in the eye of the beholder?

What is the nature of Deity? Is what we call God something other than the extension of man's hopes and fears?

Is man, by nature, creative or are the creative personalities among us essentially different from other men?

What is the nature of power and authority? Wherein should it reside? Under what conditions should man resist authority?

Is there a difference between happiness and joy?

The nature or style of a discipline is, perhaps, most clearly revealed by the type of question which it inspires. Questions appropriate to the Humanities seem to call for tentative, rather than definitive answers.





Premise 4

The question of values arises, and the problem of distinguishing between the cognitive and affective dimensions of a Humanities course.

The less background experience which a student brings to the course, the more he will tend to rely upon highly subjective judgments in the evaluation of subject matter which can neither be measured nor counted.

The instructor will need to distinguish between the expository and the hypothetical mode, and encourage the student to distrust his first impression, i.e. to defer judgment until he has carefully examined a new idea or artifact against the backdrop of its own time. Aesthetic biases tend to be deeply entrenched. If the instructor is to free the student from a superficial mode of experiencing "arts and ideas," he must be able to demonstrate the importance of withholding final judgment while one develops skills in observing, analyzing and classifying that which is alien to one's own experience.

"Teaching the humanities aims at more than knowledge and understanding. Unless the subject develops new tastes, his preoccupation with the subject matter of the humanities will have remained superficial. The educational value of

the arts lies in the cultural force they have exerted since the beginning of civilization. Such force does not consist [entirely] in being well informed. It affects man as a whole, and specifically his attitudes and tastes." (63:127)

If the distinction between knowing and valuing is made clear, there is little danger of mistaking factual knowledge for the objectives of the course. The philosophical appreciation of values is not dependent on mastery of detail. However, as Jerome Bruner has pointed out, we run the danger of producing "self-confident fools" if, in our concern with the development of heuristic and intuitive powers, we fail to stress the importance of grounding our impressions in factual knowledge.

Ordway Tead has remarked that "college education is that which remains when we have forgotten what we have learned." (139:30) The distinction here is between intrinsic and transcendent purposes, those which are inherent in the material or in direct experience, and those which result in an altered disposition of the sort called value, interest or attitude.

Premise 5

From a learning point of view, the Humanities Course may be likened to a series of voyages which are begun but not completed. If the experience has been a significant one for the student, it is supposed that he will, in time, undertake various of the journeys on his own.

Dewey distinguishes between "the educative experience" and "just experience." He identifies the former as one which "arouses curiosity, strengthens initiative and sets up desires and purposes that are sufficiently intense to carry a person over dead places in the future." He raises the question of "continuity" and remarks that "it is the business of an educator to see in what direction an experience is heading." (35:61)

It is assumed that the instructor has completed many, if not all of the journeys to which the student is introduced. He must avoid imposing his own values upon the student, values which he, himself, has developed over a period of years. Rather than imposing values, he will seek to implant them, and to help the student acquire fundamental understanding and skills, an effective analytical approach to new situations, and those habits of mind that will ensure his interest in lifelong learning within the field.

Premise 6

The final premise may serve as a bridge between the discussion of learning problems in the Humanities and the question of formulating objectives and course guidelines.

Courses in the Humanities tend to assume one of three basic forms. These may be compared to broad highways which are parallel throughout much of their length, and which tend to intersect, to merge and to separate again.

The following course types are noted: (1) social and intellectual histories of Western Civilization, concentrating upon the life style of a number of representative cultural epochs as, for example, the Hellenic, Graeco-Roman, Medieval and Baroque, (2) courses, grounded in the great writings of the democratic tradition and seeking to acquaint the student with important shifts of individual and societal values, and (3) courses which focus upon the arts, broadly conceived, and seek to develop an understanding and appreciation of them as ends in themselves and as significant cultural artifacts.

These basic patterns are by no means mutually exclusive and, in practice, it is common to find considerable

overlap. In most situations, however, a course will incline toward one or another of these forms.

The Woods Hole Conference:  
Implications for the Humanities

In September, 1959, a group of prominent scientists, scholars and educators gathered at Woods Hole under the aegis of the National Academy of Sciences to examine certain teaching-learning processes and to discuss ways in which more effective teaching strategies might be devised. The conference report is reviewed at this point with emphasis upon those concepts which are particularly relevant to the present study.

Jerome Bruner, in a report entitled The Process of Education, observed that "this was the first time psychologists had been brought together with leading scientists to discuss the problems involved in teaching their various disciplines." (18:ix.)

The conference had two essential purposes: first, that of appraising the work of various curriculum projects --the School Mathematics Study Group, University of Illinois Arithmetic Project, the Minnesota School Mathematics Center, The Biological Sciences Curriculum Study, the Physical

Science Study Committee, and second, that of examining the dynamics of learning and the transmission of knowledge in the hope of strengthening curriculum research by emphasizing the structure of a subject and the fundamental ideas of a discipline.

It is significant that the conference did not limit itself exclusively to the teaching of science. Five work groups were established, one concerned with "The Sequence of a Curriculum," a second with "The Apparatus of Teaching," a third with "The Motivation of Learning," a fourth with "The Role of Intuition in Learning and Thinking," and a fifth with "Cognitive Processes in Learning."

The following idea, reiterated throughout the conference report, is of special interest to the present study.

By an accident of historical development over the last ten years . . . there has been more opportunity to examine progress [in science and mathematics] since it is in these fields that most of the experimental curricula have been constructed. Redoubled efforts are essential in the social studies, in the humanities and in language instruction. A sense of tragedy and triumph achieved through the study of history and literature is surely as important to modern man as a sense of the structure of matter achieved through the study of physics. It should be utterly clear that the humanities, the social studies, and the sciences are all equally in need of imaginative effort if they are to make their proper contribution to the education of coming generations. (18:10)

While the conference addressed itself primarily to curriculum development in science and mathematics at the elementary and secondary level, it is readily apparent that the four central themes articulated by the conference are of general interest to those concerned with the total educative process at all levels.

The first theme relates to "the role of structure in learning" and attempts to show how it may be made central in teaching. It is pointed out that "students have a limited exposure to the materials that they are to learn." The question is raised: "How can this exposure be made to count in their thinking for the rest of their lives?" (18:12)

In developing this theme, the point is made that

. . .the continuity of learning that is produced by the transfer of principles is dependent upon mastery of the structure of the subject matter. Mastery of the fundamental ideas of a field involves not only the grasping of general principles, but also the development of an attitude toward learning and enquiry, toward guesses and hunches, toward the possibility of solving problems on one's own. It would seem that an important ingredient is a sense of excitement about discovery . . .of regularities of previously unrecognized relations and similarities, with a resulting sense of self-confidence in one's abilities. (18:20)

Learning by discovery stands in contrast to "the method of assertion and proof in which the generalization



is first stated by the teacher and the class is asked to proceed through the proof." The following claims are made in support of the discovery method: first,

. . .understanding fundamentals makes a subject more comprehensible, not only in physics and mathematics, but also in the social studies and literature, [second], that unless detail is placed into a structured pattern, it is rapidly forgotten . . .that what learning general or fundamental principles does is to ensure that memory loss will not mean total loss, that what remains will permit us to reconstruct the details when needed. (18:24)

The third assertion in support of the discovery method is that "an understanding of fundamental principles and ideas . . .appears to be the main road to adequate transfer of training, . . .by which the student is to have learned not only a specific thing, but also a model for understanding other things like it that one may encounter." The fourth claim for emphasis on structure proceeds from the assertion that "there is a continuity between what a scholar does on the forefront of his discipline and what a child does in approaching [ideas] for the first time." (18:26) The point is made that, where subject matter is presented largely for its own sake, the student is not likely to develop an interest or a competency in the more productive heuristic approach which implies a reliance upon independent problem-solving.

To recapitulate: the first theme centers around the idea that "the curriculum of a subject should be determined by the most fundamental understanding that can be achieved of the underlying principles that give structure to that subject." The assertion is made that "the best way to create interest in a subject is to render it worth knowing, which means to make the knowledge gained usable in one's thinking beyond the situation in which the learning has occurred." (18:31)

The second conference theme is related to "learning readiness" and the assertion is made that primary emphasis should be given to providing the student with "an intuitive grasp of ideas and [extensive experience in] the use of these basic ideas." (18:13) This unit of the conference report begins with the "bold hypothesis that any subject can be taught effectively in some intellectually honest form to any child at any stage of his development." (18:33)

The primary focus of the Woods Hole Conference was upon the nature of the learning process and its implications for curriculum development at the elementary and secondary level. No violence is done to these ideas by extending the frame of reference so as to include the college student, particularly so where the Humanities are concerned. It is

evident, on the basis of the Interest-Experience Inventory discussed in Chapter III, that a college-level humanities course introduces facts, concepts and experiences which are, for a majority of students, unfamiliar. The challenge, then, is so to organize the material of the course that the college student with relatively little background in the Humanities, skeptical of its "usefulness" and of its "relevance" to his life style, will be able, with a minimum of distraction, to move directly to those experiences which provide insight into the underlying principles which energize the field.

Attention is drawn, once more, to the "technique of discovery," of presenting the student with valid hypothetical situations, arming him with a minimum set of facts and encouraging him to draw the fullest set of implications possible from this knowledge. Of particular importance is the suggestion that, eschewing the trivial and the impossibly difficult questions, we learn the technique of framing "the medium questions that can be answered and that take [the student] somewhere." (18:40)

The theme "learning readiness" is set within the framework of Piaget's concept regarding the three-staged intellectual development of the child. The first stage,

the so-called preoperational stage, is markedly egocentric, "the child's mental work [consisting] principally in establishing relationships between experience and action . . . and in manipulating the world through action." This stage, according to Piaget, "corresponds roughly to the periods from the first development of language to the point at which the child learns to manipulate symbols." The child is unable, at this stage, to externalize experience, "to make a clear separation between internal motives and feeling on the one hand and external reality on the other." (18:34)

In the second stage of development, what Piaget calls, "the stage of concrete operations," the child learns to rely less upon the manipulation of objects and to develop the ability to conceive and to deal with symbols and with models of experience, i.e. to internalize or to carry out trial and error in his head. By means of this internalized symbolic system, the child is able to intuit and to grasp ideas, though still limited in his ability to draw into the structure of his thought ideas and concepts divorced from immediate present reality.

At the third stage of development, occurring somewhere between the ages of ten and fourteen, the child is able to cope with what Piaget calls "formal operations."

His interest can now be extended to hypothetical propositions "rather than being constrained to what he has experienced or to what is before him." (18:37) It is clearly implied that the nature and quality of educative experience will impede or accelerate the process by which the child moves from concrete thinking to the utilization of more conceptually adequate modes of thought.

In other words, this intellectual unfolding, though natural, is by no means necessary. Lower class youth, heavily represented within the community college, have relatively little experience in learning to categorize and integrate, a type of learning skill which requires feedback and careful tutoring. The counsel of hope and despair are rather equally matched with regard to the reversability of early deprivation. There are those who contend that change in many characteristics becomes more and more difficult with increasing age, and that only the most powerful environmental conditions are likely to produce significant changes at later stages in life.

Various studies seem to indicate that, unless specific measures are taken to reduce the tendency, scholastic deficiencies become cumulative and progressive as the youth moves along. It has been found, for example,

that children from widely differing backgrounds are relatively similar in the first grade, but that they become progressively dissimilar as they move through school. This is particularly true in the case of the young person who is of average intelligence or below. The child who is above average intelligence, as demonstrated by high test scores, is likely to overcome the effects of a deprived environment.

These findings are of particular significance to the community college course and curriculum designer. A substantial number of students at this level of collegiate work have, to one degree or another, been deprived of those basic sensory and intellectual confrontations which facilitate efficient sequential learning. The faculty member who ignores this fact does so at his own peril unless he is resigned to addressing himself exclusively to the well equipped few within his classroom. Witness the community college instructor known to the writer who, in teaching economics, proceeded from the hypothesis that his subject was, by definition and design, esoteric, difficult, abstruse. Within the framework of this logic, if more than a certain number of students were allowed to pass, it would be an indication that the subject had be thoroughly devitalized.

The third theme developing out of the Woods Hole Conference involves the nature of intuition, "the training of hunches." Bruner speaks of "the shrewd guess, the fertile hypothesis, the courageous leap to a tentative conclusion." (18:14) The central point of the three themes described thus far is, in Bruner's judgment,

that intellectual activity anywhere is the same, whether at the frontier of knowledge or in a third-grade classroom. What a scientist does at his desk or in his laboratory, what a literary critic does in reading a poem, are of the same order as what anybody else does when he is engaged in like activities--if he is to achieve understanding. The difference is in degree, not in kind. (18:14)

In his discussion of alternate thought processes, Bruner distinguishes between the "algorithmic" and the "heuristic." The former procedure promises that a problem will be solved if it, in fact, has a solution, if one is willing carefully to follow through a finite number of steps, relying primarily upon the power of inductive and deductive thinking. The latter holds forth the promise of problem solving through the formulation, and subsequent testing, of intelligent conjectures. The general heuristic rules are identified as "the use of analogy, the appeal to symmetry, the examination of limiting conditions, the visualization of the solution." (18:60)

Bruner enumerates the dangers inherent in a reliance upon the heuristic process. He points out that,

Intuitive thinking does not advance in careful, well-defined steps. It rests upon familiarity with the domain of knowledge involved and with its structure, which makes it possible for the thinker to leap about, skipping steps and employing shortcuts in a manner that requires a later rechecking of conclusions by more analytic means, whether deductive or inductive. (18:50)

This free-wheeling process may lead, more often than not, to conclusions which the more orderly powers of induction and deduction will show to be incorrect. But, it is reasoned that, in science and in life generally, we are frequently called upon to act promptly and on the basis of incomplete knowledge. Early training in heuristic thinking will, it is felt, help to stimulate the development of intellectual confidence, to widen the range and depth of interests and to open up terrain which could not be explored in any other way.

The teacher who is willing to guess at answers to questions asked by the class and then subject his guesses to critical analysis may be more apt to build those habits into his students than would a teacher who analyzes everything for the class in advance. (18:62)

Donald Syngg writes:

When I was a student, I studied under a great lecturer and a great teacher. The great lecturer gave marvelously clear and witty lectures in which



he gave us the answers to problems he had solved long ago. Since they were already solved they were not our problems, and we forgot the answers to them on the way out of the examination room. The great teacher was a poor lecturer, but he came in and talked about problems he hadn't been able to solve. We tried to help him and have been different people ever since. (208:113)

The fourth theme of the Woods Hole Conference relates to the problem of motivation and to the means by which interest in a subject may be fostered. The conference drew together individuals whose primary interest had been in devising methods and organizing content so as to do a better job of teaching physics, mathematics, history, and the like. The focus of attention, then, was upon discovering ways to make subject matter compelling and worthwhile, for its own sake, and of "devising material that would challenge the superior student while not destroying the confidence and will-to-learn of those who are less fortunate. (18:70)

A variety of motivational forces were discussed. Ideally, interest in the material to be learned is the best stimulus to learning, i.e. making the subject worth knowing, per se. Nevertheless, a wide range of external forces must be recognized: the leverage of grading and evaluation, the present emphasis upon science and technology, our sense of

imperiled national security as well as the quickened flow of federal funds in support of education at the state and local level.

The underlying sentiment seems to be that in the absence of policy, external pressures tend to exert an undue influence upon program. It is urgent, therefore, that guidelines be established and that programs be developed by those who have a profound interest in education, our largest single nationwide enterprise.

The four themes emerging from the Woods Hole Conference, then, are as follows:

1. The role of the teacher is to provide the student with an understanding of the fundamental structure of the subject at hand.
2. Any subject can be taught effectively in some intellectually honest form to any [normal] child at any stage of development.
3. Special emphasis should be given to the development of heuristic or intuitive thinking, recognizing that the problem-solving activity of the mature scholar should be different in degree, but not in kind, from parallel activities of the student in the classroom.
4. The optimum level of aroused attention that is ideal for classroom activity can only be achieved if (1) the subject can be presented in such a way that it is worth knowing and (2) material can be devised that will challenge the superior student while not destroying the confidence and will-to-learn of those who are less fortunate. (18:70)

Considerable interest has been generated by the Woods Hole Conference report. The findings of this distinguished group of scientists, scholars, professional educators and media specialists seem pertinent to those engaged in course and curriculum design in whatever subject and at whatever learning level. The major thrust of this report is its sense of urgency, and its implication that education, in this period of rampant growth, is too important to be left entirely to the professional educator. Envisioned here is a massive assault on a wide variety of educative problems, drawing on the clinical and field experience of creative individuals from the many disciplines which impinge upon education and have a common interest in its fullest development.

It is, perhaps, fair to observe that the ideas embodied in The Process of Education have been stated in a variety of ways and with equal force by Whitehead, Dewey, Tyler, Kelley and others in the forefront of learning theory and curriculum design. The impact of this study then, is not in the uniqueness of its conclusions, but in the fact that it was so broadly underwritten. It serves as a record of the opinion of a group of prominent scientist, educators, and learning theorists and, for this reason, merits our

attention. Certain of its conclusions seem particularly relevant to the formulation of guidelines, objectives and operational principles for the community college humanities course.

## CHAPTER IX

### FOUNDATIONS FOR AN INTERDISCIPLINARY HUMANITIES COURSE AT THE COMMUNITY COLLEGE

The purpose of the concluding chapter has been

1. to examine representative statements of opinion regarding the formulation of goals and objectives, and to consider the implication of these findings for the course in question;
2. to review situational factors which have a particular bearing upon the community college Humanities Course;
3. to formulate a representative learning episode; and
4. to develop a prototypic instructional process for the Humanities in the given setting.

### Articulation of Purposes and Objectives

Statements of objectives serve as a reminder that education should be a purposeful activity. A course may be likened to a journey with ports of call and a destination. In the words of Seneca, "until the ports are known, no winds are favorable.

Catalogue statements, course descriptions, and excerpts from outlines and syllabi have been included in Chapter IV and in Appendix A as evidence of individual and group efforts to design humanities coursework appropriate to specific collegiate situations. A review of this material leads to the conclusion that there is general agreement with regard to broad purposes and goals, and considerable disagreement with respect to form, content, and objectives.

### The Nature of Objectives

Robert Mager identifies an objective as an intent communicated by a statement describing the proposed change in a learner--a statement of what the learner is to be like when he has successfully completed a learning experience. It

is a description of a pattern of behavior [performance] we want the learner to be able to demonstrate. (100:3)

He sets forth the following conditions:

- 1) An instructional objective describes an intended outcome rather than a description or summary of content;
- 2) One characteristic of a usefully stated objective is that it is stated in behavioral, or performance, terms that describe what the learner will be doing when demonstrating his achievement of the objective;
- 3) The statement of objectives for an entire program of instruction [may] consist of several specific statements;
- 4) The objective . . . most usefully stated is one which best communicates the instructional intent of the person selecting the objective. (100:24)

These statements, with their emphasis upon the behavioral outcomes of learning, would be accepted by many educators and categorically rejected by others.

Dressel seeks to resolve this conflict by making a distinction between objectives and purposes. Along with Mager, he holds that objectives are

explicit statements descriptive of the competencies and traits which a program purports to develop in students. (43:21)

He identifies purposes as

broad educational ends to which colleges and universities are committed. Recurring and often trite words and phrases such as character, well-rounded personality and philosophy of life sound

highly desirable but provide no direct guidance in planning curriculum and instruction. Indeed, faculties and students are sometimes unaware of these statements which are aimed more at impressing the public than guiding educational planning. (43:19)

In a recent comparison of catalogue statements with their counterparts from the 1940's and early '50's, it was found that elegant but imprecise phrases of the kind to which Dressel refers have largely been edited away.

Dressel makes a further distinction--between objectives and outcomes--remarking that

an objective states a desired outcome. Actual outcomes may or may not be identical with objectives, for educators seldom achieve all that they aim to achieve, and they may even achieve something quite different from what they are seeking. It can only be hoped that objectives will be reflected in outcomes . . . since there is no point in stating objectives which are unrealistic and impossible of achievement. (43:21)

The articulation of objectives and outcomes is of particular interest to instructors in the Humanities having to contend, as they often do, with firmly entrenched aesthetic biases. The instructors task will be to stimulate active endeavor on the part of the learner. Tyler remarks that "what becomes part of him is what he has actively formulated, responded to or used in some way that is relevant." (212:145) Dewey adds that,



the crucial educational problem is that of procuring the postponement of immediate action upon desire until observation and judgment have intervened. (35:69)

By way of illustration, let it be imagined that the purpose of a particular unit of study is to engender an interest in architecture, an understanding of the interrelationship of form and function, and an appreciation of the technical problems encountered in man's attempt to enclose space. The immediate objective might be to acquaint the student with the architectural characteristics of Gothic, Renaissance and Neo-Classic style.

The student may focus upon the objectives at hand and be relatively unaware of the broad purposes of the unit. Nevertheless, if he were to seek out and to retain the information long enough to answer relevant test questions, it would be said that the objectives of the unit had been satisfied.

If, subsequently, the student were to read a book or an article which he would otherwise not have been inclined to read, or if, while visiting New York City, he were to find pleasure in identifying the Gothic features of St. Patrick Cathedral, the Renaissance aspects of the Frick Gallery and the Neo-Classic elements of the Public Library, and

to look about for additional stylistic exemplars, it would be said that the purposes and objectives of the instructional unit had been achieved, and that the outcome implied by the objective had also been realized.

Tyler suggests that the present controversy is between the "progressives" and the "essentialists." In his opinion, the former

emphasize the importance of [examining] the student to find out what kinds of interests he has, what problems he encounters, what purposes he has in mind . . . this information . . . providing the basic sources for selecting objectives. (143:4)

The "essentialists," on the other hand, are impressed by the large body of knowledge collected over many thousands of years, the so-called cultural heritage, and [emphasize] this as the primary source for deriving objectives. (143:4)

Essentialists and Progressives seem divided with respect to immediate objectives but in essential agreement regarding outcomes. At issue is the matter of implementation.

Let it be imagined that a course seeks to increase human sympathy and understanding, to sharpen aesthetic sensitivities and to give a better command of the language. Educators of any persuasion would accept these as worthy

"objectives." One group, however, would contend that, as stated, they are purposes rather than objectives. Being diffuse, they provide no indication of how ideas are to be treated so as to effect the desired change in the student.

Tyler would suggest that they represent

a listing of topics, concepts, generalizations or other elements of content that are to be dealt with in the course . . . but [that] they are not satisfactory objectives since they do not specify what the students are to do with these elements.  
(143:29)

### General and Behavioral Objectives

It is evident that certain educators equate behavioral objectives with a loss of freedom, as if teaching in the "brave, new world" was being redefined as a system, craft or technique, and no longer an art.

The following fragmentary statements of music theory coursework are drawn from Michigan community college catalogues. They reflect the difference between objectives stated in general and in behavioral terms.

### Introduction to Music Theory (College A)

A closely integrated study of the construction and function of the language of music. Includes ear training and diction, keyboard and written harmony, composition, arrangement and analysis of musical materials. Topics of study include

diatonic chords, modulation, non-harmonic tones, musical form and harmonization.

Introduction to Music Theory (College B)

The student will demonstrate his comprehension of music fundamentals by being able to write and recognize the soprano, bass and alto clef, all major and minor scales and key signatures, intervals and triads. He will write music dictated from tapes, and he will sight-read written music using the three clef signs.

The first statement is topical and non-directive.

It names, but does not clearly identify, certain skills which will somehow be achieved. The second statement is more explicit, direct and self-contained as if to say: "this is not the sum total of music theory, but these are the particular tasks within the field which the student may expect to achieve to criterion within the time allowed."

The statement from College B seems related to the Skinnerian dictum that "teaching [is] an arrangement of contingencies of reinforcement under which behavior changes." Implied is the process known as shaping which involves training by means of an ordered sequencing of instructional bits.

Skinner speaks for the behavioral school in saying that

a true technology of teaching can be devised if we address ourselves to the 95 per cent of teachers

and learners who are average, and attempt to view education as "explicit changes in behavior."  
(204:102)

If this appears to strip the teaching act of its mystery, it offers in return the assurance that a majority of students who follow a carefully prescribed instructional sequence will make measurable strides forward.

#### The Argument Against Behavioral Objectives

The opposition contends that behavioral objectives seem to imply that human learning and animal learning are different in degree but not in kind, that one is a more sophisticated version of the other. In their attempt to control the conditions and to quantify the outcomes of learning, the behaviorists appear to be saying that learning is an additive rather than an integrative process, and no more than the sum of its parts.

Further, by defining educational objectives in terms of desired behavior, the rather dangerous assumption is made that the teacher is entitled to prescribe behavior. This presents no problem in the field of airplane spotting or watch repair, but in the Humanities, as in many other disciplines, superimposed values and prescribed behavior modes are suspect.

Objectives as Conceptual Tools

Robert Ebel proposes, as an alternative, that we describe educational objectives

in terms of relevant and powerful knowledge, the command of which seems well calculated to give the [student] the capacity to adapt his behavior effectively in the face of a complexity of varied, changing situations. (125:216)

This position would seem in accord with the majority of recent statements regarding objectives. It stresses the importance of problem-solving rather than information gathering. It implies an emphasis upon structure, upon methods of enquiry, and upon the development of habits conducive to life-long learning.

Jerome Bruner remarks that we should

begin with a concrete psychology that occupies itself with the wily strategies for learning specific things like mathematics, or geography or sonnets . . . [recognizing] that the principal way in which the human mind proceeds is by the mastery of conceptual tools that are inherent in the great disciplines of learning. (133:98)

Lindley Stiles has drawn together a list of these conceptual tools which facilitate learning and are "common to all creative endeavors." These he identifies as

high sensitivity to impressions; the ability to associate rapidly ideas and visual impressions; imagination--the capacity to perceive new relationships; emotional responsiveness; the capacity

to absorb and retain knowledge; wisdom--the faculty of reasoning; the ability to see patterns in events and facts and to sense relationships; empathy--the power to feel the experiences of others, both real and vicarious; artistry--the habit of permitting the organization of knowledge and perceptions to flow from within, in fresh and unique patterns of expression. (146:65)

The Educational Policies Commission of the National Education Association has developed its own taxonomy of "rational powers," those of

recalling and imagining, classifying and generalizing, comparing and evaluating, analyzing and synthesizing, deducing and inferring . . . processes [which] enable one to apply logic and the available evidence to [ones] ideas, attitudes and actions, and to pursue better whatever goals [one] may have. (48:14)

### Recounting of Stated Purposes

The questionnaire reported upon in Chapter VI records faculty and administrative opinion regarding the purposes of a community college Humanities Course. The attitudes most strongly endorsed were that the course should

- demonstrate the interrelationship of the arts, the way in which knowledge of one contributes to an understanding of another;
- stress the idea that the course may function as the beginning of a life-long interest;
- enhance the student's sensitivity to humane values;

- help the student to enjoy and understand the arts as they affect his daily life;
- by introducing the student to widely divergent points of view, encourage him to structure the intellectual accumulation of his own life and attempt to develop a coherent philosophy of his own.

In the descriptive course material introduced in Chapter IV and in Appendix A, statements of the following kind recur.

The Humanities Course should

- help the student to understand and appreciate the cultural heritage of the Western and non-Western worlds;
- encourage him to ponder the speculative and creative aspects of man's nature as reflected in his literature, his art, his philosophy, and religion;
- represent a systematic overview of "arts and ideas";
- engage the student in a study of literature, music, philosophy and the visual arts, using examples from these artistic and intellectual disciplines to concentrate on a study of the principles involved in them and on the development of techniques involved in understanding them;
- aid the student in the realization that culture, in the broadest sense, is the direct result of all the efforts that man has made since the beginning of time to understand and improve both himself and his environment;
- advance the student's ability to read, see and listen thoroughly and analytically.



Three Levels of Purposive Statements

At the highest level of abstraction, statements of purpose may be said to influence the learning process in somewhat the same way that forces in the heterosphere, beyond the D ion layer, affect life on the earth's surface. Their influence is constant and, in the long run, ultimate--but not immediately felt in any particular earth location. The conditions within the homosphere are of more immediate consequence and may be compared to the relatively broad mid-range objectives expressed in behavioral terms.

Immediate objectives which pertain to the acquisition of specific skills and insights may be likened to the more fluctuant and capricious meteorological activity within the troposphere.

The physicist is most conscious of the interrelationship of these forces, whereas the non-scientist thinks primarily of weather conditions in the thin envelope of air which surrounds him. Similarly, the educator is aware of the stratification of purposes, from most abstract to most concrete, whereas the student is apt to be most conscious of specific, short-range objectives, those which he associates with immediate demands.

Before turning to more precise situational factors, attention is drawn to the following questions posed by Ralph Tyler:

1. What educational purposes should [the course] seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?

The first question underlies the material introduced thus far. The second and third are related to the remaining units of Chapter IX.

### Review of Situational Factors

At this point of transition from the general to the specific, it is important to review certain factors and conditions discussed at length in Chapters III and V.

It has been said that the community college provides for two different student populations, the transfer and the occupational groups. Inasmuch as the purpose of this study is to devise a Humanities Course appropriate to the interests and abilities of both groups, they will be considered together at this point. The "typical" community college freshman, thus conceived

- is from a lower middle class or working family;
- is gainfully employed 15 hours a week, lives at home and maintains a close relationship with his pre-college peer group;
- would have ranked at about the 30th percentile in academic aptitude had he gone directly to a four-year college or university;
- is likely to establish goals which are not commensurate with his aptitudes and abilities;
- will complete no more than two years of collegiate level work;

- has done relatively little independent reading and tends to be deficient in formal written and verbal communication;
- has had few experiences of the kind which would naturally attract him to the Humanities.

Fields, in his analysis of community and junior colleges, identified five fundamental characteristics which he thought clearly established the uniqueness of this institution.

1) Democratic--low tuition and other costs; non-selective admission policies; geographically and socially accessible; and [offering] popularized education for the largest number of people.

2) Comprehensive--a wide range of students with . . . varying abilities, aptitudes, and interests; a comprehensive curriculum to meet the broad needs of such students.

3) Community-centered--locally supported and controlled; local resources utilized for educational purposes; a community service improving the general level of the community.

4) Dedicated to life-long education--educational programs for individuals of all ages and educational needs.

5) Adaptable--to individual differences among students, differences in communities and the changing needs of society. (49:63)

Chapter III is given to (1) an analysis of intellectual and non-intellectual characteristics of the population, (2) a particular institutional survey of the abilities and interests of incoming students, and (3) an inventory of predisposing experiences deemed relevant to the Humanities Course.

The Humanities has, traditionally, involved extensive reading of relatively difficult material, much of it in translation. Tyler remarks that

until a level of reading competence has been attained which includes a fairly-well mastered basic vocabulary, it is useless to place much emphasis upon developing skills in careful and critical interpretation. (143:25)

Various studies support the contention that in no institution in America today does such a variety of ages, abilities and interests exist as in the two-year college. Some of its students are enrolled in remedial reading courses, while others master honors courses in English and social studies. Developmental and honors students may be combined in other courses. A large and growing number of adult students demand recognition of their maturity from instructors. Some graduates enter topflight engineering institutions; others swell the growing ranks of engineering and industrial technologists; still others do not last beyond the first semester. An instructor in a first-semester freshman course may possibly have to reach and help all three groups simultaneously. (10:234)

The characteristic of community college students which has been studied most thoroughly is academic aptitude, represented primarily as fluency in manipulating words and mathematical symbols. The most authoritative recent studies indicate that "the academic abilities of community college students, as measured by standardized tests, show that



freshmen [are] at about the 25th percentile in median score as compared with college freshmen in four-year colleges."

(10:13-14)

In a study conducted in 1960 by the Center for the Study of Higher Education, it was found that a difference of one standard deviation separated four-year and two-year college freshmen where terminal and transfer students were tested as a unit. Where declared transfer students were considered separately, it was found that "a large proportion of community college transfer applicants [were] at least as able as the upper three fourths of senior college freshmen." (203:78)

In a recent comparison of the scholastic aptitude of entering students in 85 community colleges and in 205 four-year colleges, with A.C.T. test scores as the criterion, Hoyt and Munday found the former, taken as a group, to be approximately one-half standard deviation below the latter. (83:16)

It is also known that a disproportionate number of community college students come from homes in which neither parent has completed high school, and in which the fathers are classified as skilled, semi-skilled, or unskilled laborers.

Generalizations will become progressively more dangerous, particularly in those states in which an increasing percentage of students begin their collegiate work at the community college.

An example is cited of the danger involved in unqualified descriptive statements. Medsker found that only 33 per cent of 17,627 students who enrolled in 63 two-year colleges in the fall of 1952 actually transferred to another college. Thus, 67 per cent of Medsker's total group were actually terminal students in the sense that, for them, the community college represented their last period of full-time education. However, it was pointed out that from some public junior colleges only 10 per cent of entering students transferred, whereas from others as many as 67 per cent pursued further study. (106:91)

#### Further Limitations

The individual planning a Humanities Course must accept the following dilemma. The subject field itself is vast and without natural boundaries. Someone had remarked that the Humanities Course is concerned with "anything that has anything to do with anything in the Metropolitan Museum." Conversely, the time allowed is severely delimited.



Given a two-semester sequence and allowing for orientation meetings and examinations, the instructor will have approximately 80 contact hours. In certain instances, discussed in Chapter V, the Humanities Course will be conceived as a one-semester orientation course, in which case only 40 hours will be available.

Thus limited by time, the instructor will seek to extend the horizons of the student by providing a carefully ordered sequence of experiences. Dewey comments that

it becomes the office of the educator to select those things . . . that have the promise and potentiality of presenting new problems which by stimulating new ways of observation and judgment will expand the area of further experience. (34:112)

The problem is further compounded by the paucity of humanities-related experiences and by the intellectual heterogeneity of the student population. Harry Broudy remarks that

students with IQ's between 90 and 110, the bulk of American customers for general education, are likely to have trouble . . . apprehending the content of the Humanities disciplines. Rather than deny to this great body of students any awareness of humanistic thought, and rather than seek to turn everyone into "intellectual aristocrats," we must learn to deal with different levels of abstraction geared to different levels of intelligence. (131:67)

Faced with these conditions, the Humanities instructor may be tempted to initiate a "crash program," hoping that through the force of his efforts he may lead students to accept interests and values which he, himself, has developed over a period of years. He may, for example, have lost sight of the fact that his special interest in chamber music or in Byzantine iconography may be attributed, in part, to parents with related interests and to a chain of predisposing childhood experiences, long since forgotten.

Experiments have shown that impressions concentrated within a short period of time, no matter how dramatic or charged with emotion, as a rule do not produce the same grasp of subject matter as when impressions and information are accumulated over a longer period of time. Just as in physical growth, intellectual maturation cannot be rushed.

Arnold Graeffe makes the comment that

Material to which the instructor has no personal relation, in the sense "intended" in the material itself, should not be taught in courses of this kind. In an attempt to be comprehensive, we are likely to use examples which we secretly think absurd. We must be resigned to the fact that "completeness" in the humanities is not possible within a short college course. What is required is a systematic sequence of concepts and ideas, an orderly compression of the experiences of listening, looking, reading and discussing. The purpose is to enable the student to

comprehend, while he remains himself a mere spectator, the formal perfection of the arts, and to see the arts in their cultural perspective, which is the main purpose of his studies in the humanities. (63:35)

### Modification of Values

Opinion is divided on the issue of effecting modification of values beyond a certain age. Tyler remarks that

the personality structure of children is capable of a good deal of modification through educational experiences during the nursery and primary school period, but educational objectives which aim at profound changes in the [attitudes] of a 16-year-old are largely unattainable. . . . Re-education of basic personality structure [with students past a certain age] is a very difficult task, and unlikely to be attained through a normal school program. (143:25)

Sanford, holding a different view, comments that until fairly recently, social scientists tended to view personality development in the college years as pretty much a function or reflection of earlier events. That is, the personality was thought to be fairly well "jelled" by the age of 18, if not 15 or perhaps even 5 or 6. Of late, however, evidence has been accumulating that there are important and systematic personality changes taking place during the college years. (125:64)

The question of values is, of course, at the center of instruction in the Humanities. If the course simply adds to the student's intellectual baggage and in no way affects his sensitivity to values or his subsequent reading and

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viewing habits, it may be considered a waste of time. If, for example, the student emerges from a unit of study on Rembrandt remembering only the cliché that this artist possessed unusual skill in the technique of chiaroscuro, he will have missed the more important fact that Rembrandt was the supremely great psychological portraitist who looked behind the surface features of his subjects in order to record their "inner likeness," often revealing more about them than they knew themselves.

They would also have missed the point that Rembrandt symbolizes the creative personality who, in his maturity, rejected the hollow values of his bourgeois clientele and, in the long period of declining health and affluence, produced works of art which have set him apart from his more "successful" contemporaries.

### The Various Humanities

TheodoreSizer, Dean of the Graduate School of Education at Harvard, asks the question

What, for example, is "English"? Is it rhetoric? Grammar? The appreciation of literature? The writing of business letters? The study of logic? The study of social issues through literature? The debate of social issues? The wrestling with one's own soul and the playing out of one's

deepest thoughts in speech and upon paper? Social history? The study of great authors and of great men? (131:62)

Similarly, we are obliged to ask the question

What is the Humanities? Is it cultural history? Is it a panoramic study of the arts, broadly conceived? Is it aesthetics? Is it philosophy? Is it the development of "taste" and "good judgment" in matters which concern our daily life? Is it an examination of achievements in drama, music, literature and the visual arts? Is it an attempt to spark creativity on the part of the student? Is it an assessment of the role and function of the creative personality in society? To what extent, if at all, should it concern itself with the "arts and ideas" of the non-Western world?

### The Museum Analogy

The Humanities may be likened to a vast museum, with a complex of wings extending out radially from a central amphitheater. The wings might be taken to represent a succession of cultures or periods as, for example, the Ancient World, Asia and the Near East, the Hellenic and Hellenistic cultures, Rome, Byzantium and Islam, medieval Europe, the early and High Renaissance, the various manifestations of the Baroque, the Age of Enlightenment, the political and industrial revolutions of the 19th century, and the contemporary world. One needs only to complete this abbreviated

list to realize the magnitude of the undertaking if the Humanities Course is to be conceived as cultural history.

Given this format, the instructor might function as a guide on a hurried visit to each of the wings, starting with the contemporary world and moving backward in time, or the reverse. He might choose to spend a disproportionate amount of time in certain of the wings, making occasional side trips. Or again, exhibits might be assembled in the central hall, with materials drawn from the far reaches of the museum to illustrate whatever concept or issue the instructor had in mind.

If, on the other hand, the focus of attention was to be upon the arts, to encompass certain aspects of literature, drama, music, architecture, and the graphic and plastic arts, the wings might then be conceived of as showcases for the major media. Difficult decisions would need to be made regarding the selection of materials to be examined, the matter of pacing and of providing meaningful transitions. In this regard, Dewey has remarked that,

The quality of an experience has two aspects. There is an immediate aspect of agreeableness or disagreeableness, and there is its influence upon later experiences. . . . It is the business of the educator to arrange for the kind of experiences which, while they do not repel the student, but rather engage his activities are, nevertheless, more than immediately enjoyable since they promote having desirable further experiences. (35:27)

Finally, each of the radial wings may be taken to represent one of the great "unanswered and unanswerable" questions which have challenged and plagued mankind over the centuries. If this option were chosen, we would have, essentially, a philosophy course drawing upon the illustrative power of the arts.

The Humanities instructor, well aware that the professional scholar has reason to postpone the discussion of broad movements and ideas until detail has been mastered, will defend his position by noting that his task is to assist the student in the initiation of intellectual journeys, the value of which are unquestioned, even though their destination cannot always be clearly known.

Haskel Block has remarked that

general education in the Humanities is too varied to lend itself to easy systematization. Each student of the subject must rely on his own experience and on instances which seem to him of representative significance. (159:468)

Opinion is divided with regard to the value, in the Humanities area, of curriculum research comparable to that carried out, since the early 1950's, in mathematics, language study and the natural sciences. Private and governmental funds have been invested in the updating of content, the reorganization of subject matter, and the development of new



methodologies and materials. This movement was stimulated by international tensions and fears. It is not likely that a literature and fine arts equivalent of the Sputnik crisis will develop.

Goodlad refers to "a new alphabet soup of curriculum projects,"--BSCS, CBA, PSSG, SMSG, each with its cadre of experts, its summer institutes and instructional materials packages.

Various types of biology courses, for example, have been proposed for consideration by local districts: one version utilizing an ecological and evolutionary approach; the second, a genetic and developmental approach; and a third, a biochemical and physiological approach.

Jerome Bruner argues for curriculum projects in all fields, to be carried out by

a consortium of talents, involving not only the scholar, but the appropriate psychologist . . . the film maker, the master teacher with a sense of what is possible with [students], the teacher of teachers, the apparatus designer and the inventor of pedagogical games and toys. It is in the setting of such an establishment that I would prefer to see the training of teachers taking place . . . [to serve] the function of ploughing the profits of scholarship back into the educational enterprise. (133:99)

With regard to the humanities teacher himself, the following assumptions are made:

1. he will be thoroughly trained as a scholar and practitioner in at least one of the component disciplines;
2. he will be widely traveled and well read in those related subject fields which were not adequately represented in his own formal training;
3. he will find his real satisfaction in teaching and in developing imaginative instructional materials suitable for use in the audio-tutorial laboratory and the lecture-laboratory discussed in the concluding units of the present study;
4. he will be a leader in the attempt to develop a campus culture which will reinforce, and be reinforced by the activities of the classroom;
5. he will help to develop, and make appropriate use of instructional media capabilities which may include, in addition to books, periodical and the like, the film, film-strip and random access slide set, phonograph, tape recorder, backlighted multi-image projection, television, the telephone interview, the student responder device and the various information retrieval and dissemination capabilities now in the early stages of development.
6. he will resist the temptation to think of himself as an oracle or dispenser of information, the "keeper of the keys," and will regard himself, rather, as a designer and manager of the student's learning--in Baskin's words, "a senior partner working with the student in searching out resources for the solution of problems."

### Formulation of a Representative Learning Episode

The brief unit which follows is designed to serve as an introduction to the concluding element of this study in which a prototypic instructional process for the humanities is described.

The Interdisciplinary Humanities Course may be thought of as an ordered progression of learning episodes, certain of which will undertake to provide experience in the sorting of images from the sensory field and in recording the viewer's reaction to these images.

The particular episode outlined at this point would, in practice, involve a lecture, a two-hour audio-tutorial session and a lecture-demonstration review.

The purpose of the exercise would be (1) to draw attention to "parallelisms" in the arts and (2) to demonstrate that the recognition of common elements can contribute to the student's understanding of style and his appreciation of the creative act itself.

There will be, at the outset, a discussion of Hayakawa's theorem: "judgment stops thought." This would encourage the student to accept the importance of delaying judgment or evaluation until one has examined a particular artifact (1) as an independent phenomenon, (2) as a reflection of certain historic circumstances, and (3) as an instance of a recurrent theme, concept or form appearing in various guises through the centuries.

The student would be encouraged to look and listen critically, noting constructional elements which reveal "unity in diversity," the commonalities of form and expression which transcend the accidents of time and custom.

An attempt would be made to establish the idea that comprehension and analysis of established art forms need not be limited to the "cognoscenti," and that in the process of reducing our visual and tonal illiteracy, we will extend the range and richness of experience.

The learning episode will rely upon the use of paired materials--visual, written, and tonal--as a means of providing direct sensory confrontations and of eliciting response. Questions of this kind would be posed, directly or by inference:

1. In what ways are the juxtaposed materials different?
2. Is it possible for observers to agree? To what extent can we rely upon words to describe experiences and phenomenon which are essentially non-verbal?
3. What "cues" are particularly significant? Which elements are most important? Which are secondary?
4. What does the work tell us about the individual who created it, or about the circumstances under which it was created?

From among the many procedures suggested by this format, four will be noted:

1. Visual materials will be paired, using two slide projectors to throw images on a backlighted screen. Pairings of this kind will serve to initiate a discussion of similarity and difference of function, form, and intent.

#### Various conceptions of the Pieta

Avignon, Perugino, Titian, Rubens, etc.

#### Manifestations of the column as a supportive element

Tree trunk, rock cut, Minoan, the Greek Orders, Roman, Romanesque, Gothic, Rococo, cast iron, the pilaster, etc.

#### Apollonian vs. Dionysian Art (Ethos vs. Pathos)

Hellenic vs. Hellenistic hero figures, etc.

#### Self-Portrait

Egyptian and Assyrian, Praxiteles, Roman torsos, Michelangelo, Bernini, Rodin, Moore, Warhol, etc.

#### Concepts of female beauty

Nerfertiti, the Madonna figure, Botticelli, Titian, Goya, Rubens, Boucher, Renoir, Picasso, etc.

2. One image will be held constant while the other is changed. Here again, an unlimited number of possibilities arise. For example, a Rococo interior might be juxtaposed with a series of other interior and exterior styles to provide experience in the making of gross and fine distinctions. Major stylistic cycles and transitions could also be illustrated, for example the shift from a conventional and academic to a subjective and experimental style, or from the classic to the romantic style whether in painting, literature, architecture, or music.
3. As an exercise in developing vocabulary we might project an image on the left side of the screen and review the terminology most useful in describing its formal characteristics and its content. Other images, fragments of poetry and prose as well as musical phrases and sentences, would be juxtaposed for the purpose of noting points of similarity and difference with the normative image.
4. An opportunity would be provided for the student to examine the evolution of a single work, to compare the "finished product" with preparatory sketches and earlier versions which were subsequently revised or rejected. This would also lead to a consideration of adaptations, of ideas and forms translated, borrowed, and, in certain instances, stolen outright.

An attempt has been made to suggest the importance of developing verbal and non-verbal response-eliciting materials, materials to stimulate curiosity, to provoke divergent thinking, and to encourage reflection and discovery. The instructional process which is described in the concluding unit of this study would make extensive use of these materials.

The Development of a Prototypic  
Instructional Process for the  
Humanities

Attention, thus far, has been directed to:

1. the nature of the community college population;
2. existing humanities coursework in the community colleges of Michigan and in selected colleges elsewhere in the country;
3. community college curriculum patterns as they affect the development of elective coursework, generally, and the humanities course in particular;
4. staff and administrative attitudes toward The Introductory Humanities Course and toward certain innovative concepts and procedures;
5. the nature of learning problems in the humanities, and
6. goals and objectives for the Humanities in the given setting.

In commenting upon the plight of students who have been less than discriminating in their choice of parents, Trow remarks that,

the readiness to deal with ideas as things in themselves, and the general knowledge about man and his works that is usually associated with that tendency is . . . a necessary, but not sufficient condition for a liberal education. Colleges face a very different problem in the

education of young people who already possess some measure of these abilities before they come to college as compared with those who do not. (141:146)

Meeting the diverse needs of a heterogeneous student population is recognized as one of the most severe problems faced by college teachers and administrators. The "open door admissions policy" adhered to by the community college serves to intensify the problem at this level.

Chapter V is given to an examination of existing course and curriculum patterns in the community colleges of Michigan. It is evident that intensive efforts are being made to provide for students who differ markedly in interest, ability, and goals.

The traditional terminal-transfer stratification tends to result in the development of two distinct academic sub-cultures. General education courses are designed to blur this distinction by providing important learning experiences which transcend the individual differences noted above.

The procedure outlined here rests on the following assumptions:

1. The community college Humanities Program can be designed in such a way as to involve the great majority of students at a level commensurate with their interest and ability;



2. The Humanities Program should not be limited solely to the activities of the classroom, but should serve to stimulate and coordinate creative interests on campus and in the community;
3. The success of the Program will depend, largely, upon the development of a wide range of verbal and non-verbal communication techniques.

The Instructional Activities of A  
Representative Week

<u>Humanities</u>	<u>Humanities</u>	<u>Humanities</u>	<u>Humanities</u>
	TRACK 1 (101-102)	TRACK 2 (101-102:B)	TRACK 3 (101-102:A)

College & Community Activities	+	Nuclear Element	+	Cortical Element	+	Additive Element
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	AUDIO- TUTORIAL	AUDIO- TUTORIAL	AUDIO- TUTORIAL
RELATED ACTIVITIES	RELATED ACTIVITIES	RELATED ACTIVITIES	RELATED ACTIVITIES
		LECTURE- DISCUSSION	LECTURE- DISCUSSION
			SEMINAR & PROJECTS

Initial Identification of the  
Instructional Tracks

The related activities refer to concerts, recitals, exhibits, lectures, films, etc., which would also serve as

the nucleus of a college-community concert and special program series.

Track 1: The related activities plus the weekly audio-tutorial laboratory session. Designed as a two-credit elective and intended, primarily, for students in non-transfer, vocational programs.

Track 2: Track 1 plus the weekly lecture-discussion. Designed as a three-credit elective and intended, primarily, for transfer students majoring in fields not directly related to the humanities.

Track 3: Track 2 plus the weekly or bi-weekly seminar in conjunction with special research reports and projects. Designed as a four-credit course for the transfer student majoring in fields closely related to the humanities.

### Related Activities

As the core module, this represents the single feature common to all instructional tracks. It would involve a variety of afternoon and evening activities to be articulated, as closely as possible, with the prevailing emphases of the instructional program and with the concerns appropriate to the given week. Films, concerts, exhibits, lectures and panels, plays, dance recitals and the like would be

presented as adjuncts to the ongoing humanities program but open to interested members of the community and the surrounding areas. It is envisioned that, by relating this aspect of the community service program to the humanities course, a broader base of financial support and a more consistent attendance would be assured.

It would also serve as a reminder that the arts and allied disciplines cannot develop in a vacuum. They respond to and depend upon a knowledgeable public. In addition, it would provide formal confirmation of the responsibility, on the part of educational institutions, to assist in the development of such a public.

Benedetto Croce remarked that "genius is not something . . . fallen from heaven--it is humanity itself. Great artists are said to reveal us to ourselves." In this same vein, Tolstoy wrote that "art is that means by which one man, having experienced a feeling, seeks to transmit it to others."

The activities bound up in this aspect of the program would need to be selected with special care if the somewhat negative biases harbored by large numbers of college students were to be dissipated rather than reinforced.

Jerome Bruner speaks of nurturing "confident intuition in the realm of literature and the arts, especially in a culture such as ours where there is so much pressure toward [uniformity] of taste in our mass media of communication." (18:67)

Paul Dressel remarks that a student should be brought into contact with systems of value and with cultures very different from his own in order that he may come to reflect upon and critically examine his own values and those of his culture. The humanities, he reminds us, deal with "the major problems that have concerned mankind throughout recorded history, and with some of the solutions proposed or views held with regard to them." (43:33)

It is surmised that, for many students, this sequence of events would represent their first ordered experience with "arts and ideas." If carefully chosen, these activities should help to develop an openmindedness toward "new" and "different" viewpoints, and stimulate an interest in experiences of a kind which man "needs" though he cannot "use."

The trend in the humanities seems to be toward a balanced combination of conceptual analysis and of aesthetic experience. The related activities should serve both as ends in themselves and as a means of stimulating interest

in the more structured activities of the audio-tutorial laboratory and of the classroom.

Track 1: Humanities 101-102

As indicated, students electing this option would take part in the related activities just described and, in addition, would spend approximately two hours each week in the audio-tutorial laboratory. Track 1 is designed as a two-semester elective for the non-transfer student, for two credits each semester. Its primary purpose would be to enlarge the student's range of interest by introducing him to concepts of central importance to the humanities.

The audio-tutorial represents a carefully ordered sequence of learning experiences, taking advantage of the full range of media capabilities. It would be conducted in a specially designed facility with individual or dual study carrels supplied with the particular equipment required by the scheduled activities of the week. This might include a tape deck, a television receiver, a film-clip and/or slide projector, models, and graphic materials.

The student would be provided with a brief orientation and review statement, a workbook and, as required, a programmed unit designed to prepare him for the audio-tutorial

session by introducing him to relevant ideas and concepts. The audio-tutorial laboratory would be open during the day-time and evening hours with a member of the teaching staff in attendance to supervise the facility and answer questions.

By way of illustration, let it be imagined that the general topic for the week was to be religious architecture. The student would come to the audio-tutorial having read materials assigned during the preceding week. He would review the introductory statement and proceed to the carrel. The process would vary considerably, but the following task sequence may be taken as representative, with the student:

1. listening to a 15-20 minute taped statement coordinated with graphic materials--prints, slides, film clips, etc.;
2. working through a programmed unit dealing with architectural style, form and function;
3. examining models and illustrations of representative temple, mosque, cathedral and church construction ranging, for example, from the Temple of Amon-Re at Luxor to Courbusier's Norte-Dame-du-Haut;
4. viewing slide sets designed to provide information and raise provocative questions as, for example, the relationship between architectural style and such factors as (a) climate and terrain, (b) material and methods of construction, (c) the role and status of the clergy and (d) the nature of liturgical forms and practices;
5. listening to musical exerpts while viewing the kinds of churches in which a given style of music tended to develop.

The examples cited are suggestive of the types of learning experiences which might be developed for use in the carrel. The range of these experiences would be considerably extended as storage, retrieval and dissemination facilities become increasingly sophisticated and as a backlog of high-quality materials is developed.

The materials presented within the audio-tutorial should, in addition to providing information, engage behavior or elicit response. Mechanisms would be developed which would invite the student to make and record impressions and judgments, to react to the implications of material presented in unusual combination or juxtaposition, to draw inferences and to hazard the "educated guess."

It cannot be denied that there is resistance to technological change, and that

it is based partly on the questionable notion that machines will displace teachers. This is . . . usually countered by pointing out that we already have a shortage of well-qualified teachers or that teaching requires endless amounts of creative energy, which should be released from bondage to mechanical and repetitive tasks by appropriate applications of the most advanced technological resources available. (16:158)

The emergence and rapid growth of the community college is the direct result of the educational void which was not filled by other types of training or educational

institutions. The pressures are such that, out of necessity and out of choice, an increasing emphasis will be placed upon the development of teaching-learning facilities to supplement and to reinforce the more traditional procedures.

Carpenter and Greenhill point out that

media can be used to provide many of the basic, necessary and favorable conditions for learning. When properly developed and used, they provide a means for emphasizing the primary interactions between the stimulus materials and learners, and vastly extend the reach of our instructional facilities. (5:131)

Kenneth Norberg comments upon the widespread resistance to the development of teaching technology. He believes that

there is no need to fear that the machine will replace, degrade or regiment human teachers--or that it will dehumanize education. On the contrary, a humanized technology can free the teacher from the servitude of mechanical and repetitive chores and amplify the force of his creative and distinctly human efforts. (16:15)

## Track 2: Humanities 101-102B

As indicated earlier, the second track is designed for the community college transfer student majoring in a field not closely related to the humanities. The 101-102B option represents a two-term introductory humanities course earning three credits per term. The student accepting this



option would attend the related activities for the week, spend approximately two hours in the audio-tutorial laboratory, and, in addition, attend a weekly lecture-discussion which would, hopefully, be limited to 20-25 students.

The lecture-discussion period would be given to a variety of activities. The instructor might elect to introduce new material. He might, on the other hand, discuss ideas and concepts suggested by the related activities or issues raised by the audio-tutorial. He might undertake to review and discuss current reading or encourage an exchange of ideas on any subject relevant to the course.

It is envisioned that the instructor would have access to such capabilities as the multi-image backlighted screen, random access slide sets, audio equipment and the student responder in the event that he wished to make use of them.

Evaluation in the Track 1 and Track 2 options should, ideally, be on a pass-fail basis, with a letter grade supplied only when required by the transfer institution. In the case of Track 1, intended for the non-transfer student, it would be necessary only to secure the compliance of the community college administration, pointing out the advantages of the less formal evaluation scheme, particularly

when dealing with coursework which is not an integral part of a vocational-occupational course sequence.

Track 3: Humanities 101-102A

This option is designed for transfer students expecting to major in some field closely related to the humanities, and for students transferring to senior colleges and universities which require strong preparation in this area. It represents a two-semester sequence carrying four credits each term.

As indicated, Track 3 parallels Track 2 with the addition of a weekly or bi-weekly seminar and projects session. The nature of this activity would, in each case, depend on the special interests of the students and of the supervising staff. It is imagined that some or all of the following activities would be represented over a span of two semesters:

1. special training in research and report writing,
2. the actual writing and evaluation of reports,
3. field trips related to various aspects of the humanities,
4. creative projects in related areas: literature, art, drama, etc.,
5. service projects in support of the total humanities program.

It is likely that much of the student-staff contact in this "additive element" would be on a personal or small interest-group basis. In a large community college, the lecture-discussion groups might be further subdivided so as to accomodate students with special interest in (1) the literature and philosophy dimensions of the humanities and (2) in certain aspects of cultural history and the arts.

In whatever way the last two elements were managed, i.e., the lecture-discussion, and the seminar and special projects, all students throughout the three tracks, would have the experiences of elements one and two in common. These elements, the audio-tutorial and related activities, would serve to provide, on the one hand, a common core of background information and, on the other hand, a series of shared experiences which illustrate "the humanities in action."

Students planning to major in the humanities or in related fields would normally expect to have their work evaluated in the traditional way inasmuch as the humanities coursework at the community college would serve as an integral part of their continuing program.

An instructional procedure of this kind is, like any other, an approximation of the ideal. From a learning

point of view, this "ideal" might suggest the interaction between a qualified and sympathetic instructor working in a one-to-one tutorial situation with a highly motivated student, i.e., the Socratic method. The most active advocates of this method do not imagine that it can be applied in any systematic way or on a large scale under the conditions which prevail at the college level.

Those who find merit in the audio-tutorial approach claim that it provides the machinery for dealing with large, heterogeneous student groups and, at the same time, retains some of the essential advantages of the one-to-one tutorial relationship.

It has been said that we are in the first stages of a technological revolution in education. The battle lines are being drawn between those who imagine that our present educational systems need only to be expanded, and those who believe that new procedures must be developed which are different in kind as well as in degree. New conditions, new conceptions of the learning-teaching process and new instructional capabilities would suggest, to the latter group, an entirely new deployment of forces.

Changes will be made both out of necessity and out of choice. Matthew Miles speaks of,

the assorted projections of the size of the American educational establishment over the next few decades, all of them staggering, threatening or exciting, depending on one's point of view. The current sharp increase in concern for innovation in higher education can hardly be unrelated to this expectancy. (108:63)

### Summary

The process here described would, it is believed, provide training and experiences in the humanities appropriate to the wide-ranging interests, abilities, and goals of students within the comprehensive community college. Differentiation to the extent stipulated by this program would be feasible when a college had reached a certain size, perhaps 2-3,000 students. Given a smaller student body, certain modification would need to be made.

The Humanities aim to provide the student, whatever his immediate academic goal, with a concrete awareness of the role of literature and the arts in the development of our civilization and culture, and the significance of artistic expression in our lives today. There is always the danger that the instructor may provide the student with an adequate understanding of the factual residuum of the humanities and, at the same time, leave many students either "untouched" or actively antagonistic. The present proposal



would seek to dissipate these aesthetic biases by drawing attention to the necessary and intimate relationship between the theoretical and the functional aspects of the humanities, i.e., by attempting to make the humanities seem as pertinent to our own times as to times past. The emphasis would be upon discovering relationships and integrative patterns, aesthetic principles, and modes of artistic organization, upon the development of the power to describe, and to evaluate, and upon achieving a sense of the coherence bound up in the commonwealth of the arts.

Frank Lloyd Wright once remarked that "we shape our buildings, and afterwards, our buildings shape us." This calls to mind the "shape" of the traditional community college complex, with what might be called its "terminal program" and its "transfer program" wings. There is evidence to suggest that students in both "wings" will, to an increasing degree, need certain common insights and skills if they are to be effective as persons and as citizens in a complex, cosmopolitan society. This is not to deny that the community college will continue to receive the largest share of students who have not enjoyed "the advantage of previous conditioning which encourages perception of education as a high level value." (10:112)

Nevertheless, there is a need to develop general education coursework which takes into account the extreme diversity of abilities and interests found among students at this level of higher education, and which provides the framework within which this diversity can be accommodated.



## APPENDIX A

### REPRESENTATIVE COMMUNITY COLLEGE

#### COURSEWORK IN THE HUMANITIES

Humanities 101-102: Grossmont College

Humanities 110-111: Diablo Valley College

Humanities 91-92 and 211-212: Daytona Beach Junior College

Humanities 242-243: St. Petersburg Junior College

Humanities 201-202: Miami-Dade Junior College

Humanities 101-102: Central Y.M.C.A. Community College

Humanities 201-202: Chicago City Junior College

## APPENDIX A

### Humanities 101-102: Grossmont College

Grossmont College in El Cajon, California offers an integrated sequence, Humanities 101 and 102: Arts of the Western World.

Humanities 101 is represented as involving:

an integrated approach to the significant movements and developments of the arts in Western Culture. Emphasis on the concepts--and the creative manifestation of these concepts--of literature, philosophy, music, painting, architecture, and sculpture. Period covered will be from man's early history to the Renaissance. Prerequisite: none.

Humanities 102 is described as a "continuation" course covering the period from the Renaissance to the present.

An expanded description, serving for both Humanities 101 and 102, indicates that:

the purpose of the course is to develop an understanding and appreciation of the cultural heritage of Western Civilization through the intensive examination of representative masterpieces. The primary emphasis is on concepts expressed in enduring form and the relationships of these concepts in our cultural heritage. In order to bring the students in contact with some of the

1

great minds of the past as they have dealt with the fundamental problems of human existence, works will be examined in a way that is appropriate to their artistic form and purpose. The approach, therefore, will seek to orient the students to the works of art and will focus upon critical judgement of the products which make up the humanities. Although the representative masterpieces, except for the Bible are examined in chronological order, little emphasis will be placed on the study of cultural history.

The following statement is made regarding method:

Lectures and discussions are featured. The discussion (when the size of the class permits) will not consist solely of an airing of student views. The instructor will direct the discussion by his questions and comments to help the class come to a more focussed awareness of what the students may have but dimly perceived in what they have read, seen, or heard.

The following are listed as "expected outcomes":

- a. The student will be better able to understand and appreciate the cultural heritage of Western Civilization.
- b. The student will improve his ability to read, see, and listen thoughtfully and analytically.
- c. The student will be better able to understand and deal with the fundamental problems of human existence.
- d. The student will acquire the basis for seeing the essential differences and similarities among the products which make up the humanities.



In the Fall Term, 1965, the following texts were used in Humanities 101:

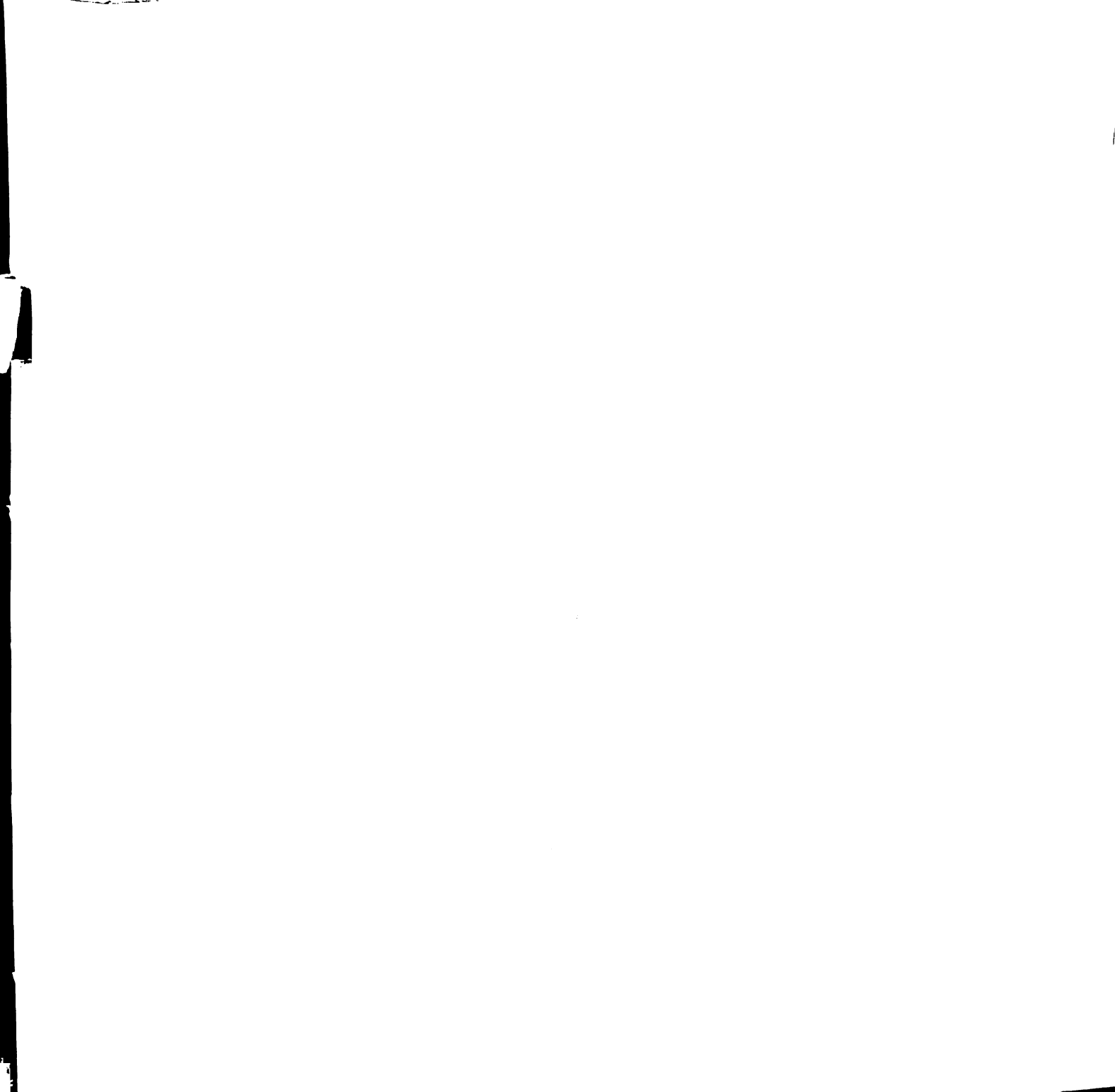
1. Warmington Eric H. and Philip G. Rouse (ed.) Great Dialogues of Plato, 1961. The American Library of World Literature, Inc.
2. Nulle, S. H. (ed.) Classics of Western World, (The Ancient World). Harcourt and Brace, Inc., 1964.
3. Thompson, K. F. (ed.) Classics of Western Thought, Vol. II, 1964. Harcourt and Brace, Inc.

With regard to the content of Humanities 101, the statement is made that "the course is organized both historically and by activities."

1. Historically the course is organized around three "cores."
  - a. The Classical Ideal. The rational and humanistic aspects of Greek classicism will be represented by an examination of Sophocles' Oedipus Rex, the Parthenon and its sculpture, and selections from Plato's Dialogues. Thucydides--Peloponnesian War.

Roman Classicism will be represented by an examination of selections from Lucretius' On the Nature of the Universe. Suetonius--The Twelve Caesars and Epicuretus' Enchiridion.

Roman architecture will be studied to show the transition from the Greek city-state to the World empire showing how the classical ideal is modified by new structural and functional principles.



- b. The Hebrew-Christian Tradition: The Middle Ages will be represented by an examination of selections from the Old and New Testament. Three important art forms will be studied with the idea of the church as the center of life in the Middle Ages: the Romanesque basilica, the Gothic cathedral, and the plainchant. Dante: De Monarchia.
- c. The Renaissance Ideal: The Renaissance ideal will be represented by concentrating upon an understanding of Renaissance Man through an examination of Shakespeare's Hamlet and selections from Machiavelli's The Prince.

Renaissance architecture, painting, and sculpture will be studied to show the new scientific interest in the natural world and human life.

Renaissance music will be studied with the intention of showing the increasing importance of secular forms along with the religious.

- 2. By activities the course is organized around the three activities of reading, seeing, and listening with the intention of helping the student to read, see, and listen thoughtfully and analytically.

- a. The essentially historical order of the course outlined above conceals a thematic organization, designed to enrich classroom discussion. Throughout the course the students should become aware of and be concerned with certain continuing problems of human existence: a) Justice and the good life. b) Destiny and the human lot. c) The complexity of human relationships. d) The perennial problem of human suffering: Oedipus, Job, and Hamlet. e) Self-knowledge. f) The meaning of structure and order. g) The danger and value of the



- irrational. h) The significance of the death of Socrates and that of Jesus.
- i) The doctrine of love as set forth by Socrates and St. Paul . . .

The following texts were used for Humanities 102 during the Fall term, 1965:

1. Gabriel, R. H., (ed.) On the Constitution, The Liberal Arts Press, Inc., 1957.
2. Hirschfeld, C., (ed.) Classics of Western Thought, (The Modern World), Harcourt and Brace, 1964.
3. Dostoevsky, F., Notes From the Underground and The Grand Inquisitor.
4. Camus, A., The Stranger, A Vintage Book, 1960.  
Whitehead, A. M., Science and the Modern World, A Mentor Book, 1960.

Humanities 102 is described as follows:

1. Historically the course is organized around two "cores."
  - a. The Baroque Period: This "core" will be approached through an examination of representative masterpieces drawn from the Roman Baroque Style, the Venetian Baroque Style, the Spanish Counter-Reformation Style, the French Aristocratic Baroque Style, and the 18th Century Style.
  - b. The Modern World: This "core" will be approached through an examination of selected masterpieces from the following movements in the arts and ideas of the modern world: Impressionism, Post-impressionism, Cubism, Nationalism in Music, Exploration of the Unconscious, Existentialism, Organic Architecture, Expressionism and Abstract

Expressionism, Romanticism and Impressionism in Music, Dadaism and Surrealism, Futurism, etc.

2. By activities the course is organized around the three activities of reading, seeing, and listening, with the intention of helping the student to read, see, and listen thoughtfully and analytically.

Student performance is evaluated by means of:

- a. Reading quizzes.
- b. Class discussion.
- c. Short essay examinations on outside readings (not covered by lecture or class discussion) to test the student's ability to read analytically, to think clearly, and to ask penetrating questions about his reading.
- d. Short essay examinations of comparative nature to test the student's ability to note the essential differences and similarities between the products which make up the humanities.
- e. Scheduled examinations of the objective type.

## APPENDIX A

### Humanities 110-111: Diablo Valley College

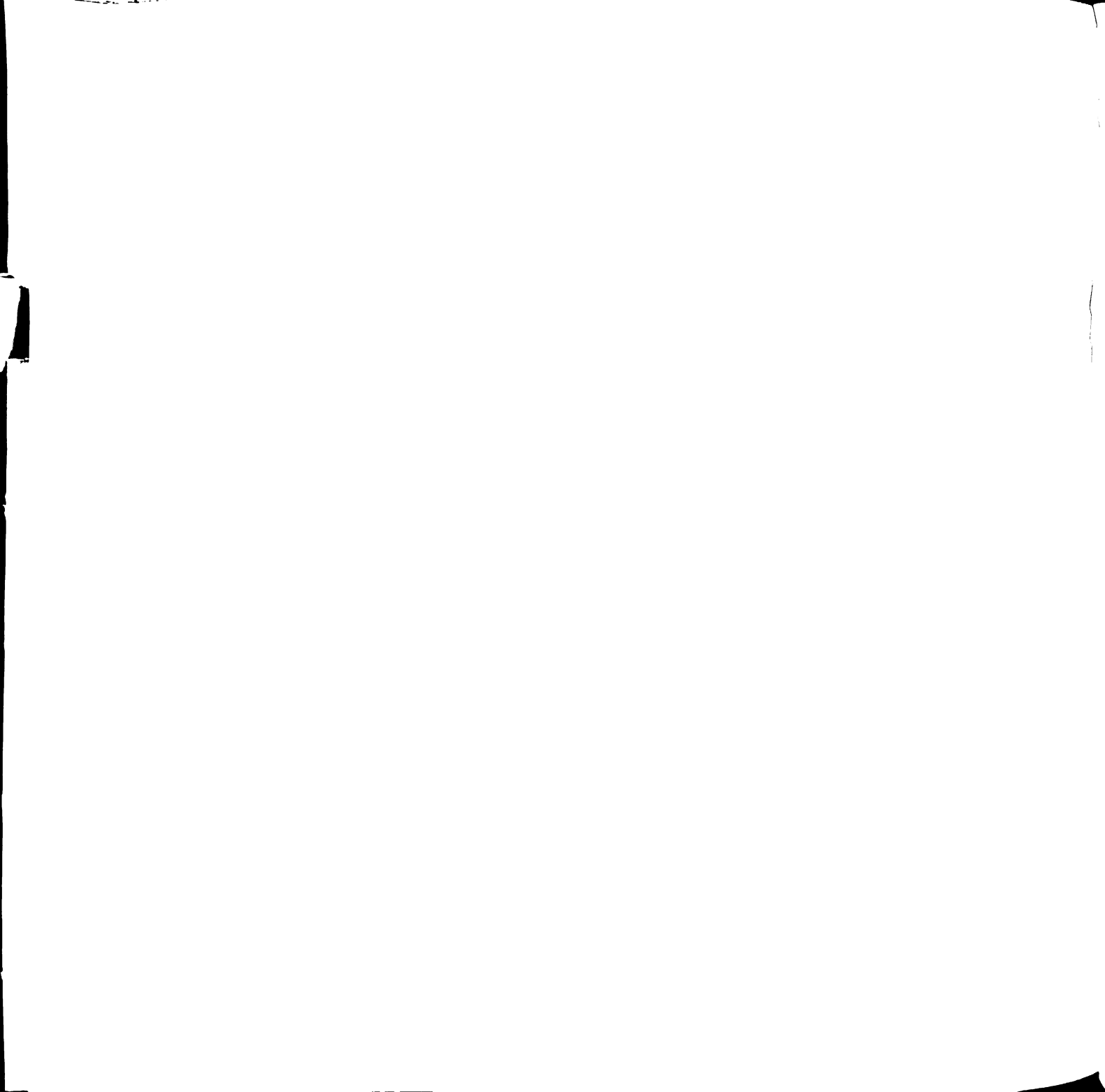
A two-semester Humanities sequence, Humanities 110-111, is offered at Diablo Valley College in Concord, California. In the fall of 1966, four full-time instructors conducted fourteen sections enrolling approximately 1,200 students.

The following material is issued at the opening class session:

For the purposes of this course, the Humanities include literature, the visual arts (paintings, sculpture, and architecture), the drama, music, and philosophy synthesized by history.

#### I. Statement of the Objectives of the Course:

- A. The course seeks to help the student in the understanding of his cultural heritage and to become aware of the relationships that exist among the several areas of the humanities.
- B. It also enables the student to gain a perspective of his time and place in the world to the end that he will realize more intelligently the obligation of democratic citizenship and develop sound moral and spiritual values.



- C. It also enables him to take part in some form of satisfying creative activity (in the broadest sense of the term) as well as appreciate the creative activities of others.

## II. Topical Outline:

- A. Introduction
  - 1. Reasons for the course--routine or artistic living.
  - 2. Basic assumptions of the course
    - a. The nature of Man
    - b. The nature of the universe
    - c. The nature of human freedom
    - d. The nature of human institutions
    - e. The culture-epoch theory of change: as one method of study
- B. The Greek Epoch
  - 1. The period of chaos--the tyranny of superstition and tradition
  - 2. The period of adjustment--the pre-Socratic thinkers--Aeschylus
  - 3. The period of balance
    - a. The Athens of Pericles
    - b. Temple architecture
    - c. Sculpture
  - 4. Decline
    - a. Plato and Aristotle
    - b. From Hellenic to Hellenistic culture
- C. The Roman Epoch
  - 1. The period of chaos--the price of expansion
  - 2. The period of adjustment and balance--the Augustan Empire
  - 3. The search for consolation
    - a. Stoicism and Epicureanism
    - b. Neo-Platonism
    - c. Christianity
  - 4. Roman Art and Architecture
    - a. Pompeii and Herculaneum
    - b. Arenas, aqueducts, roads, and temples

- D. The Age of Faith
  - 1. The period of chaos--the search for certainty
  - 2. The period of adjustment
    - a. New designs for living
    - b. Changes in the visual arts
    - c. Medieval music
  - 3. The period of balance
- E. The Rise and Decline of Islam
  - 1. The period of chaos--the Hegira
  - 2. The period of adjustment--the Koran
  - 3. The period of Balance and Decline--the Caliphates
    - a. Omar Khayam--Arabian Nights
    - b. Music
- F. The Renaissance, the Protestant Revolution and Catholic Reformation
  - 1. The period of chaos--new discoveries in art, literature, music, geography and the sciences.
  - 2. Adjustment--old authority is questioned in all areas
  - 3. The period of balance--new authorities replace the old
    - a. The visual arts
    - b. Literature
    - c. Religion
- G. The Epoch of the World Machine
  - 1. The period of chaos
    - a. Absolutism
    - b. Rationalism
    - c. Romanticism
  - 2. Adjustment and balance--the Faustian Man
- H. The Epoch of Relativity--new ideas bring chaos to our time
  - 1. The scientific method
  - 2. The new physics
  - 3. The new mathematics
  - 4. Freudian psychology
  - 5. Semantics
  - 6. Eastern and Western patterns of thought
    - a. India--Hinduism and Buddhism
    - b. China--Taoism and Confucianism
    - c. The West--increased interest in Eastern ideas

7. New ideas in Twentieth Century music
8. A new tradition in the visual arts
9. The novel as a comment on contemporary problems

III. Class discussion is used most of the time with background and integrating materials presented by lectures, films, tape recordings art prints and slides. Tape recordings prepared by the instructors are used to illustrate, explain and compare the various types of music studied. Field trips are taken to one opera (San Fransico); to Palo Alto, San Fransisco and Oakland to study examples of Byzantine, Romanesque and Gothic architecture, stained glass and mosaics; to study the art collections of the M. H. deYoung Memorial Museum and the California Palace of the Legion of Honor (San Fransisco).

IV. Text: Volumes 1 and 2, The Search for Personal Freedom by Neal Cross and Leslie Lindou, (Wm. C. Brown Company.) Readings, edited by Herman Chrisman. (Wm. C. Brown Company.)

V. Requirements of All Students

Textbook required. This text contains explanatory materials and selections from western literature, drama, and philosophy as well as a good collection of art prints, photographs, and drawings. Where there are gaps in the text material, supplementary reading is required. Attendance is required at 4 lectures and 5 concerts presented on campus. Among these lecturers and artists have been Margaret Mead, Frank Baxter, Allan Temko, the Oakland Symphony, Boccherini Quintet, Wiener Solisten and Deller Consort.

Each student is required in Humanities 110 to read at least one of the following:

Adams, Henry	<u>Mont Saint Michel and Chartres</u>
Alsop, Joseph	<u>From the Silent Earth</u>
Barrow, R. H.	<u>The Romans</u>
Brinton, Crane	<u>Ideas and Men</u>
Collingwood, R. G.	<u>Principles of Art (Parts I and III)</u>
Hamilton, Edith	<u>The Greek Way</u>
Hamilton, Edith	<u>The Roman Way</u>
Huizinga, Johan	<u>Themo Ludens</u>
Kitto, H. D. F.	<u>The Greeks</u>
Lecomte, du Nouy, P.	<u>Human Destiny</u>
Renault, Mary	<u>The King Must Die</u>
Renault, Mary	<u>The Last of the Wine</u>
Pirenne, H.	<u>Medieval Cities</u>
Temko, Allan	<u>Notre Dame of Paris</u>
Toynbee, Arnold J.	<u>A Study of History</u> (abridgement by D. C. Somervell of Vol. I-VI)

In Humanities 111, each student is required to read at least one of the following:

Burkhardt, J. C.	<u>Civilization of the Renaissance</u>
Cellini, B.	<u>Autobiography</u>
Ferguson, W. K.	<u>The Renaissance</u>
Huizinga, Johan	<u>Waning of the Middle Ages</u>
Santayana, George	<u>Three Philosophical Poets</u>
Stone, Irving	<u>The Agony and the Ecstasy</u>
Symonds, J. A.	<u>The Age of Despots</u>
Symonds, J. A.	<u>The Fine Arts</u>
Tawney, R. H.	<u>Religions and the Rise of Capitalism</u>
Weber, Max	<u>The Protestant Ethic</u>

#### VI. Method of Evaluation:

Students are evaluated by their participation in class discussions, by 3 mid-terms and a final examination (each semester), and by a critical essay on a book.



VII. Prerequisites:

Humanities III: Humanities 110 or consent of instructor.

A representative segment of the Humanities 110 assignment sheet for the Fall Semester, 1966, is introduced below.

MONDAY	WEDNESDAY	FRIDAY
<u>Session 1</u> Discussion of meaning of Humanities. Two kinds of knowledge; System of Values: Absolute and Relative	<u>Session 2</u> Human Values vs. Material Values; Basic Assumptions Artistic Truth (vicarious experience.) Methods of science, philosophy and the arts. C and L, pp. 3-33. C and W, pp. 1-2 Meaning of Art.	<u>Session 3</u> C and L, pp. 33-43 <u>Man Who Saw Through Heaven</u>
<u>Session 10</u> C and L, Ch. IX (concluded and listen to Fourth Music Tape, in class)	<u>Session 11</u> FIRST MID-TERM (multiple choice)	<u>Session 12</u> C & L, pp. 112-113 for Time Chart and maps. Discuss Troy, Rosetta Stone, Behistun Rock, Language of Crete. C and W, pp. 9-12, Code of Hammurabi.
<u>Session 13</u> Begin Greek Epoch C and L, pp.79-83 C and W, pp.13-18 Mythology.	<u>Session 14</u> C and W, pp.27-34 <u>Apology, The Trojan War</u> and tape of Schliemann's discoveries (in class)	<u>Session 15</u> C and L, pp. 84-93, Men and Ideas and <u>Allegory of Cave</u> , pp. 180-182.

cont.

MONDAY	WEDNESDAY	FRIDAY
<u>Session 16</u> C and L, pp.114-123, <u>Prometheus Bound</u> .	<u>Session 17</u> C and L, pp.124-131, <u>The Agamemnon of Aeschylus</u> . A recording is available in the Language Lab if you wish to listen (90 minutes) not required.	<u>Session 18</u> Lesten to <u>Choephoroi</u> of Aeschylus in Language Lab (50 minutes). C and L, pp. 132-138, <u>The Eumenides</u> of Aeschylus

Several representative questions from a Humanities 110 mid-term examination are included at this point.

1. In order to understand the truth contained in a piece of literature, one must: (1) memorize it; (2) live vicariously through the experience portrayed; (3) live actually through the experience portrayed; (4) read it over several times.
2. A person who believes in the relativity of values holds that: (1) the good is always good; (2) what is good here today may be considered evil at another time; (3) the terms good and evil are meaningless; (4) the end justifies the means.
3. The arrangement of tones in space is called: (1) rhythm; (2) melody; (3) harmony; (4) pitch.
4. The placing of two colors side by side for the viewer to mix with his eye is related to: (1) Impressionism; (2) Expressionism; (3) Non-representational art; (4) Cubism.

## APPENDIX A

### Humanities 91-92 and 211 -212: Daytona Beach Junior College

Daytona Beach Junior College, Daytona Beach, Florida, offers a four-course sequence in the Humanities. Humanities 91 and 92 are designed for students in vocational curricula, whereas Humanities 211 and 212 are intended for students in various of the transfer programs.

The over-all objective of the Humanities sequence is to aid the student in the realization of the fact that culture, in the broadest sense, is the direct result of all the efforts that man has made since the beginning of time to understand and to improve both himself and his environment. The monuments in the fields of art, architecture, literature, and music which man has given to the world, and the philosophies which have guided his thinking, are the special province of the Humanities.

The basic texts are Jansen's History of Art and The Continental Edition of World Masterpieces, used in conjunction with auxiliary teaching slides and prints for all periods of art, and phonograph recordings.

The course descriptions are as follows:

Humanities 91--Cultural Studies I (3 credits).

The origins of man. Early art, music, and literature.

Humanities 92--Cultural Studies II (3 credits).

An historical approach to the art forms. The development of appreciation for art and music.

Humanities 211--Humanities I (3 credits).

A study of the contributions of great literature, philosophy, music, and the space arts to the Western European world, set in historical perspective. Major emphasis is given to the arts and philosophy of the Greeks and Romans, and the revival of these elements in the Renaissance.

Humanities 212--Humanities II (3 credits).

A continuation of Humanities 211, beginning with the late Renaissance and including the Baroque, 18th century Neo-Classicism, Romanticism and the transition to the arts, literature, music and philosophies of the 20th century.

An outline of assignments for the Fall Term, 1966, is inserted in its entirety at this point to indicate the range and direction of material selected for study.

Humanities 211

Texts: Continental Edition of World Masterpieces (CE)  
Jansen's History of Art (J)

	<u>1st Section</u>	<u>2nd Section</u>	<u>Thursday Lecture</u>
<b>Core I</b>	THE ARTS OF EGYPT AND THE NEAR EAST THE ARTS OF ANCIENT GREECE		
<u>1st week</u>	Primitive Music (J 9-17)	Magic and Ritual (J 18-32)	Egyptian Art & Architecture (J 33-49)
<u>2nd week</u>	Ancient Near Eastern Arts (J 50-66)	Aegean Art (J 65-72)	Intro. to Ancient Lit. <u>Book of Job</u> (CE 55-75) <u>Psalms</u> (CE 75-80)
<u>3rd week</u>	<u>The Iliad</u> (CE 80-182)	<u>Iliad</u> (cont'd)	Greek Music
<u>4th week</u>	Thucydides, <u>History</u> (CE 263-97)	Greek Philosophy	Aristotle, Poetics (CE 335-40)
<u>5th week</u>	Greek Tragedy Euripides, <u>Medea</u> (CE 263-97)	Greek Prose, Plato: <u>Apology</u> (CE 297-311 317-320) Phaedo (332-35)	Greek Art and Architecture (J 76-101)
<u>6th week</u>	Greek Classical Sculpture (J 101-22)	Review	Core I Examination
<b>Core II</b>	ROMAN ART and THE ARTS OF THE MIDDLE AGES		
<u>7th week</u>	Roman Lit. Virgil	Etruscan Art (J 123-29)	Early Christian & Byzantine Art

	<u>The Aeneid</u> (CE 360-90)	Roman Art (J 130-56)	(J 157-83)
<u>8th week</u>	The Arts of Islam (J 184-94)	St. Augustine <u>Confessions</u> (CE 441-75)	Middle Ages & Rise of W. Euro- pean Literature (CE 477-90)
<u>9th week</u>	<u>Song of Roland</u>	Chivalric Poetry	Early Medieval Art (J 195-207)
<u>10th week</u>	Romanesque Art (J 208-28)	Medieval Music	Gothic Architec- ture and Sculpture (J 229-64)
<u>11th week</u>	Gothic Painting (J 265-282)	Late Gothic Art (J 283-304)	Core II Examination
<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">Core III</div> LATE MEDIEVAL LITERATURE; THE LITERATURE AND ARTS OF THE RENAISSANCE			
<u>12th week</u>	Dante: <u>The</u> <u>Divine Comedy</u> (CE 490-501)	<u>Divine Comedy</u> (CE 591-643)	Rabelais, <u>Gar-</u> <u>gantua and</u> <u>Pantagruel</u> (CE 781-813)
<u>13th week</u>	Early Renais- sance Art in Italy (J 305- 329)	Renaissance: Central and Northern Italy (J 329-47)	High Renaissance Art in Italy (J 348-73)
<u>14th week</u>	Renaissance Lit. (CE 701-25) Erasmus: <u>In</u> <u>Praise of Folly</u> (730-54)	Castiglione, <u>The</u> <u>Courtier</u> Machiavelli, <u>The</u> <u>Prince</u> (754-81)	Class Recess
<u>15th week</u>	Cervantes, <u>Don</u> <u>Quixote</u> (865- 908)	Review of Renaissance Art	Renaissance Philosophy

16th week    Review (Literature)  
                   Art Projects Due  
                   Final Examinations

Humanities 212

Texts: Continental Edition of World Masterpieces (CE)  
         Jansen's History of Art (J)

Core I

THE ARTS, LITERATURE, AND PHILOSOPHY OF  
 THE BAROQUE PERIOD

	<u>1st Section</u>	<u>2nd Section</u>	<u>Thursday Lecture</u>
<u>1st week</u>	French Neoclassi- cism (CE 939-56) Pascal, <u>Thoughts</u> (CE 960-76)	Moliere, <u>The</u> <u>Bourgeois</u> <u>Gentleman</u> (977-1032)	Rationalism of the 17th century Montaigne (CE 836-65)
<u>2nd week</u>	Racine, <u>Phaedra</u> (CE 1032-76)	Voltaire, <u>Can-</u> <u>dide</u> ( 1085- 1139)	Review: High Renaissance and The Baroque (348-373)
<u>3rd week</u>	Class Recess	Mannerism (J 374-87)	The Renaissance in the North (J 388-404)
<u>4th week</u>	Baroque in Italy and Ger- many (J 405-20)	Baroque in Flanders and Spain (J 421- 33)	Baroque in France and England (J 434-52)
<u>5th week</u>	Early Baroque Musical Forms	Late Baroque Music: J. S. Bach and Handel	Core I Examination

Core II

THE EIGHTEENTH CENTURY AND  
 TRANSITION TO THE MODERN PERIOD

<u>6th week</u>	18th Century Music: the Sonata	18th Century Music: Haydn and Mozart	Transition to 19th Century Music: Beethoven
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<u>7th week</u>	Philosophic Thought of the 18th Century	Romanticism in Literature (CE 1169-92) Rousseau: <u>Confessions</u> (CE 1198-1208)	Romanticism: A Historical Phenomenon
<u>8th week</u>	Goethe, <u>Faust</u> (Ce 1213-1301)	19th Century Lyric Poetry (CE 1370-79)	Music of the 19th Century: Berlioz: Fan- tastic Symphony
<u>9th week</u>	19th Century Lit. Realism (1416-43) Balzac, <u>Gobseck</u>	Tolstoy, <u>The Death of Ivan Ilyich</u> (CE 1608-55)	Wagnerian Opera
<u>10th week</u>	Dostoevski, <u>Notes From the Under-Ground</u> (1456-1608)	Review of 19th Century Music and Literature	Core II Examination
<div>Core III</div> THE ARTS OF THE MODERN WORLD			
<u>11th week</u>	Neoclassicism and Romanticism (J 543-88)	Realism and Impressionism (J 489-502)	The "Isms of Change"
<u>12th week</u>	Post- Impressionism (J 503-11)	20th Century Painting and Sculpture (J 512-37)	20th Century Architecture (J 538-45)
<u>13th week</u>	Ibsen, <u>The Wild Duck</u> (CE 1671-1752)	Literary Symbolism and The Modern Schools (CE 1753-88)	Trends in 20th Century Literature



<u>14th week</u>	Kafka, <u>A Hunger Artist</u> (CE 1890-98)	Lorca, <u>Lament</u> (CE 1812-17)	Class Recess
	Sartre, <u>The Room</u> (CE 1898-1919)	Gide, <u>Theseus</u> (CE 1826-58)	
<u>15th week</u>	20th Century Music	20th Century Music	Trends in Contemporary Philosophy
<u>16th week</u>	Review	Review Art Projects Due	Final Examination



## APPENDIX A

### Humanities 242-243: St. Petersburg Junior College

A two-semester sequence, Humanities 242 and 243, is offered at the Junior College in St. Petersburg, Florida. Humanities 242 represents a relatively detailed study of four early civilizations: Egypt, China, India, and the Hebrew.

The texts in use in the Fall of 1966:

Durant: Our Oriental Heritage  
Warnock and Anderson: Ancient Foundations  
Outline prepared by the teaching staff.

The following course description is provided:

There are many kinds of humanities courses. No two are just alike. They differ just as colleges differ from one another and in the same way that teachers are not all alike. It is perfectly proper, therefore, that certain questions be raised at the outset of this course. What is a humanities course? What is meant by the "humanities?" Is the humanities course a course in philosophy? In the arts? Is it history? It has been said that it is none of these things and it has also been said that it is all of these things.

It may be observed that the word humanities contains the words human and man. Does it follow, then, that the humanities course is a study of man, a study of things human? Such a conclusion is not entirely satisfactory since the social sciences are defined as "the orderly investigation of the behavior of man in society and the development of theories concerning group behavior, whether economic, political or social. . ."

What then are the humanities? Jacques Barzun defines them simply as, "the study of art and thought." There are more detailed definitions. One describes the humanities as that group of educational disciplines which includes "language and literature (ancient and modern), the fine arts other than literature, philosophy, at least in its more traditional divisions, and to a less clearly defined extent, history, where the boundary between the social sciences and the humanities is most debatable. These are the core of the humanities. . ."

The humanities are undeniably concerned with man but, more specifically, with his speculative and creative nature as reflected in his literature, his art, his philosophy, and religion. Literature especially, when viewed as requiring only that it be addressed to the general reader and possess a certain significance of content and distinction of expression, must be regarded as the core of the humanities. All of these things, however--literature, the arts, philosophy, and religion--will be studied as interrelated manifestations of men's civilizations and not in isolation. This integrated approach will be clarified in early reading assignments and discussion.

Finally, the earliest and oldest of men's civilizations are studied in Humanities 242. These civilizations include Egypt, China, India, and the Hebrews. All were born in the East. In the words of the author of one of the principal texts used in this course, "Civilization did not begin with Greece; it inherited far more than it began." Significantly, the title of the book in which this statement appears is, Our Oriental Heritage.

The content outline mentioned earlier contains 22 units. Unit 15 is entitled The Vedas and the Upanishads and is reproduced here:

A. The Sanskrit word "Veda" mean knowledge

1. A "Veda" is literally a Book of Knowledge.
2. Used in a collective sense also. Refers to a literature rather than a book.
3. Only four Vedas have survived (See Durant, p. 407)
  - a. Each Veda divided into four parts--Upanishads most important.

B. Rig-Veda most important

1. Contains 1028 hymns to various gods.
2. Wide range of subjects--from how can white milk come from red cows to astonishing Creation Hymn.
3. Earliest gods of Veda were forces and elements of nature.
  - a. Sky, father--Varuna
  - b. Earth, mother--Prithivi
  - c. Wind--Vayu
  - d. Storm--Indra
  - e. Sun--Surya or Vishnu; the lifegiving sun ultimately became Prajapati, "Lord of all living things"
  - f. Fire--Agni

(Read "Agni, God of Fire." Other hymns from Rig-Veda will be read to the class--"To Indra," "To Varuna," "To Prajapati.")

4. Transition hymn--"Origin of All Things"
  - a. Compare with first part of Hebrew account (Genesis, Ch. I, verses 1-5)
  - b. Note "One"--no name yet given

C. The Upanishads

1. Said to be common source of both Hinduism and Buddhism
2. Read and discuss "At Whose Command."
  - a. "One" now called "Spirit."
  - b. Note: "These books the Upanishads have Spirit for theme."

- c. "It lives in all that lives"
  - 1. A famous dictum recurs throughout Upanishads, "That art thou." "That" stands for Brahman, cosmic principle and eternal power "which creates, sustains, preserves, and receives back into itself again all the worlds." "Thou" stands for Atman, the individual self or soul. "The universe is Brahman, but the Brahman is the Atman."

Other passages from the Upanishads may be read to the class. (The Upanishads, a Mentor Religious Classic, published by the New American Library. P. 22, p. 96, pp. 68-70)

- 3. Other important teachings of the Upanishads:
  - a. Ahimsa
  - b. Maya
  - c. Moksha
  - d. Reincarnation
  - e. Karma

Humanities 243, a continuation, is given to the study of Greece and Rome. The student is provided with the following description:

Humanities 243 is a continuation of Humanities 242. Some of men's earliest important civilizations--Egypt, China, India, and the Hebrews--were studied in Humanities 242. Humanities 243 is dedicated, in the words of a poem of Edgar Allen Poe, to "the glory that was Greece and the grandeur that was Rome."

A basic procedure was followed in the study of Egypt, China, India and the Hebrews. Briefly stated, those civilizations were viewed in terms of economic provision, political organization, moral traditions, and their pursuit of knowledge and the arts. Emphasis was placed on the last two of these elements, however, since the humanities have been defined as the study of man's speculative and creative nature

as these are reflected in his literature, his art, his philosophy, and religion. The same procedure will be followed in Humanities 243. In addition, a procedure suggested by Edith Hamilton in her books, The Greek Way and The Roman Way, will be employed--"We can learn more about them (The Greeks and the Romans) from their stories and their plays than we can from all their histories." The writings, the literature produced by these civilizations will, therefore, be considered the primary source of information about them. The Greeks and the Romans shall be allowed to speak for themselves.

Finally, since Will Durant's comment that "civilization did not begin with Greece; it inherited far more than it began" was cited as a cornerstone for Humanities 242, two statements by the authors of the principal text for Humanities 243 may serve as a foundation for this second semester. These two statements are, "Western civilization was born with the Greeks" and, "If Greece was the mother of the West, Rome was its stern and vigorous father." The present course should establish that in a very real sense, these two civilizations were the parents of our own.

The Humanities 243 outline involves 22 units.

Unit 9 (Athens) is reproduced below:

#### ATHENS

Some men are uncommon to extraordinary degree, some to lesser. And perhaps most uncommon of all is the common man whose achievements are exalted beyond the expectation of his circumstances.

Crawford H. Greenewalt  
The Uncommon Man

#### Introduction

1. For many, Greece means Athens
2. Location of Athens
3. Its soil poor (Referred to earlier in writings of Thucydides.)

4. Ruled first--like other city-states--by kings
5. The 'polis' (Filmstrips on Athens will be shown)

#### B. Evolution of Athenian democracy

1. In seventh century B. C., the Athenian king lost all political importance.
2. There was a popular assembly, but real power concentrated in a council of nobles (aristocrats--"aristocracy" a Greek word)
3. Archon chief elected official
4. Draconian code favored nobility
5. Solon and reforms--the Heliaea
6. The tyrants--Pisistratus, Cleisthenes
7. Ten electoral units and the Council of Five Hundred
8. The 'strategi'
9. Popular Assembly, Council of Five Hundred and the strategi--constituted machinery of Athenian democracy
10. Pericles

#### C. How Athens rose to power

1. Established cities on west coast of Asia Minor
2. These city-states absorbed by the kingdom of Lydia
3. Lydia overrun by Cyrus and the Persians
4. Greek cities revolted--Athens aids but rebellious cities overcome
5. Darius' march toward Greece--492 B. C.
6. Two years later defeated in second attempt at Marathon
7. Themistocles urges building of Athenian fleet
8. Xerxes invades--follows plan of 492 B. C.
9. Thermopylae
10. Destruction of Athens
11. Persians defeated at Salamis by Themistocles
12. The Greek world was saved from oriental domination. Athens led this defense
13. Delian League organized
14. The Peloponnesian War
15. The cause of that war--according to Thucydides--was Sparta's "fear of the rising power of Athens."



## APPENDIX A

### Humanities 201-202: Miami-Dade Junior College

Miami-Dade Junior College in Miami, Florida, offers a two-semester Humanities sequence. The first semester is given to the study of music and the visual arts, and the second to drama and philosophy. Both are required courses for all students enrolled in the academic program. The approach is "psychological rather than historical. In effect, the basic objective of Humanities 201, first semester, centers on (1) what to look for in art and (2) what to listen for in music."

The texts in Humanities 201 are as follows:

Arts and Music in the Humanities by DeLong, Egner, and Thomas. (Prentice-Hall Inc., 1966 edition)

Ideas and Men by Crane Brinton  
(Prentice-Hall Inc., 1965 edition)

Humanities 202 seeks "to give the general student some insight into drama as a form of communication, and

philosophy as a form of speculation. Again, the approach is psychological rather than historical."

The texts used in Humanities 202:

Drama: An Introductory Anthology, by Otto Reinert  
(Little, Brown and Co., 1964.)

Types and Problems of Philosophy by Hunter Meade  
(Holt, Rinehart and Winston, 3rd ed., 1959.)

In keeping with the stated objectives of Humanities 201, time is devoted to looking and listening. Weekly laboratory sessions are used to introduce films, film-strips, slides and recordings.

The following information is extracted from material given to the student at the opening class session.

Humanities 201 (3 credits)

A consideration through music and the visual arts of the significance of artistic experience in Western civilization. This course, which will satisfy half of the general education requirements in Humanities, may be taken in any semester.

The first question to arise in the minds of many students is, "Why should I study Humanities? I am going to be a lawyer, (doctor, engineer, teacher, etc.--whatever fits)." The fine arts, (art, music, drama) is an area of human expression that has been continuously with us since the beginning of man. It is just as important that educated persons equally know something about the nature of truth and human experience. Philosophy seeks to discover

connected truth about all available experience. Thus, Humanities 210 and 202, a traditional part of the general education program of all representative colleges, contribute to the development of the "complete man."

Humanities 201 explores art and music in Western civilization. The semester is divided into two equal time allotments: one-half is concerned with art and the other half music. The course is a general education offering and the emphasis throughout the course is on looking and listening. No amount of reading about art or music can possibly take the place of the necessity for actual visual and aural experience. The student is given in class the opportunity to look at representative examples of significant paintings in the art section and to listen to major examples of musical masterpieces in the music sequence of the course.

As well as being given the usual traditional tests for the course, during the seventh week of each unit a looking or listening recognition test is given.

#### Humanities 202 (3 credits)

A consideration of the significance of drama in Western culture and an introduction to some of the great issues in Western philosophy. This course will satisfy the second half of the general education requirement. **Prerequisites:** HUM 201, sophomore standing, or the permission of the department chairman.

The basic objective of the course is to offer the student an introduction to the nature of drama relative to its function in the humanities as a means of affording artistic experience and increased awareness of meanings and values in human life, and to the nature of philosophy relative to its function of developing critical thinking and an historical sense of the fundamental problems which have confronted the human mind.

Half of the course work is devoted to showing the role of philosophy in two contrasting cultures: the present culture of which the student is a part and product, and the culture of ancient Greece which has provided the foundation for Western civilization. Emphasis is given to three areas:

1. The origin of philosophy: the mind of ancient Greece
2. Some of the major intellectual problems and methods of inquiry from Plato to Russell
3. A consideration of main currents in contemporary thought to encourage the student to locate himself and his own mind in today's world.

The other half of the course work offers the student the chance to blend traditional material concerning the theatre with a General Education approach which attempts to use drama, because of its direct appeal to the senses and the emotions and its high entertainment value, as a way of leading the student into the pleasures of esthetic experience and the realization of how much richer his life can be because of the insight afforded by plays and good films into human experience.

Emphasis is given to the following areas:

1. Theatre as one of the humanities, including a brief consideration of the dramatic conventions and changing theatre styles, to develop in the student a broader capacity for enjoying a wider range of drama.
2. A study of what constitutes "taste" in the discrimination among choices of viewing, not only in theatre but in movies and television. A distinction is made between "quality" films and drama and those which merely distort human values.

3. Some of the major epochs and playwrights in the history of the drama of western civilization, as well as those technical terms which will enable the student to better enjoy and profit from what he sees.

The following commentary is distributed to the student as orientation to the first of a series of auditorium film presentations.

Film: ART: WHAT IS IT? WHY IS IT?  
(Encyclopedia Britannica Films)

John Canaday asks the following questions concerning the visual arts: Why has mankind been impelled to create images of numerous kinds in sculptures, oils, watercolors, frescoes, etc.? What needs are within us as human beings that demand these images, and what hungers do they satisfy? With all the real world around us why has man always wanted to paint or carve imitations of things in the world? In a world crowded with living people why are we fascinated by the silent, motionless and unchanging effigies of people in pictures? What does art give us that life does not? Or rather, what does art tell us about life that we might not otherwise understand?

Canaday points out that the history of art is a visual record of thought, of the ideas and philosophies that men have lived by. Whether or not an artist means to, he speaks of his time; sometimes badly and sometimes well. Those who speak best and most completely are recognized by posterity as the great artists. To fully understand the art of any of the creative artists that we accept as great would require more study than most people can give to the entire history of art. Still, we can begin, perhaps,

study of art by remembering that since pre-historic times man has been preoccupied with three major searches in the adventure of exploration that is recorded in the works of art: making images of his gods, discovering the world around him, and discovering himself, or the mystery of the human being.

Canaday feels that as we come closer to our own age, art becomes more various, complicated, and harder to understand. In the small world of ancient Greece, it was possible to conceive of a single, unified ideal, and art could express it. In the very complicated world of the Middle Ages, man was able to find a unifying force in religious faith. But what of our own time, the twentieth century? Today for people in general, art without form or content seems chaotic and meaningless. But when we are puzzled by modern art, its strange forms and seeming lack of communication, could the reason be that great contemporary artists have chosen only portions of our world, fragments which fascinate them for their personal explorations?

Departmental examinations, objective in nature, are given at mid-term and at the end of semester. Fifty per cent of the final grade is based upon these examinations and the remaining fifty per cent is determined by the instructor.

The following are cited as representative multiple choice test questions:

1. The Greek approach to art and life can best be characterized by: (1) a sense of structure, harmony and proportion; (2) a mystical, other worldly orientation; (3) a tense, nervous vitality; (4) a concept of rigid painting and

sculpture which indicates a subservience of life to death; (5) an emphasis on practical architecture.

2. The scientific method (1) has no place for insight; (2) is progressive and public; (3) was invented in the 20th century; (4) does not use abstractions; (5) makes use of traditional authority.
3. The functions of the Greek chorus did not include which of the following (1) providing an intermission; (2) reflecting the attitudes of the playwright; (3) providing for time intervals; (4) singing and dancing; (5) giving the exposition.
4. The most obvious distinction between the movements of a sonata form is one of (1) form; (2) harmonic texture; (3) rhythmic variation; (4) dynamic treatment; (5) tempo.

## APPENDIX A

### Humanities 101-102: Central Y.M.C.A. Community College

The Central Y.M.C.A. Community College in Chicago offers the following core curriculum:

Composition and Rhetoric (English 101-102)	6 hrs.
Introduction to Social Science (S.S. 101-102)	6 hrs.
Introduction to Humanities (Hum. 101-102)	6 hrs.
Mathematics or Science	3-4 hrs.
Principles of Scientific Method (Philos. 101)	3 hrs.

The Humanities Department offers courses in literature, music, the visual arts and philosophy . . . using examples from these artistic and intellectual disciplines to concentrate on a study of the principles involved in understanding them. Historical elements are not emphasized as such, but are included as one aspect of the approach of understanding any work of art.

The catalogue descriptions are as follows:

#### Humanities 101: Introduction to Humanities (3 credits)

A fine arts course designed to develop an appreciation of basic relationships between literature, the visual arts, and music. Through the study of each of these art forms the student will have an opportunity to develop a more perceptive understanding of and a capacity for reading, looking, and listening. The relationship of art and culture will be discussed.



Humanities 102: Continuation of Humanities 101  
(3 credits).

Continues the study of the arts, including drama, music and the visual arts. The style and development of one painter, one composer, and one writer will be studied in some detail. Since Humanities 101 and 102 are planned as a unit, Humanities 101 is a prerequisite for the course.

Humanities 101 and 102 are prerequisite to more extensive investigations in the fields of music, art, and literature. Humanities 201, 202, and Literature 201 are described in this way:

Humanities 201: Music Appreciation (3 credits).

A discussion and examination of forms, procedures and types of music composition, both vocal and instrumental. Specific works of music from various periods of musical history will be studied in detail. Prerequisite: Humanities 101 or consent of instructor.

Humanities 202: Art Appreciation (3 credits).

A Study of the development of visual art traditions and forms. Prerequisite: Humanities 102 or consent of instructor.

Literature 201: Introduction to Literature  
(3 credits).

A course which gives the student training in the interpretation of literary texts. Emphasis will be on style and content in examples from history, philosophy, fiction, poetry and drama. Prerequisite: English 102, Humanities 101 and 102, or consent of instructor.

The Central YMCA Community College of Chicago also offers a three-credit interdisciplinary humanities course as a part of its evening program. The following course description is supplied:

Great artists over the centuries have produced outstanding creations in music, poetry, painting, literature and drama. Man's genius has produced such a variety of works that it is difficult for the untrained observer to develop his perception and sensitivity in these art fields. In this course you will listen to great works of music, study some of the masterpieces of painting, and read selections from the best in poetry, drama and fiction as you attempt to formulate and improve your critical standards.

Humanities 201-202:  
Chicago City Junior College

The Chicago City Junior College, a pioneer institution founded in 1911, offers the following core curriculum at its eight metropolitan campuses:

English Composition and one other course in Communications	5-6 hours
Introduction to Social Science 101-102	6 hours
Biological Science	6-8 hours
Physical Science	6-10 hours
Humanities 201-202	6 hours

Humanities 201 and 202 are open to both first and second year students. "It is strongly recommended, however, that freshmen be enrolled only if they demonstrate exceptional ability in English."

The following course descriptions are provided:

Humanities 201--An introduction to principles of analysis and evaluation in the fine arts, emphasizing elements and forms of organization. Representative examples from the various fields of the arts and from differing periods of western culture are selected for detailed examination, comparison and contrast. Works may be chosen from the fields of literature (short story, novel, poetry, and drama), the visual arts (architecture, sculpture, and painting), music, philosophy, and criticism. Three periods per week. 3 credit hours

Humanities 202--A continuation of the study of humanistic disciplines with further exploration of art works as they may illustrate different stylistic traditions or contrasting solutions to a variety of recurrent themes and problems. Critical and philosophical writings which relate the various arts or differing attitudes in the western tradition may be explored more intensively in this part of the general humanities course.  
Prerequisite: Humanities 201 or consent of the chairman of the department. Three periods per week. 3 credit hours

The book list in the Winter Term, 1966, was as follows:

Humanities 201

Short Story Masterpieces, ed. Warren and Erskine  
The Great Gatsby by Fitzgerald  
Huck Finn by Mark Twain  
Sound and Sense, a poetry anthology, ed. Perrine  
Learning to Look, A Handbook for the Visual Arts  
 by Taylor  
Modern French Painting by Hunter

Humanities 202

The Complete Plays of Aristophanes, ed. Moses Hadas  
Tartuffe by Moliere, translated by Nartle  
12th Night by Shakespeare  
Four Great Plays of Chekov  
Comedy, ed. Bergson  
Scored for Listening: A Guide to Music by Bockman  
 and Starr  
An Enquiry Concerning Human Understanding and Other Essays by Hume

Other courses, particularly Fine Arts 103 and 105, are closely related to the Humanities emphasis and are described in this way:



Fine Arts 103 (Theater Arts: Motion Pictures, Drama, Ballet, Opera, Music)--Study of the interrelationships and synthesis in the arts as exhibited in motion pictures, theater, ballet, opera, and music for the theater. The aim is to gain an understanding of how various artistic media such as literary elements, musical devices, and visual effects are brought together to produce these art forms. The course is presented in the form of lectures, films, recordings, readings, as well as observations on current theatrical productions and concerts. Three periods per week. 3 credit hours

Fine Arts 105 (History of Painting, Sculpture and Architecture)--This course presents a comprehensive survey of art from ancient times to the present through lecture, discussion, and study of visual materials. A part of the course will involve student's direct use of the cultural facilities of the city, in particular the Art Institute and other museums. Three periods per week. 3 credit hours



## APPENDIX B.

### MICHIGAN COMMUNITY COLLEGE COURSE

#### DISTRIBUTION STUDY

A tabulation has been made of the distribution of non-science general education and liberal arts courses in the day programs of the 19 Michigan community colleges which were fully operative by the Fall of 1965. This record of class offerings in the prescribed segment of the total program was taken from the course lists prepared by each of the colleges for use at registration: Fall, 1966.

The following institutions are represented in this tabulation:

- Alpena Community College
- Bay de Noc Community College
- Delta College
- Flint Community Junior College
- Gogebic Community College
- Grand Rapids Junior College
- Henry Ford Community College
- Highland Park College
- Jackson Community College
- Kellogg Community College
- Lake Michigan College
- Lansing Community College
- Macomb County Community College
- Muskegon County Community College
- North Central Michigan College



Northwestern Michigan College  
Oakland Community College  
Port Huron Community College  
Schoolcraft College

An examination of catalogue course descriptions would suggest that in most subject areas, course titles are interchangeable between institutions. For example, State and Local Government, General Psychology and Art History, as titles, would represent essentially the same course at all colleges. In other fields, however, notably English and Communications, the Humanities and certain aspects of History and Literature, there is a degree of ambiguity in content and in credit value. A course entitled English Essentials, offered at 18 of the 21 colleges represented in this study, is consistently viewed as preparatory or remedial. Communication Skills, on the other hand, denotes a remedial course at 5 institutions and a transfer credit course at 7 others.

The highest degree of ambiguity is precisely in those subject areas which are, typically, represented in an interdisciplinary humanities course, i. e. the fine arts, history, and literature. Thus, a History of Western Civilization course is, in some instances, taught in such

a way as to emphasize the flow of political and historical events. Elsewhere, under the same title, major emphasis will be given to an examination of cultural and intellectual values as they are revealed in the literature, music, and arts of successive periods. Similarly, the Introduction to Literature may be dealt with as if it were an apprenticeship experience for writers and critics, or it may serve to draw attention to major shifts in intellectual and aesthetic values over an extended period of time.

The figure 3/54 indicates that 3 credit hours of a given course are offered and that, in the 19 colleges represented, a total of 54 identical sections were listed at Fall registration, 1966. Preparatory and/or remedial work is identified as 0/27 to represent courses which carry "service credit" within the institution but which are, generally, non-transferable.

An asterisk (3/16\*) will indicate that, in this instance, large group-lectures alternate with smaller-group discussion, an instructional procedure which appears to be gaining favor both at the secondary and at the collegiate level. Advocates of this method believe that it:

1. Tends to preserve the best features of both the lecture and the discussion method,
2. Permits greater numbers of students to come into contact with instructors who have special competence as lecturers, and
3. Promotes a closer student-instructor relationship by virtue of the weekly or semi-weekly discussion meeting.

The following headings are used in this composite tabulation of coursework in the 19 community colleges:

1. Communication, Languages, and Literature
2. History and Political Science
3. The Humanities
4. The Social Sciences

#### COMMUNICATION, LANGUAGES, AND LITERATURE

##### Communication

Communication Skills	0/25	3/54 <sup>1</sup>	4/8
English Essentials	0/166		
Reading Improvement	0/59	2/2	3/1
Study Skills	0/19		
Oral Communication	2/1	3/2	

---

<sup>1</sup>The figure 3/54 indicates a statewide total of 54 sections rated at 3 credits.



Composition I	3/565	(3/37) <sup>1</sup>	4/7
Composition II	3/132		
Advanced Composition	3/13		
Research Writing	2/1	3/2	
Writing Workshop	2/1	3/2	
Speed Reading	0/1	3/1	

### Languages

Elementary French	3/1	4/45	5/3
Intermediate French	4/27		
Conversational French	2/1	3/1	
Elementary German	3/1	4/36	5/3
Intermediate German	4/20		
Conversational German	3/2		
Elementary Spanish	4/42	5/4	
Intermediate Spanish	4/21		
Conversational Spanish	2/1	3/1	
Elementary Russian	4/1		

### Literature

Introduction to:	0/6	3/34	
World	3/4		
English	3/17	4/2	
American	3/24		
American to 1860	3/6		
American from 1860	3/10		
American Novel	3/2		

---

<sup>1</sup>The numbers in parenthesis represent an instructional procedure in which large-class lectures alternate with small-group discussion.

Introduction to Drama	3/6	
Drama and Novel	3/12	
Short Story and Novel	2/1	3/2
Poetry	3/6	
Prose and Poetry	3/22	
Childrens'	3/7	
English Linguistics	2/1	3/2
Shakespeare	3/4	

## HISTORY AND POLITICAL SCIENCE

History

United States	3/17	4/1	
United States to 1865	3/49	(3/5)	
United States from 1865	3/10		
United States Economic History	3/3		
Michigan	2/8	3/4	
English	3/2		
European to 1715	4/31	(4/13)	
European from 1715	3/1	4/9	
Western Civilization I	(3/14)	3/17	(4/15) 4/44
Western Civilization II	4/10		
Western Civilization III	4/6		
Europe and Asia	4/13		
Non-Western World	3/1		
Asia	4/1		

Political Science

Introduction to:	3/52	4/1	
American Government	3/62	4/43	5/3
National Government	3/22	4/18	
State and Local Government	3/13		
State, National and Local Gov't.	3/5	(4/25)	
Comparative Government	3/6		

Public Policies	3/1		
American Political Parties	3/1		
Michigan Government	2/2		
Municipal Government	3/1		
International Relations	2/1	3/11	
United Nations	1/1		

## HUMANITIES

Humanities

Interdisciplinary Humanities <sup>1</sup>	3/34	(3/33)	4/15
Great Books	3/4		
Introduction to Theater	2/1	3/9	4/1

The Arts

Fundamentals	2/4	3/4	
History and Appreciation	2/5	3/25	
Art History I	2/2	3/2	3/11
Art History II	3/4		
Art Education I	2/7	3/9	
Art Education II	2/2	3/9	
Contemporary Art	2/2	3/2	
Painting I	3/16		
Painting II	3/2		
Painting III	3/1		
Oil Painting	3/4		
Watercolor I	2/3	3/6	
Watercolor II	2/1		

---

<sup>1</sup> of the 82 Humanities sections above, 22 represent duplicate listings, i. e. Western Civilization courses with strong Humanities emphasis.

Studio Art I	2/2		
Studio Art II	2/1		
Drawing I	2/8	3/28	
Drawing II	2/1	3/8	
Design I	2/4	3/10	4/2
Design II	2/1	3/9	
Composition and Design	2/1	3/3	
Color and Design	3/4		
Commercial Art	3/3	5/2	
Sculpture I	3/5		
Sculpture II	3/2		
Sculpture III	3/2		
Advanced Sculpture	3/2		
Ceramics I	2/1	3/6	
Ceramics II	3/3		
Jewelry	3/5		
Arts and Crafts	3/3		
Printmaking	2/1		
Metalcraft	3/2		

### Music

Appreciation	1/1	2/3	3/15
History I	2/1	3/3	
History II	3/1		
Literature (History)	2/2	3/1	
Literature (Appreciation)	2/5	3/1	
Symphonic Literature	2/2		
Opera	2/1	3/1	
Fundamentals	2/1	3/3	
Theory I	3/5	4/5	5/1
Theory II	4/2		
Theory and Keyboard	1/2	4/4	
Education	2/4		
For Elementary Teachers	2/4	3/5	



Philosophy

Introduction to:	3/24	
Logic	3/6	4/4
Survey of Western Philosophy	3/1	
(Comparative Religions)	3/1	

## SOCIAL SCIENCES

Anthropology

Introduction to I	3/8	
Introduction to II	3/1	
Cultural	3/1	

Education

Introduction to:	2/1	
------------------	-----	--

Geography

Principles	3/9	4/15
World	3/10	4/5
Physical	3/8	4/25
Regional	4/4	
Economic	3/4	4/5
Human	3/2	4/12
Michigan	2/1	3/1
European	3/1	

Psychology

General or Introduction to:	(3/5)	3/78	4/52	5/3
Social Psychology	3/4			
Of Personality	3/3	4/4		
Of Adjustment	1/4	3/10		
Human Relations	2/8	3/7	4/1	
Adjustment to College	1/3	2/4	3/16	

In Industry	2/2	3/2
Child	3/14	
Elementary Statistics of:	3/1	
Educational	3/7	
Human Growth and Development	3/9	4/2
Experimental	3/1	

### Sociology

Principles I	3/89	(3/23)	4/20
Principles II	3/3		
Social Problems I	3/14	4/2	(4/30)
Social Problems II	4/4		

### Social Science

Introduction to I	3/44	
Introduction to II	3/24	
Man and Society	3/7	
Marriage and the Family	2/4	3/6
Child in the Home	3/1	
Personal Finance	3/2	
Juvenile Delinquency	3/2	

APPENDIX C.

The HUMANITIES SURVEY COURSE at the Community College

A Record of the Opinion of Selected Instructors and  
Administrators in the Community Colleges of Michigan

- Part I: Statements of Purpose
- Part II: General Considerations
- Part III: Special Problems
- Part IV: Form and Mechanics
- Part V: Student Population

(The present study is under the management of the  
Learning Systems Institute, Dr. Ted Ward, Director)

Richard Lockwood - Doctoral Program  
College of Education  
Michigan State University



Part I: Statements of Purpose

- Relatively Unimportant Idea or Emphasis
- Extremely Important
- This represents a random listing of opinion with regard to what should be emphasized in the Humanities Survey Course. We are interested in determining what you believe to be the relative importance of each. (Mark an X along the scale to the left of each entry:     X    .)
- The Humanities Survey Course should:
1. follow the traditional historic chronology, from point X (perhaps Hellenic Greece) to the present.
  2. be organized around the study of recurrent concepts and human problems, moving quite freely across centuries of time.
  3. deal, at the outset, with contemporary issues and concerns, then "move backwards into history."
  4. even in a three-term sequence, make some reference to the "arts and ideas" of the non-Western world.
  5. examine the relationship of the arts, broadly conceived, to the ethical systems and social philosophies out of which they develop.
  6. stress historic detail as an important end in itself.
  7. provide a relatively fixed body of information, in general the same, i.e., not dependent on the special interests and training of the individual instructor.
  8. by introducing the student to widely divergent points of view, encourage him to structure the intellectual accumulation of his own life and attempt to develop a coherent philosophy of his own.
  9. follow the Great Books format, "reading and talking about important literature of the Western tradition."
  10. acquaint the student with works which represent the "highest achievement" in drama, literature, music and the visual arts.
  11. give the student, whenever possible, an opportunity to participate actively in one or more of the arts.
  12. be concerned, primarily with "the study of man as a unique creative being."

- ☐ 13. illustrate the way in which the creative personality transcends the limits of his own time and relates to the universal aspects of human experience.
- ☐ 14. help the student to enjoy and understand the arts as they affect his daily life.
- ☐ 15. address itself primarily to the intellectually superior student who is most likely to be creative.
- ☐ 16. provide an understanding of aesthetic principles.
- ☐ 17. give primary emphasis to the arts of listening, seeing, and reading analytically.
- ☐ 18. enhance the student's sensitivity to humane values.
- ☐ 19. contribute to the development in our society of a consumer-nucleus, one which will understand and support the arts.
- ☐ 20. stimulate an interest in "intellectual activity for its own sake," apart from its immediate utility.
- ☐ 21. stress the development of "critical judgment," helping the student to recognize the criteria by means of which effective evaluation is made possible.
- ☐ 22. demonstrate the interrelationship of the arts; the way in which knowledge of one contributes to an understanding of another.
- ☐ 23. stress the idea that the Humanities Survey can function as the beginning of a life-long interest.
- ☐ 24. stress the cognitive goals primarily, the acquiring of information as an important end in itself.
- ☐ 25. stress effective goals primarily, the acts of responding and of valuing.

OTHER (statements which you believe should have been included):

26.

27.

28.

Part II: General Considerations

- | Yes<br>[ ] | No<br>[ ] | Unsure<br>[ ] |  |
|------------|-----------|---------------|--|
|            |           |               | 1. Do you believe that it is possible to devise a <u>single definition</u> of the Humanities Survey Course which would be generally acceptable to a majority of community college instructors or administrators? |
|            |           |               | 2. Is there now available any such definition or statement of purpose, one which you believe would meet with wide acceptance?  |

If YES, will you indicate its source or, if your own, please attach.

Source \_\_\_\_\_  
\_\_\_\_\_

- |  |  |  |  |
|--|--|--|--|
|  |  |  | 3. Do you believe that the <u>Survey Course</u> is held in higher regard, generally, by college teachers and administrators than it was, for example, ten years ago?                 |
|  |  |  | 4. Would it, in your opinion, contribute substantially to the strengthening of the Humanities Survey Course if a clear and comprehensive statement of objectives could be developed? |
|  |  |  | 5. If YES, what form do you believe such a statement should take. (Check <u>one</u> or, if you feel no such distinction can be made, check <u>both</u> .)                            |

☐ a general statement of objectives, nonspecific as to the form, content and mechanics of the course, a listing of goals in the affective domain, various ways in which we would hope for the student to be "different" for having taken the course.

☐ a content outline highlighting the cognitive dimension, a fairly detailed listing of the major headings and sub-headings of the course.

Other \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. If the course is now being offered on your campus, what text (or texts) are you using? Kindly indicate your opinion as to their appropriateness at the community college level.  
(1) excellent (2) adequate (3) inadequate

## Part II: (continued)

7. If you were to change, what text (or texts) might you select?

8. Have you found audio-visual materials to be useful in connection with the Humanities Survey Course?

☐ Extremely      ☐ Somewhat      ☐ Not at all

9. If you are using these materials, would you indicate which you have found to be particularly effective? (Please specify the type of materials and list representative titles.)

10. Would you be inclined to use the new instructional media to a greater degree if it were available, of an appropriate quality and level of difficulty? (short film-clip, slide sets and filmstrips, television, programmed units or other auto-instructional devices).

☐ Yes      ☐ Probably      ☐ No

OPTIONAL: We would welcome any special materials that have been developed by instructors on your campus: course outlines, statements of objectives, orientation sheets, reading lists, representative test copies, instructions for reports or projects.)



Part III: Special Problems Relating to the Course

<div style="display: inline-block; transform: rotate(-90deg); transform-origin: left top;">No Problem</div> <div style="display: inline-block; transform: rotate(90deg); transform-origin: right top;">Severe Problem</div>	<div style="display: flex; justify-content: space-between; width: 100px;"> <div style="border-bottom: 1px solid black; width: 10px;"></div> <div style="border-bottom: 1px solid black; width: 10px;"></div> <div style="border-bottom: 1px solid black; width: 10px;"></div> <div style="border-bottom: 1px solid black; width: 10px;"></div> <div style="border-bottom: 1px solid black; width: 10px;"></div> </div>	<p>Please indicate, along the scale at the left, your feeling as to the relative difficulty of each problem.</p>
		1. Determining who should be assigned to teach the course.
		2. Lack of agreement as to the relative weight to be given to the formal lecture as a teaching device?
		3. Scheduling problems if the decision were made to supplement the lecture with tutorial and lab sessions.
		4. Inability to find appropriate texts.
		5. Lack of suitable primary source material.
		6. Lack of audio-visual and self-study materials suitable for use at this level of instruction.
		7. Limited budget for renting or buying these materials.
		8. Lack of agreement with respect to course <u>content</u> .
		9. Lack of agreement with respect to <u>objectives</u> : cognitive and affective goals.
		10. Lack of agreement among administrators as to the proper <u>emphasis</u> to be given to general education courses.
		11. Uncertainty as to whether <u>prerequisites</u> (aptitude or course) should be specified.
		12. Problem of articulation with parallel courses at the college or university (in the case of transfer students).
		13. The wide range of academic ability among community college students.
		14. The degree to which performance in the Humanities Survey Course should depend upon a reasonably high level of reading proficiency.
		15. Problem of enlisting student interest in the course.
		16. Difficulty of finding ways to relate "the humanities" to pre-college experience of the students.
		17. Accommodating to the special needs of (1) the transfer and (2) the non-transfer student.
		18. Difficulty in determining how we should test or evaluate student progress.

Part IV: Form and Mechanics

Minimal  
 \_\_\_\_\_  
 Maximal

What relative weight should be given to each of the following?

1. Reading from primary source material.
2. Reading from a text or commentary.
3. The formal lecture.
4. Alternation of lecture and guided discussion in the same period.
5. Discussion-tutorial and formal lecture, in alternation.
6. Assigned reading in current periodicals and journals.
7. Use of the guest lecturer, whenever feasible.
8. Team teaching as a primary instructional procedure.
9. Use of audio-visual materials as a primary instructional device.
10. The use of class-related experiences: field trips, concerts, exhibits on campus and in the area, etc.
11. The attempt, whenever possible, to involve the student in the act of manipulating media, "creating."
12. Providing a content outline at the beginning of each class meeting.
13. Verbal reports by specially-prepared students, as individuals or in panels.
14. Provision for "honors projects" for students with special interests and competence.
15. Evaluation by means of frequent tests and quizzes.
16. Evaluation by means of a few major tests.
17. Reliance on objective tests primarily.
18. Reliance on subjective tests primarily.

Part V: Student Population

The Humanities Survey Course should be: (underline yes or no at the left)

- |   |    |  |
|---|----|--|
| YES   | NO | 1.1 open to all students, without special qualifications or prerequisites  |
| <u>If NO, please consider the following alternatives:</u> |    |  |
| yes   | no | 1.2 open only to those Freshmen whose transcripts indicate an average (or better) high school record   |
| yes   | no | 1.3 open only to those Freshmen whose scores on aptitude tests fall above a prescribed level   |
| YES   | NO | 2.1 intended, primarily for Sophomores (or the equivalent)   |
| yes   | no | 2.2 limited to students who have completed Communication Skills (English 101-102) or the equivalent  |
| yes   | no | 2.3 limited to students who have completed World History (History of Western Civilization) or the equivalent   |
| YES   | NO | 3.1 ideally, an integral part of <u>all</u> student programs at the community college, in the same sense that Communication Skills and Political Science are (i.e. required) |
| yes   | no | 3.2 required only of the student planning to transfer  |
| yes   | no | 3.3 taught as a general education elective, not required in either the transfer or in the non-transfer curriculum  |
| yes   | no | 3.4 limited, as far as possible, to those students who have demonstrated average (or better than average) facility in reading and writing skills                             |
| YES   | NO | 4.1 taught in such a way that <u>no</u> distinction is made between the transfer and the non-transfer student  |
| <u>If NO, please consider the following:</u>              |    |  |
| yes   | no | 4.2 offered to the transfer and to the non-transfer student in <u>separate sections</u>  |
| yes   | no | 4.3 organized in such a way that the two groups share a <u>common core</u> , with supplementary work provided for the transfer student                                       |

Correspondent: \_\_\_\_\_ College: \_\_\_\_\_

MANY THANKS!

APPENDIX D

QUESTIONNAIRE TO MEASURE THE ATTITUDE OF  
SELECTED TEACHERS IN THE COMMUNITY  
COLLEGES OF MICHIGAN TOWARD  
INSTRUCTIONAL INNOVATION AND TOWARD  
A HYPOTHETICAL INSTRUCTIONAL MODE.

Sponsored by the Bureau of Research and  
Educational Planning of the State Department  
of Education in cooperation with the Learning  
Systems Institute at Michigan State University.

STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION

Lansing, Michigan 48902



IRA POLLEY  
Superintendent of Public Instruction

November 3, 1966

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Dear Colleague:

The community college represents undoubtedly, the fastest growing segment of higher education. Of 181 new collegiate institutions formed between 1961 and 1965, nationwide, all but 74 were of this classification, and the signs point to an even greater period of growth ahead.

Michigan is in the forefront of this growth. It is likely that in the years just ahead we will see a good deal of bold experimentation in curriculum design and instructional method.

There are two purposes to be served by this questionnaire which is addressed to community college instructors in the field of liberal arts and general education. First: we would like to know what the prevailing attitude is toward certain innovative practices and toward statements dealing with instructional innovation. Second: we wish to determine the extent to which these practices have actually been incorporated into the activities of the classroom.

Part I: Evaluation of An Instructional Process

The process outlined on page 2 is designed for use in connection with community college courses of this kind:

An Introduction to the Humanities  
Man and Society (Introductory Sociology)  
General Psychology  
Communication Skills (Composition)  
History of Western Civilization  
National, State and Local Government  
Art and Music Appreciation  
The Theater Arts  
Cultural Geography  
Social and Intellectual History

These courses have normally involved three or four meetings a week under a single instructor, assigned readings, a series of lectures to classes of 25-50 students and a process of evaluation.

We are interested in your evaluation of this instructional plan. (At the outset, please overlook the inner brackets.)

The weekly schedule would involve:

A ONE-HOUR LECTURE EARLY IN THE WEEK ( ), CLASS SIZE UNLIMITED ( ). The instructor would use this session to present factual information ( ), to introduce and discuss concepts ( ), to comment upon assigned readings ( ), to raise issues ( ), to engage in "the backward and forward look" ( ).

A MID-WEEK LECTURE-LABORATORY, APPROXIMATELY TWO HOURS IN LENGTH ( ), CLASS SIZE UNLIMITED ( ). This would, ideally, be conducted in a specially designed "teaching forum" with a wide range of media capabilities ( ): closed and open circuit television ( ), multi-image projection on a backlighted screen ( ), a student responder system ( ) and high fidelity audio facilities ( ). A variety of auditory and visual experiences would be introduced by the instructor: films ( ), tapes ( ), slide sets ( ), multi-media units ( ), displays and exhibits ( ), recitals and concerts ( ), panels ( ) etc.

A DISCUSSION PERIOD ( ) LIMITED TO 10 OR 12 STUDENTS ( ), led by the instructor and one or more student assistants ( ). An agenda would be prepared for each of these end-of-the-week sessions ( ), the purpose of which would be to review and discuss current reading ( ), to relate historic and theoretical issues to contemporary problems ( ), to discuss questions raised by the lecture and the lecture-lab ( ), and to provide for the exchange of ideas developing out of individual and group study projects ( ).

I.a: General Response (Please check one of the following.)

- ☐ Generally favorable to this plan  
☐ Generally unfavorable  
☐ No opinion or Uncertain

I.b: Detailed Response (Please check to signify agreement, disagreement or uncertainty.)

AGREE  
DISAGREE  
UNCERTAIN

I BELIEVE THAT THE INSTRUCTIONAL PROCESS  
DESCRIBED ON PAGE 2 WOULD . . . .

- ☐ ☐ ☐ a. be effective in dealing with general education courses at the community college. IF AGREE, indicate in which of the following areas you believe it would be particularly effective:
- ☐ social science ☐ humanities ☐ history  
☐ psychology ☐ "appreciation" courses  
☐ political science ☐ communication skills  
☐ other (specify) \_\_\_\_\_
- ☐ ☐ ☐ b. tend to stimulate the development of alternate communication techniques to complement the lecture.
- ☐ ☐ ☐ c. tend to result in closer contact between student and instructor.
- ☐ ☐ ☐ d. provide an incentive for preparing the lecture sessions with special care.
- ☐ ☐ ☐ e. help to ensure a measure of content uniformity between parallel sections of a given course.
- ☐ ☐ ☐ f. allow each instructor to devote primary attention to those aspects of teaching which seem, for him, the most effective: lecturing, leading discussion, supervising the lecture-laboratory, producing supplementary teaching materials.
- ☐ ☐ ☐ g. allow for students with special interest and ability in a subject field to assume leadership responsibilities.

AGREE  
DISAGREE  
UNCERTAIN

- |     |     |     |  |
|-----|-----|-----|--|
| ___ | ___ | ___ | h. tend to stimulate the development and wider use of the expanded library - the <u>learning resource center</u> .   |
| ___ | ___ | ___ | i. tend to encourage the development of <u>independent study</u> projects and techniques.  |
| ___ | ___ | ___ | j. stimulate the on-campus production of <u>supplementary teaching materials</u> and the use, in the carrel and the lecture-laboratory, of materials produced elsewhere. |
| ___ | ___ | ___ | k. tend to result in the creation of a <u>hierarchy</u> among teachers.  |
| ___ | ___ | ___ | l. have certain advantages, but probably more <u>disadvantages</u> .   |
| ___ | ___ | ___ | m. seem <u>likely to be adopted</u> at the community college, but not within the next ___(3) ___(5) ___(10 or more) years.   |
| ___ | ___ | ___ | n. introduce insurmountable <u>scheduling difficulties</u> .   |
| ___ | ___ | ___ | o. tend to <u>de-personalize</u> the instructional process.  |
| ___ | ___ | ___ | p. tend to be more acceptable to the <u>administration</u> than to the faculty.  |
| ___ | ___ | ___ | q. tend to be more acceptable to the <u>faculty</u> than to the administration.  |
| ___ | ___ | ___ | r. probably be rejected by <u>both</u> the faculty and the administration.   |

At this point would you scan the proposal on page 2 once again and place an (X) in the bracket following any element, the effectiveness of which you would question.

We would value any additional comments, pro or con, which you would care to make in the space below:





TEND TO AGREE

TEND TO DISAGREE

UNCERTAIN

Part II: The quotations below are drawn from the literature which deals with educational innovation. We are interested in your reaction to the ideas expressed. (Please mark X in the opinion scale at the left.)

- |   |   |
|---|---|
| <p>— — —</p> <p>— — —</p> <p>— — —</p> <p>— — —</p> <p>— — —</p> <p>— — —</p> <p>— — —</p> <p>— — —</p> | <p>1. It has been estimated that nearly a third of the typical teacher's time is used for clerical or sub-professional tasks, another third in work that might be done as well with various automated devices, and only a third in the professional work for which he was trained - in planning his teaching and working directly with students.</p> <p>2. Instructional technology, properly conceived and applied, can assist or amplify the efforts of professional workers and reduce the drain of mechanical and repetitive tasks.</p> <p>3. Despite significant developments thus far, it appears that education is trailing far behind other sectors of the society in the use of appropriate technology.</p> <p>4. It would seem that there is less experimentation in the community college than might be expected in an institution which is often referred to as "the most dynamic unit of American higher education."</p> <p>5. College teachers have placed an undue reliance upon the lecture method and have been slow to develop other useful communication techniques.</p> <p>6. Where we now have 10 per cent of the students spending a small fraction of their time in the library, tomorrow's college may find 100 per cent of the students spending at least 40 per cent of their time in the library or its related facilities. Of crucial importance will be the activity that takes place within the study carrel.</p> <p>7. We tend to think of our educational processes as well-developed and quite reliable, needing only expansion, therefore not subject to excitingly important changes. I feel that even the forward thinkers of the educational ranks will be astonished at the magnitude of the transformation about to take place in education processes.</p> <p>8. Historically, the college teacher has been a purveyor of knowledge. With libraries, laboratories and a wide variety of instructional aids readily at hand, he is becoming a senior partner in searching out resources for the solution of problems. In his new role, he serves not so much as a dispenser of information, but rather as a designer and manager of the students' learning.</p> |
|---|---|

Part III: Please indicate which, if any, of the following devices and procedures were used in your classes during the 1965-66 academic year. (Mark 1 if used occasionally and 2 if used frequently. Mark (x) in the appropriate brackets.)

- a. ☐ Tape Recordings: produced locally ( ) or commercially ( ).
- b. ☐ Disc Recordings.
- c. ☐ 16 m.m. Film: backlighted screen ( ) or frontlighted ( ).
- d. ☐ 8 m.m. Film-Clip: silent ( ) or sound ( ).
- e. ☐ Television: open circuit ( ) or closed circuit ( ).
- f. ☐ Filmstrip: produced locally ( ) or commercially ( ).
- g. ☐ 35 m.m. Slides: produced locally ( ) or commercially ( ).
- h. ☐ Simultaneous Multi-Image Projection.
- i. ☐ Student Responder Device.
- j. ☐ Microfilm or Microprint.
- k. ☐ Taped lecture: for use in class ( ) or in study carrel ( ).
- l. ☐ Synchronization: tapes with slides ( ) or filmstrips ( ).
- m. ☐ Paperbacks: as text ( ) or as collateral reading ( ).
- n. ☐ Independent study units or projects.
- o. ☐ Advance announcement or discussion of television programs.
- p. ☐ Programmed unit or units.
- q. ☐ Substantial portion of the course programmed.
- r. ☐ Alternation: lecture and seminar or discussion group.
- s. ☐ Team teaching.
- t. ☐ Field trip.
- u. ☐ Maintenance of a reading or study log.
- v. ☐ Guest lecturer or discussion leader.
- w. ☐ Content pre-test or inventory at beginning of term.
- x. ☐ Attitude or interest inventory ( ) beginning of term ( ) end of term.

Professional Information:

Name: Mr. \_\_\_\_\_ College \_\_\_\_\_  
Mrs. \_\_\_\_\_  
Miss \_\_\_\_\_

Title: \_\_\_\_\_ Age: \_\_\_\_ (20-35) \_\_\_\_ (35-50) \_\_\_\_ (Over)

Highest Degree Held: \_\_\_\_\_ from: \_\_\_\_\_  
(college or university)

Major Field: \_\_\_\_\_ Minor Fields: \_\_\_\_\_

Subsequent Graduate Work (if any) at: \_\_\_\_\_

in the field of: \_\_\_\_\_

Work Experience Other Than Teaching: \_\_\_\_\_

Years in College Teaching \_\_\_\_; Secondary \_\_\_\_; Other \_\_\_\_.

Previously Taught at the Following Colleges: \_\_\_\_\_

Courses: Currently Taught: \_\_\_\_\_

Formerly Taught: \_\_\_\_\_

Thank you very much for your cooperation. If you would like to receive a summary of response, please so indicate here

. . . . . ☐

KINDLY RETURN THE COMPLETED QUESTIONNAIRE AT YOUR EARLIEST CONVENIENCE TO THE INDIVIDUAL WHO IS SERVING AS A CONTACT ON YOUR CAMPUS.

Very Sincerely,

*Richard Lockwood*

Richard H. Lockwood  
Bureau of Research and  
Educational Planning  
State Department of Education

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