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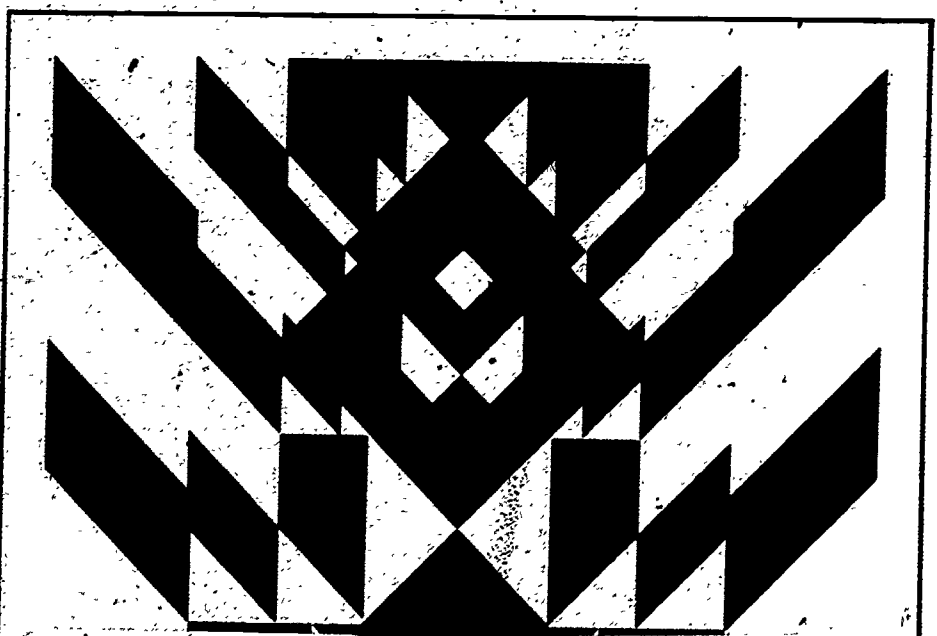
ABSTRACT

Various aspects of liberal arts education in the community college are discussed in the 11 articles in this monograph. First, Myron A. Marty presents an overview of current conditions and pressures affecting the liberal arts in the two-year college. Then, Jack Friedlander reviews the data on student participation in liberal arts courses. Ruth G. Shaw's article discusses what students should know by the time they graduate from a community college. Sharon Carter Thomas then presents a case for special programs for academically talented students. After Stephen M. Curtis discusses the role of interdisciplinary courses at St. Louis Community College, Donald Barshis poses the question whether mastery learning is compatible with humanities instruction. Next, Dennis Peters argues that the community can play an important role in reviving interest in the liberal arts. Donald D. Schmeltekopf discusses the role of professional associations representing community college faculty. Roger Yarrington and Judith Jeffrey Howard then outline a series of projects designed to improve the position of the humanities in community colleges in the United States. John Terrey's article examines the prospects for the humanities within the context of the bureaucratic realities facing community colleges. Finally, Jim Palmer reviews relevant ERIC documents on the status of the liberal arts and humanities in the community college. (HB)

NEW DIRECTIONS FOR COMMUNITY COLLEGES

Advancing the Liberal Arts

Stanley F. Turesky, *Editor*



Advancing the Liberal Arts

Stanley F. Turesky, *Editor*

NEW DIRECTIONS FOR COMMUNITY COLLEGES
Sponsored by the ERIC Clearinghouse for Junior Colleges
ARTHUR M. COHEN, *Editor-in-Chief*
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Contents

Editor's Notes

Nearly a decade ago and by an act of good fortune, I came to Washington, D.C., and the National Endowment for the Humanities' (NEH) Office of Planning. From this well-placed site, I see a steady flow of pilgrims performing the rites of a Washington passage: visits with their congressmen and the appropriate federal agencies, such as NEH, short stops at the relevant association, and then excursions to the Smithsonian and other locales to pay homage.

Shortly after arriving, I received several individuals from community colleges. They instructed me on the critical role their institutions play in providing high-quality, low-cost postsecondary education. This service, they hastened to add, included the liberal arts.

Like Chaucer's narrator in *The Canterbury Tales,* I played the role of host. I listened intently, I made sure the pilgrims were comfortable, I asked sympathetic yet probing questions. I knew these travelers possessed a wealth of information that rarely finds its way into periodical literature.

Among the visitors were a community college administrator, a faculty member, a representative from another government agency, and a researcher. Their opinions, anecdotes, and statistical data persuaded me that I did not know anywhere near enough about these institutions.

I must confess that my conversion to their view did not occur with that visit. The visitors persuaded me of my ignorance. I wanted to know more.

I recall thinking at the time that these individuals were wise to the ways of public policy. Their rhetoric was appealing, but I knew very little; in fact, I had not been to a community college other than for social visits when I was a student.

My site visits produced a further confusion. When I was host, I tended to listen, I closed my office door and asked for my calls to be held. On the campus, there was no such quiet dialogue. The colleges vibrated, the messages were as much nonverbal as verbal. Yet, energy and rhetoric alone were still not all that persuasive. For one so used to

While the editor of this volume directs the National Endowment for the Humanities' research on conditions in the humanities, this volume does not necessarily reflect the views of the agency and should not be taken to suggest current, past, or future directions in policy or funding.

sheets of paper and quieter encounters, numbers helped immeasurably.

Let me cite the most recent American Council on Education survey of four humanities disciplines—English and American literature, history, modern languages, and philosophy—revealing the real stake this nation has in its community colleges as providers of liberal learning.

1. In the four disciplines, it is estimated that 21 million credit hours were taken and, of these, 87 percent (nearly nine out of every ten) were in the lower division or first two years of college.
2. Of the approximately 18 million lower-division credit hours, 7 million, or 40 percent, were taken at two-year colleges.
3. Specifically in English and American literature, nearly half of the 10.2 million lower-division credit hours were taken in two-year colleges.

These numbers have a presence that rhetoric cannot achieve. Rhetoric invites our fleeting attention; the foregoing statistics command more than a passing nod. But once our attention is gained, what then?

My hope here is that the concerned individual will be instructed by the voices of experience. These voices tell tales of the current ways in which community colleges are providing services and offer advice to those seeking to upgrade their approaches to liberal learning.

Included here are accounts of the efforts of individuals and institutions to serve liberal arts education. All share a belief that liberal learning is important and that community colleges have a responsibility to provide this form of education.

What constitutes the liberal arts? Here, the authors, more often than not, agree. The liberal arts encompass those introductory courses in the basic disciplines—mathematics, natural and social sciences, the arts, and humanities—while embracing both substantive knowledge and general skills and also serving to enlighten individuals' pursuits.

What works? What is needed today? What are the inherent as well as the contemporary impediments to liberal arts programs? These questions receive divergent answers.

The authors speak from their own experiences; chapters are not limited to description. They are tales, then, in the best sense of the term. Each conveys a set of facts, impressions, and values about liberal learning.

The first two chapters provide a context for those that follow. Myron Marty's chapter, "Mainstreams and Maelstroms," reviews the many institutional, financial, and demographic forces—the maelstroms—challenging the established practices, structures, and outlooks—the

mainstream—of community colleges. Then, Jack Friedlander reviews the extant data on students and their participation in liberal arts courses.

The next four chapters (by Ruth Shaw, Sharon Thomas, Stephen Curtis, and Donald Barshis) describe how particular community colleges are treating the various aspects of the liberal arts curriculum—what individuals should know by the time they graduate, special efforts to serve the influx of academically talented students, the role of interdisciplinary courses, and mastery learning. There is much similarity among these institutions in their concern, commitment, and innovation. These institutions are attempting to respond to some of the basic challenges and doing so where it counts—in the classroom. For each, the term *community* is not a misplaced modifier.

In Chapter Seven, Dennis Peters emphasizes the critical difference community participation can make in both the formal business of pedagogy and the informal, ad hoc activities that infuse renewed spirit in and purpose to the lives of educators. Peters' "Humanizing the Humanities" is a tale that prompts optimism.

Apart from the community, where can the faculty and administrators of a community college turn for advice and guidance? There are three forms of support systems. For the faculty, there are the learned and professional societies, for the institutions and administrators, there is the professional community college association, and finally, for everyone concerned, there are public and private agencies, funding institutions, and the media. It is these institutions to which the community colleges' claims for service must be directed.

Donald Schmeltekopf's chapter might well be titled "Present at the Creation." It is the voice of purpose and commitment that retells the reasons for and services provided by a new association, and directly addresses the professional status of community college faculty.

The reader is invited to read and compare the accounts of Schmeltekopf and Roger Yarrington's and Judith Howard's description of the American Association of Community and Junior Colleges project. One is a tale of a new association, the other a tale of an established service organization. Both organizations are attempting to serve a common purpose—the revitalization of the liberal arts. The variance in methods, strategies, and energy reminds us of the underlying complexity in seeking innovation. Different institutions require and can use quite diverse language and means to achieve complementary ends.

Next, John Terrey reminds us that attempts to compete for available funds have dimensions that are bureaucratic. This need not be construed as good or bad; it is simply a fact of life.

There are spirit, ideas, and variance of opinions presented in this sourcebook. My hope is that these writers' experiences will help

serve the reader to play host for other pilgrimages toward a better-informed, more intelligent order. The authors and I believe that greater exposure to the liberal arts will instill greater respect for past achievements and a more informed sense of what constitutes progress, things of value, and a productive use of one's time.

Stanley F. Turesky
Editor

Stanley F. Turesky is the assistant director, Evaluation and Assessment Studies, Office of Planning and Policy Assessment, National Endowment for the Humanities.

The five mainstreams that have characterized the community college philosophy for several decades need to be joined by a sixth—a general education mainstream. Maelstroms evident in community college waters could lead to such an eventuality.

Mainstreams and Maelstroms

Myron A. Marty

Students in community colleges test the limits of the community college philosophy every day. Does the community college have enough backbone to serve the interests of the large middle mass in the community college populations? Is it resilient enough to work effectively for students at both ends of the spectrum—the able and eager student as well as the academically disabled, the indifferent, and the overextended student? Is it adaptable enough to take into account the needs of the young and the old, the full-time students and the part-timers? Is it capable of responding to changing concerns through the years?

Teachers, too, put this philosophy to the test, some by honoring it too unquestioningly, others by ignoring it. So do those who propound it in formal orientation meetings and in-service seminars (as I did during the eight years when the division I chaired grew from thirteen to thirty-one faculty members), as well as in books and articles where it unfortunately acquires a mystagogical quality. This philosophy has been transformed on occasion into something static rather than dynamic, rigid rather than flexible, dated rather than timeless. In some instances, mindless advocacy of the community college philosophy strips it of its meaning entirely, because it is put forth as an abstraction and shows little regard for the students who are its integral concern.

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Mainstreams

The community college philosophy encompasses five program offerings that make community colleges distinctive institutions. Referring to these offerings as mainstreams provides the metaphor for evaluating them and arguing for the introduction of a sixth mainstream. A number of maelstroms evident in community college waters could lead to such an eventuality. Before examining these maelstroms, there are some questions about the existing mainstreams: Where do the mainstreams flow? How deep are they, and how broad? How fast do they flow? What are their origins? To what do they lead? What happens when they cross? Who travels in them? What do they carry with them? How do we maintain their channels? How do we handle the difficulty of navigating their varied routes and currents?

But raising these questions strengthens the metaphor by which we review them. First, there is the college parallel program mainstream. The irony in that term is amusing: If community colleges are colleges, how could our programs be college parallel? This is probably the least carefully conceptualized of all the mainstreams. The emphasis in this mainstream is supposedly on a liberal education in preparation for transferring to a four-year or senior institution. Through the years, this mainstream has come to resemble the Platte River in my native state of Nebraska: It is mile wide and an inch deep. The questions posed above do not yield satisfying answers when they are applied to this mainstream.

The second mainstream is called by various names—career, occupational, vocational, and technical. At first one might think that the questions about this mainstream can be answered more satisfactorily, since it flows along like the Wide Missouri. But where I grew up, the Wide Missouri was known as the Big Muddy, a characterization that is not inappropriate. Viewed from a distance, this mainstream seems more the product of enthusiasms and expediencies than of clear thinking.

The compensatory/remedial/developmental mainstream seems to be half basis, half delta. It draws water from everywhere and flows slowly, at the mercy of the tides and deterred by silt deposits, into the ocean. Too often those who have traveled in it become missing persons. The tides of opinion today seem to emphasize this stream, but they will turn, patience will be lost, and even community colleges will find it difficult to justify spending large sums to keep the channels open. Responsibility for education in the basics will necessarily be assigned to earlier levels of schooling.

The community service/continuing education/adult education/lifelong learning mainstream seems to be made up entirely of tributaries. The springs of interest that feed its tributaries in one season dry up in the next. But new springs and new tributaries will appear elsewhere. This is a stream, such as it is, that essentially serves the moment, although the way it serves the moment may play an important part in achieving the long-term goals of those who row in it.

The fifth mainstream, counseling, never seems to fit with the other four. It is a stream without water of its own, but it is vital to the others because it puts students into other mainstreams. Given the varied nature of the streams and the students, the counselor's job is an awesome one. Counselors know, as everyone should, that the streams do not flow separately or independently, that the direction, speed, and volume of one affects the others, and that all of them are affected by the maelstroms today found in all the streams.

Needed: A New Mainstream

It would be all to the good if the maelstroms could create a sixth mainstream, one that could give community colleges a new mission and a new distinctiveness. This new mainstream, which does not necessarily displace the other ones, is the mainstream of general education. Cohen and Brawer (1982a), who devote a separate chapter to general education in their new book, *The American Community College,* define general education as "the process of developing a framework on which to place knowledge stemming from various sources, of learning to think critically, develop values, understand traditions, respect diverse cultures and opinions, and most important, put that knowledge to use. It is holistic, not specialized, integrative, not fractioned, suitable more for action than for contemplation. It thus differs from the ideal of the collegiate function. The liberal arts are education *as*, general education is education *for*" (p. 312). General education differs, then, in this sense. The liberal arts are education as history, education as philosophy, education as literature. General education promotes the integration of history, philosophy, and literature into one's daily life and work.

The distinction between liberal education and general education, and thus between the first and the sixth mainstreams, is drawn in another way by Boyer and Levine in *A Quest for Common Learning* (1981). "General education," they say, "refers to just one part of the undergraduate program. Liberal education refers to the total experience. Ideally, when all the pieces—general education, the major, electives, and nonclassroom activity—are combined, liberal education occurs" (p. 32).

Maelstroms

Four identifiable maelstroms are at work today, making it feasible for us to think that a general education mainstream might actually take shape. One is the maelstrom created by those who act upon the implications of the arguments raised by Breneman and Nelson in *Financing Community Colleges* (1981). This book challenges the conventional wisdom of the efficiency, equity, and effectiveness of community colleges. On the matter of efficiency, the authors cite evidence that attending a two-year college has a substantial negative effect on students' educational outcomes. Students who start in a community college have a lesser chance of completing a bachelor's degree in five years, if that is their goal, than those who start in another institution. On equity, the authors assert that community colleges are not much different in delivery on the dollar than other institutions. On effectiveness, the questions raised are sufficient to question whether states should continue to encourage transfer enrollments in community colleges, or instead pursue policies to assist as many full-time, degree-seeking students as possible to enroll directly in four-year colleges. Breneman and Nelson add: "We favor an educational division of labor among institutions in the 1980s that would result in community colleges enrolling fewer full-time academic transfer students of traditional college age and retaining a dominant position in those activities that four-year institutions have not undertaken traditionally and are likely to do less well" (pp. 211–212). The division of labor, they add, will not be absolute, nor should it be. But it should be there.

My point is not to defend or refute the evidence and conclusions presented by Breneman and Nelson in their sophisticated study. That has been done effectively elsewhere (see, for example, Koltai's essay in the *Review and Proceedings of the Community College Humanities Association,* 1982). The point, rather, is to take note of the fact that these two economists, who have no vested interest in community colleges and no known antagonism to them, have set in motion a maelstrom that could have salutary effects on community colleges, provided the right responses follow. To shape the right responses would require the responders to tackle the questions of efficiency, equity, and effectiveness raised by Breneman and Nelson—all of them tied to the matter of general education.

The second maelstrom, most evident in California, is described in Kissler's (1981) report on retention and transfer. Community colleges, his evidence shows, are in danger of losing their transfer function:

> We recognize that the role of the community college has changed and that the transfer function is now much smaller than it once

> was. According to Sheldon and Hunter (1980), 57 percent of the students in the California community colleges are in vocational programs, and one-half of those who were not in vocational programs indicated that they did not enroll for credit. Of 1.1 million students enrolled in California community college courses for credit, [fewer] than 6,000 students transferred to the University of California in the fall of 1979. In fact, the university is now sending more students to the community colleges than they send to the university. In the fall of 1979, 10,000 students entered the community colleges after last attending the University of California [Kissler, 1981, p. 41].

(It should be noted that, in 1979, about 60,000 students transferred to the California State University System.)

The report created a maelstrom of some considerable force. I visited California when its force was just beginning to diminish, what one learned observer has called the DAD response had just peaked. The first stage in this response is denial, the second, anger, the third, dissociation: "It isn't true. If it is true, I'm angry about it. Well, if it is true, I'm glad it is not true in my institution." But anger serves no purpose and denial and dissociation are not very convincing. A poll of history and English departments almost anywhere in the country would no doubt show that the courses that thrive are the service courses, those required for degrees in vocational areas, those courses that disappear are Western Civilization, British Literature, and the like.

Where is California headed? Kissler (1981, p. 2) argues that if the present downward spiral of the transfer function continues, many community college campuses will not articulate with the University of California campuses at all because they will not be able to afford to offer the vocational and community service programs to their students while maintaining the breadth and quality of the programs required to prepare students for transfer to the University of California. In 1978, the Kissler report (p. 42) shows, twenty out of the seventy-two community college districts in California sent fewer than twenty students to the University of California system. If California faces problems like these, can other states with large community college systems be much different?

The third maelstrom is described in Boyer and Levine's *A Quest for Common Learning* (1981), which argues that the time for a revival of general education is upon us. The authors offer a cyclical analysis of general education revivals, and point particularly to the one that occurred right after World War II. It was then, as we know, that one of the largest unemployment bills ever enacted was put into effect. Called

the GI Bill, it was intended to keep its beneficiaries off the streets, but what the GIs wanted was a real college education. So they enrolled in traditional college courses and pursued traditional degrees. The circumstances that inspired that revival parallel some of the circumstances that prevail today. Chief among them, Boyer and Levine say, is the swing of the pendulum in a direction away from the "anything goes" mood of the 1960s and a recognition that social bonds have been weakened and need strengthening. Nothing will happen automatically, of course, but the conditions are right for using the energy created by this maelstrom to effect some significant changes in community colleges.

The report has not yet been written that will point to the fourth and potentially most important maelstrom. It is a report that will demonstrate the inappropriateness of an exclusively vocational education in economically constricted times. It seems reasonable that in times when jobs are plentiful students should pursue a narrow path of study because there will be a particular job waiting at the end. In economically depressed times, when jobs are scarce, it seems just as reasonable to advocate following as wide a path as possible, one with many alternatives at the end, so that if attainment of one job is blocked, finding another one is not impossible.

There is a risk of being characterized as a foe of vocational education by raising such questions about it, but it is a risk that must be run. Vocational education is inherently narrow, and the more vocational it is, the narrower it is. In economically constricted times, particularly, education must be broadened. Training for entry-level jobs is not enough. Education for a range of jobs is essential. This can be provided only by endowing students with knowledge about their culture and the skills that will enable them to advance in it.

Shaping the New Mainstream

So a sixth mainstream is needed. For it to take shape and serve useful purposes, however, more than vocational programs must change. Courses and curricula in the liberal arts must also be presented in different ways. As Cohen and Brawer (1982b) explain it, "It is futile to hearken to a time when they were the dominant curriculum, when students intending to transfer to universities comprised the majority of the matriculants. The liberal arts must be fit to the realities of an institution that draws its students from the least well-prepared groups attending college; in which part-time students outnumber full-timers by nearly two to one; which offers special-interest activities to a wide range of clients; and in which the notion of college-going as tantamount to job-getting is pervasive" (p. 40). Cohen and Brawer then proceed to

outline how the first four mainstreams of community colleges must be adapted to foster education in the liberal arts in each mainstream.

What is needed to make the adapatations work is the development of rationally integrated programs displaying four main features. Such programs insist, first, upon the establishment of standards; they reward only quality work. It is interesting to speculate on the effect of the lack of standards at each level of education on those below it. Do community colleges share some of the blame for the plight of schools that has resulted from the lack of requirements in community colleges? A former high school principal once told me of the advice given by his counselors: "You really ought to apply at Williams, and then, to be safe, at SUNY–Albany, and just to be sure, drop off an application at the community college." Implicit in that advice is the recognition—an appropriate one—that the community college is the college of last resort, even for students in occupational programs.

But if the college of last resort has no standards, what is there in the nature of sanctions as far as the schools that feed into it are concerned? Also, practices at some community colleges impair the reputations of all of them. A thirty-two-year-old community college student told me recently that an instructor in whose course he had been enrolled in the spring term called him by phone to urge him to register for nine credits to be earned by independent study during the summer. Earning these credits, he was assured, would require no class attendance and practically no work at all. Credits mean a lot to this young man; who can fault him for accepting the offer?

What would imposing admission standards for college-level courses do? And what would be the effect of insisting that instructors place demands on students and eliminate the practices that make it possible for students to glide through their classes intellectually uninvolved? A survey I conducted in my own classes several years ago provides some clues. I was devastated by the students' poor performance on a test, so I prepared a questionnaire intended to elicit some explanations from them. I listed all of the considerations I could think of that might explain their difficulties. A few of the students indicated that they lacked time to study, a few that they were not interested in the course, a few that they did not understand me and the way I worked, a few credited me with being a lousy teacher—but the most frequently offered explanation was this: "I am not accustomed to having demands placed on me." Being forced to read, write, speak, and think was a new experience for them, and they did not know how to handle it. It would be foolish and wrong for me to claim that I was alone in making demands in my own institution, but I vividly recall countless remarks of students that let me know I was in the minority.

Community colleges could take some first steps toward establishing higher standards by eliminating practices that lessen demands on students, such as waiving prerequisites, allowing curricula to be completed out of sequence, awarding degree credit for remedial courses, permitting easy withdrawal from classes, permitting easy repeat of failed courses, allowing (without close monitoring) such contrivances as independent study and granting credit for work experiences, and tolerating easy grading practices.

Second, a rationally integrated program begins with aims that are more challenging and sights that are higher than preparation for entry-level jobs. If the aim of education is to get students to like and dislike what they ought, as Aristotle thought, one must consider how programs should change. Or, if education's aim is to train students to know a good mind when they see one and to want one themselves, one can imagine how program requirements would change.

John Cardinal Newman wrote that the aim of education is not to satisfy curiosity but to arouse the right curiosity. On this, George F. Will (1982) comments. "Education, [Newman] believed, is the thread on which received knowledge, jewels of the great tradition, can be strung. A university should be, primarily and for most students, a place that keeps people from getting lost rather than a place where they find things. A university, like any community, presupposes *some* purpose all members share. As Newman said, 'Greatness and unity go together and. . . excellence implies a center.' The center of a university should be a rigorous curriculum of required studies of proved substance" (p. 27). The center of community colleges will of course be different from that of universities – but will it be so different that it amounts to no center at all?

Third, a rationally integrated program stresses teaching that is rooted in academic disciplines. Knowledge does not come organized in disciplines, but it is pursued and learned through them. It is through disciplines that knowledge is organized and assimilated, without organization and assimilation, knowledge will not be readily apprehended by students. Interdisciplinary teaching may be essential, as Cohen and Brawer (1982a) insist, but much of what is called interdisciplinary learning is little more than idiosyncratic weavings of formless stuff. Good interdisciplinary teaching genuinely draws on history, literature, philosophy, and other disciplines in substantive ways. No matter how the threads of the disciplines are woven, their separate colors remain apparent. Indeed, the weaving brings out the colors, rather than subduing or eliminating them.

Fourth, imaginative teaching lies at the heart of a rationally integrated program. Imaginative teaching is teaching that recognizes,

among many other things, that what one is doing has much in common with what others are doing and pursues its purposes with that recognition in mind. Remarks by Lewis Thomas (1982) reinforce this observation. He has written of his distress over scientific illiteracy in terms that parallel my own concerning illiteracy in the humanities, and he blames scientists for their own condition as I would blame my fellow humanists for ours. Rather than concentrating on the known and delivering it as canned fact, he urges science teachers to start with the imponderable puzzles of cosmology. Describe to students as clearly as possible, he says, "that there are some things going on in the universe that lie still beyond comprehension, and make it plain how little is known. Do not teach that biology is a useful and perhaps profitable science, that can come later. Teach instead that there are structures squirming inside each of our cells that provide all the energy for living" (p. 89).

When I read Thomas' essay, I was struck by the consistency of objectives among teachers of sciences and of the humanities and how important it is to build alliances between them. Both seek to identify and understand relationships, although of different kinds. Both try to foster a sense of perspective. Both aim to have their students expand and refine their ability to read, write, speak, observe, and think. Both encourage responses to their natural and cultural environments. Imaginative teaching, with goals like these in mind, lies at the heart of a rationally integrated program.

Creating a New Maelstrom

To hope for such a program to come to pass is to hope for another maelstrom, one that could capture the force generated by those maelstroms that have preceded it – the book by Breneman and Nelson, Kissler's study, the general education revival cited by Boyer and Levine, and the incipient maelstrom that excessive vocationalism will in due course create. If the force of the new maelstrom can be contained, it can be used to shape a genuine and widely appreciated sixth mainstream in community colleges. But those who share the hope that it will appear should be under no illusions. Nothing will happen without great effort. The obstacles are formidable.

What are the obstacles? Exhaustion, for one, and low morale; also a sense of isolation, the lack of time, disillusionment inspired by indifferent and ill-prepared students, insufficient incentives, traditions and trappings in institutional operations, insensitivity, and more. A faculty member told me of his conversation with his dean as he prepared to leave for a meeting on the humanities, and this story reveals the nature of the problem. Just receiving an invitation to participate in

the meeting had filled the teacher with excitement, and he had plans for what would follow. The dean listened as he told her of his plans. Then came her parting words: "That's all well and good, but don't forget that I think basically in terms of FTE's." Think of the incalculable damage done by remarks like that!

Institutions wishing to overcome the obstacles must construct alliances to improve their prospects. Internal alliances between faculty members, administrators, and the governing board should ordinarily come first. Then alliances with community groups, perhaps through formally constituted community advisory boards, can come next. Involvement of state legislators or state boards may not be out of the question. An alliance with a funding agency like the National Endowment for the Humanities (NEH) should be given serious consideration—and I would say that even if I were not on the NEH staff. These alliances, in one measure or another, can provide institutions with the courage, wisdom, and resources they need to create and harness a maelstrom for general education.

These alliances can affirm the validity of institutional quests for quality, and can offer moral and tangible support for efforts to raise educational standards, establish a sense of legitimacy for serious academic undertakings, provide encouragement and nourishment for new ideas or the reincarnation of old ones, support opportunities for growth and renewal of faculty members and administrators, foster opportunities to benefit from the experiences of others, and make possible access to materials produced by others.

Of course, there will be resistance and criticism. Change, especially if it demands effort and commitment to greater rigor, rarely wins unanimous support. But by meeting, writing, organizing, and persevering, resistance and criticism can be overcome. The community college philosophy needs revitalizing, not overhauling. A general education mainstream holds the promise of revitalizing the existing streams and infusing community colleges with a new sense of mission. This is a good time to make the most of troubled waters.

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What reasons do community college students give for enrolling or not enrolling in various liberal arts courses? What steps can educators take to increase student participation in the liberal arts? Recent research pertaining to these questions will be reviewed in this chapter.

Increasing Student Participation in the Liberal Arts

Jack Friedlander

This chapter seeks to analyze research related to community college students enrolling and completing courses in the liberal arts. The desire is to assist faculty and administrators with their instructional and curriculum planning.

The research speaks to such questions as: What reasons do community college students give for enrolling in various liberal arts courses? What are some of the characteristics associated with students who avoid taking classes in the liberal arts? To what extent does the curriculum serve to inhibit enrollment in the liberal arts? What steps can community college educators take to increase student participation and success in liberal arts courses? Recent research pertaining to each of these questions will be reviewed in this chapter.

Such questions are not new. They have received considerable attention. To illustrate, the Center for the Study of Community Colleges (1978) conducted case studies in twenty community colleges to identify why humanities enrollments were increasing at some institutions and decreasing at others. Results of this National Endowment for the Humanities (NEH) sponsored study showed that at those colleges where humanities enrollments had increased, the establishment of humanities requirements was most often cited as the major cause.

F. Turesky (Ed.). *Advancing the Liberal Arts* New Directions for Community Colleges, no. 42. San Francisco: Jossey-Bass, June 1983.

Additional factors identified as having contributed to the increase in humanities enrollments included faculty efforts to recruit students, administrative support, the addition of more class sections, and good departmental leadership.

Colleges experiencing decreases in their humanities enrollments cited increased growth in vocational programs as a major cause. Other factors identified as having an adverse effect on humanities enrollments included lack of faculty initiative, the dropping of university requirements, and competition for degree-seeking students from the local university. While such findings are valuable, they are based primarily on information obtained from faculty and administrators. Research on factors associated with participation in liberal arts courses is needed from the perspective of community college students.

The emphasis of this chapter on increasing student participation in the liberal arts is based on several well-documented findings about attainment of traditional general education objectives, namely, that what students know is related to what they study and how much they have studied it, and that undergraduates know more about subjects closely related to their major field than about subjects less closely related to it (Pace, 1979).

Why Students Enroll in Courses

Answers to this question come from a survey of 6,100 students enrolled in twenty-six of the twenty-seven community colleges in Washington in fall 1981 (Friedlander, 1982a) and from a survey of 6,400 students enrolled in the nine colleges of the Los Angeles Community College District in fall 1980 (Friedlander, 1982c). In both studies, surveys were administered to students enrolled in a randomly selected sample of all class sections offered at 10 A.M. and 7 P.M. on Wednesday of the seventh week of the semester. Completed surveys were obtained from students in 338 classes in Washington State (93 percent response rate) and 268 class sections in Los Angeles (72 percent response rate).

In both studies, respondents were asked to identify the primary reason they had for enrolling in the particular course they were in at the time of completing the survey. Student responses to this item are presented in Table 1.

The highlights of Table 1 can be summarized as follows:

1. There was much variation in the reasons students had for enrolling in different types of courses. For example, within the humanities, 35 percent of the students in Washington State enrolled to fulfill a general education or distribution requirement, 18 percent did so because it was required for their major, and 26 percent did so for personal enrichment.

Table 4. Reasons Students Gave for Enrolling in a Particular Course*

Reasons for Enrolling in Course	Course in Which Student Was Enrolled: Social Sciences	Humanities	Sciences	Math/ Comp Sci	Business
General Education Requirement					
Los Angeles	27%	29%	17%	15%	8%
Washington State	35	35	30	19	
Major Field Requirement					
Los Angeles	30	19	53	55	33
Washington State	30	18	43	44	35
Personal Enrichment					
Los Angeles	32	35	16	14	26
Washington State	16	26	10	10	14
Develop Job-Related Skills					
Los Angeles	6	9	13	10	31
Washington State	6	7	11	20	35
Develop Basic Skills Only Asked in Los Angeles	7	8	7	6	8
Course Description Sounded Interesting Only Asked in Washington State	6	6	2	2	3
Encouraged by Counselor or Faculty Member Only Asked in Washington State	4	5	2	4	3
Recommended by Another Student Only Asked in Washington State	3	2	2	0	1

* In order to present the data in a more parsimonious fashion, courses were grouped into the following five categories. (1) social sciences – anthropology, economics, geography, history, political science, sociology, (2) humanities – foreign languages, humanities, literature, philosophy, and the history and appreciation of art, music, theater, and film, (3) sciences – biological and physical, (4) math – including computer science, and (5) business

2. The majority of students in both samples were taking liberal arts courses to fulfill a general education or major field requirement.

3. Only a small percentage of those enrolled in a liberal arts course did so to acquire or improve occupational skills. This finding is significant in that over one-half of the students who responded to each of the surveys reported that they were attending college to prepare for or advance in a career.

4. Only a small percentage of the Washington State students cited counselor or faculty encouragement, student recommendations,

or interesting course descriptions as the most important reason they had for enrolling in a particular course.

5. Comparatively few students in the Los Angeles Community College District were participating in a liberal arts course to develop basic learning skills such as reading, English, or math. This finding is particularly significant in that over one-third of the students who responded to the survey did not feel confident in their ability to utilize such basic skills as reading, writing, and mathematics.

6. Comparisons of the two data sets reveals that students in Los Angeles were more likely to have enrolled in a liberal arts class for reasons of personal enrichment while those in Washington were more likely to have done so to complete a general education requirement. One possible explanation for these differences is that a greater percentage of the students in the Los Angeles sample were older and were enrolled on a part-time basis. Another explanation for this difference is that the range of courses that satisfy a general education requirement is greater in Los Angeles than in the state of Washington. Thus, students in Washington who take a liberal arts course would be more likely to do so to fulfill a general education requirement than those in Los Angeles.

Reasons Students Give for Not Enrolling in Courses

Respondents to the survey given in the state of Washington were asked to indicate the most important reason they had for not enrolling in a particular type of course. The response categories were "not required for my program," "courses do not interest me," "too much required reading," and "too much required writing." The responses to this item given by those who had completed sixteen or more credit hours are reported in Table 2. It was felt that students who completed fewer than sixteen units may not have had ample time to enroll in a liberal arts course.

Table 2. Reasons Students Gave for Not Taking Courses

	Not Required	*Not Interested*	*Too Much Reading*	*Too Much Writing*
Art/Music/Theater	68%	30%	1%	1%
Foreign Languages	63	31	4	1
Literature/Humanities/Philosophy	51	30	13	5
Political Science/History	57	32	9	2
Sciences	54	31	12	3
Mathematics	49	46	5	1

The most frequently cited reason for not taking liberal arts courses was that they were not required. Lack of interest in the course was the second most common reason given for not having participated in liberal arts courses. Too much required reading was cited by about 10 percent of the students as the major reason they had for not enrolling in courses in literature, humanities, or philosophy; the social, natural, biological, or physical sciences, and political science or history. Very few respondents said that they did not enroll in one of the six subjects areas considered because there was too much required writing.

Reasons Given for Not Taking Liberal Arts Courses

About twice as many students attending college to prepare for a career as those preparing to transfer indicated that the primary reason they had for not participating in courses in literature and humanities, philosophy, mathematics, sciences or social sciences, and political science or history was that the course was not required for the major. About 70 percent in each group noted that they did not participate in art, music, theater, or foreign language courses because the courses were not required.

It is important to note that a high percentage of those preparing to transfer noted that too much required reading or too much required writing were the primary reasons they had for not taking courses in literature, humanities or philosophy (32 percent), sciences or social sciences (29 percent), and political science or history (20 percent). It should also be pointed out that close to one-half of the transfer program students who had avoided mathematics and 40 percent of those who had not taken courses in the sciences or social sciences did so because they were not interested in the subjects. Findings for those students who completed sixteen or more college units are reported in Table 3.

Why Students Don't Participate in Liberal Arts Courses

Results of surveys conducted at the Los Angeles Community College District (Friedlander, 1982c), Clark County Community College, Las Vegas (Friedlander, 1981), and Washington State (Friedlander, 1982b) showed that academically underprepared students differed from those who were better prepared in that they were less likely to enroll in liberal arts classes and they felt that they had made less progress toward the attainment of important objectives of a traditional liberal arts education.

Table 3. Reason Students Give for Not Enrolling in Courses by Primary Reason for Attending College

	Prepare for Career (N = 1,396)	*Prepare for Transfer (N = 1,291)*
Art, Music, Theater		
Not Required	73%	69%
Not Interested	26	29
Too Much Reading or Writing	1	2
Foreign Language		
Not Required	70	66
Not Interested	26	29
Too Much Reading or Writing	4	5
Literature/Humanities/Philosophy		
Not Required	60	31
Not Interested	27	37
Too Much Reading or Writing	13	32
Mathematics		
Not Required	60	34
Not Interested	30	49
Too Much Reading or Writing	10	17
Sciences/Social Sciences		
Not Required	67	31
Not Interested	23	40
Too Much Reading or Writing	10	29
Political Science/History		
Not Required	65	49
Not Interested	29	31
Too Much Reading or Writing	6	20

Information obtained in the Washington State survey provides some evidence as to why the academically underprepared tend to avoid taking liberal arts courses. It was found that about 20 percent of the students who rated their skills in reading or writing as fair or poor cited too much required reading as the major reason they had for not participating in courses in literature, humanities, or philosophy, sciences or social sciences; and political science or history. In all instances, those students who rated one of their skills as fair or poor were much more likely than those who rated the same skill as good or excellent to say they did not participate in a course in which that ability was required because they were not interested in the subject. For example, 51 percent of those students who rated their skill in the arts as poor, compared to 14 percent who rated themselves as good, said they did not participate in art, music, or theater courses because they were not

interested in those in those subjects. What such data suggest is that students tend to avoid classes in which they think they will not do well.

Liberal Arts Curriculum

The Center for the Study of Community Colleges is engaged in a project with six large urban community college districts—Chicago, Dallas, Los Angeles, Maricopa, Miami-Dade, and St. Louis. The thirty-eight colleges in these districts represent 15 percent of the students enrolled in community colleges nationwide. One of the activities of this project involved calculating the percentage of fall 1980 enrollments in liberal arts areas by course level. developmental or precollege, introductory courses for which there are no prerequisites, and second-level courses or courses for which there are prerequisites.

Table 4 shows that there were no precollege courses in the humanities or social sciences and just a few in the sciences designed especially for students who needed some assistance with their reading, writing, mathematics, science or study skills. Thus, students who were weak in one or more of these ability areas and who wished to take a liberal arts course would have no choice but to enroll in one for which they were not adequately prepared. Many of these students avoided taking courses needed to fulfill their stated educational objectives because they did not feel they could succeed in such classes (Friedlander, 1982c). Many other of these academically underprepared students who enrolled in a liberal arts course experienced academic difficulties and failed to successfully complete the course.

At the other end of the course-level continuum, only 15 percent of enrollments in the humanities, composition, and mathematics were in courses for which there were prerequisites. The social sciences had 21 percent of its enrollments at the upper level, 30 percent of the enrollments in the sciences were in courses for which there were prerequisites.

Course Attrition

Two factors that are responsible in part for the limited number of students eligible to enroll in second-level liberal arts courses are the decline in the students' level of literacy and high course attrition. The steady decline in the academic preparation of students has meant that large numbers of students who begin their studies in community colleges do so in remedial or developmental classes rather than in liberal arts courses. The magnitude of the remedial effort is reflected in the

Table 4. Percentage of Total District Enrollments in Liberal Arts Areas by Course Level, Fall 1980

	Five District Average
Humanities	
Developmental	0%
No Prerequisites	85
Prerequisites	15
Social Sciences	
Developmental	0%
No Prerequisites	79
Prerequisites	21
Sciences	
Developmental	5%
No Prerequisites	65
Prerequisites	30
Mathematics	
Developmental	60%
No Prerequisites	25
Prerequisites	15
Composition	
Developmental	35%
No Prerequisites	50
Prerequisites	15
Fine Arts	
Developmental	0%
No Prerequisites	60
Prerequisites	40

data presented in Table 4, which shows that 60 percent of the enrollments in mathematics and 35 percent of the enrollments in English composition were at the remedial level.

High course attrition rates, especially in the introductory classes, also shrink the pool of students available to enroll in second-level courses. The results of a Center study showed that in five large urban community college districts the course attrition rates in the humanities, mathematics, sciences, and social sciences were each in excess of 30 percent.

Recommendations for Increasing Enrollments

The liberal arts have a unique contribution to make to the lives of all students. Research has demonstrated consistently that liberal arts courses promote the attainment of desired goals of general education such as gaining a broad general education, developing an enjoyment of

art, music, and drama; writing clearly and effectively, becoming aware of different points of view; and developing the ability to think analytically and logically.

Liberal arts enrollments are faring well; however, they still might be improved. Some of the steps that can be taken to make community college students aware of the positive benefits of enrolling in liberal arts courses are presented below.

Attracting Career-Oriented Students. The primary factor determining student participation in a liberal arts course was whether or not the course satisfied a degree or certificate requirement. Few students viewed their participation in liberal arts courses as a means to develop job-related skills. This was particularly true with respect to courses in the humanities. What these results suggest is that most students, whether they are attending college to transfer or to prepare for a career, are not likely to enroll in liberal arts courses unless they believe that such courses will help them achieve their educational objectives. Thus, one step liberal arts instructors can take to increase enrollments is to provide information on how the knowledge acquired in their courses is related to personal, educational, and career development.

To illustrate, the foreign language faculty at St. Louis University have prepared a slide-commentary presentation in order to acquaint students, counselors, parents, and instructors with the benefits of studying foreign languages (Johnson, 1978). The presentation consists of slides taken mostly from newspaper job ads, magazine articles, and references in the media which document the demand for employees with foreign language skills in such areas as business, social work, nursing, medicine, translation, government, law, and library science. The presentation, given by a college faculty member, attempts to show students that foreign language skills are wanted and needed in the real world, that different skills are needed at different levels of proficiency, and that foreign languages are related to other subjects. The interest in career education, especially at the high school level, has provided the foreign language faculty with many opportunities to make their presentation on the value of studying foreign languages in high school and college.

Work with High Schools. A national study of junior and senior high schools showed that student liking for the arts, foreign languages, math, and science decreased at the higher levels of schooling (Klein, Tye, and Wright, 1979). The investigators found that physical, vocational, and career education were liked by the largest percentage of students; foreign languages, science, and social studies were reported to be liked by the smallest percentage. This relatively low level attraction toward liberal arts subjects has been accompanied by a decline in the

total proportion of high school students who enroll in courses in regular English, foreign languages, general mathematics, and general science (National Center for Education Statistics, 1975).

The message from such findings is clear: Community college educators will need to work cooperatively with their counterparts in the high schools to help increase student interest in and appreciation of the liberal arts. Several cooperative school-college programs are in effect (Friedlander, 1982d). These efforts include. assisting high schools in improving student skills (Kaufman, 1979, Luxenberg, 1977), working with high school teachers in developing effective instructional strategies (Kaufman, 1979; Stanfield, 1981); improving program articulation between secondary schools and colleges (Hellstrom, 1979, Shuman, 1980; Webb, 1979), teaching of college-level courses at the high school by current high school staff members (Campion, 1981; Hayes, 1977, Wilbur, 1981); and encouraging high schools to increase the number of academic courses students must complete in order to graduate (Hellstrom, 1979; Kissler, 1980).

Serving the Academically Underprepared. A high proportion of students are entering community colleges with deficiencies in reading, writing, mathematics, science, and study skills needed to succeed in liberal arts courses. Findings from the Washington state survey and other surveys revealed that a sizable percentage of students who felt they were weak in certain ability areas avoided taking classes in areas in which such skills were needed, in many instances, the courses they avoided were required for completion of the student's stated educational objectives.

In an effort to increase the likelihood that academically underprepared students will enroll in and successfully complete liberal arts courses, a number of colleges have initiated programs that incorporate reading, writing, and study skills instruction into college-level content courses (Friedlander, 1982a). Such arrangements are offered as an alternative to denying students access to the humanities and sciences until they complete developmental courses or programs.

Increasing Course Completion Rates. Much of the effort in increasing enrollments in the liberal arts has centered on recruitment. Attempts to expose greater numbers of students to humanistic and scientific thought have run the gamut from marketing courses to restructuring curricula to fit the needs of students in the various constituency groups served by community colleges. However, the success of these recruitment efforts in attracting new participants is often cancelled out by the high numbers of students who fail to successfully complete the liberal arts courses in which they enroll. In many colleges, course attri-

tion rates in the humanities, sciences, and social sciences are often in excess of 30 percent.

The consequences of course attrition are substantial. Students who withdraw from their first course in a discipline area are much less likely to enroll in and complete additional courses in that area than students who successfully complete their first course in that subject area (Friedlander, 1982c). Although some students who withdraw from a class do so for reasons over which the college has little control, most do so because they are experiencing academic difficulties in areas in which college staff can exert a high degree of influence and for which the college may have supportive programs.

Increasing course completion goes hand in hand with increasing student interest and participation in liberal arts courses. Furthermore, if successful, the increase in the number of students who successfully complete their introductory liberal arts courses will enable faculty to offer more sophomore-level courses.

One method of increasing course completion rates is to integrate academic support services with particular content courses. This method is successful because most students, if it is left up to them, will not take advantage of the support services available to them.

Conclusion

The primary reason the majority of students gave for enrolling in liberal arts courses was to fulfill a general education or major field requirement. The major reasons students gave for not enrolling in liberal arts courses were that the courses were not required, that they were not interested in the subject; and, in the case of the academically underprepared, that too much reading and writing was required. Thus, if educators are to increase the number of students who are exposed to the humanities and the sciences, they will have to increase student interest and appreciation of the liberal arts, restructure courses to fit the educational objectives of students in career programs, and reconceptualize courses to accommodate the ability levels of the academically underprepared.

Cohen and Brawer (1982) have characterized the liberal arts as "the part of the college that seeks to make people reflective and responsible; to relate art, music, and literature to their lives; to increase their understanding of the past, present, and future of the society of which they are members; and to bring them into the culture" (p. 283). The challenge facing educators is to devise methods of imparting the finest principles of the liberal arts to students in the career, compensatory, and collegiate education programs.

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The Dallas County Community College District embarked on a project in 1977 to identify some specific educational outcomes for its graduates. Such endeavors contribute to strengthening the liberal arts in community colleges.

What Do Our Graduates Need to Know?

Ruth G. Shaw

In the current flurry of projects, articles, and presentations about the revitalization of liberal arts, general education, and transfer education in the community college, there is an aura of clarity and purpose. There is also an atmosphere of urgency. No such clarity, purpose, or urgency marked the inception of a project in the Dallas County Community College District (DCCCD) that has the profound prospect of strengthening not only the liberal arts, but our overall college curriculum.

For those inhibited by the apparent organization of efforts to enhance the liberal arts, this chapter may prove inspirational. For those who would like to avoid the chaos which we in Dallas have intermittently encountered, perhaps the saga will be instructional. This chapter provides a candid look at an honest effort to strengthen the community college curriculum; it is a story with no conclusion. The focus is on the "how" rather than the "what" of goals for community college graduates, for it is here that the real pitfalls lie for those who would strengthen the liberal arts.

Essentially, this chapter describes the history of a project in the Dallas County Community College District known variously as Skills for Living, Educational Outcomes, and Common Learning. It is not a

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glossy print, but rather a grainy photograph about the realities of curricular reform in a complex, multicampus community college district.

A Brief History

In the fall of 1977, the college vice-presidents of instruction and the vice-chancellor of academic affairs launched a project to identify exit competencies for a number of transferable liberal arts courses. The impetus behind this effort was concern that common DCCCD courses with common descriptions, numbers, and credits should have common outcomes. At this time, one college was assigned the task of developing a broader set of values, skills, and attitudes that were called Skills for Living.

The competency project, despite its noble intentions, was ill fated from the outset. Faculty were concerned about a robotlike standardization of courses, administrators were uncertain about the level of specificity the competencies should have, the timeline was too short, and the problems multiplied. When the dust settled, competencies had indeed been developed for each of the assigned courses. But one course had twelve competencies; another had one hundred and twelve. Clearly, the assignment had been understood in different ways. The competency project was quietly shelved.

One aspect of the project, however, would not go away. Skills for Living, developed by an interdisciplinary group of faculty and staff, seemed to have some value that went beyond the competency project. Skills for Living was designed to give specific form to the basic purpose of the Dallas County Community College District, which is "to help students equip themselves for effective living and for responsible citizenship in a rapidly changing local, state, national, and world community" (Dallas County Community College District, 1977). The relationship of the Skills for Living goals to the ageless goals of both general and liberal education is evident without a recapitulation of the specific goal statements. The eight initial goals of Skills for Living were divided into three broad and somewhat indistinct categories. Under the heading of relationships, these goals and areas were identified. living with the developing self, living with others, living with environments. The roles and functions category included the following: living as a producer, living as a consumer, living in the community. In orientations, living creatively and living in the future were addressed.

Each of these areas included a goal for the colleges to address and a set of competencies for students that defined the goal. The specifics of the goals themselves were less important than their relationships to other goals for general and liberal education. Their relatives can be

found in the 1947 report of the Truman Commission, in the Association of Governing Boards' statement on "Improving Public Understanding of Liberal Learning" (1982), and throughout the literature of both general and liberal education. The problem is not with defining goals for community college graduates, the problem lies in what is done once these goals are defined. Staff members from throughout the DCCCD had the opportunity to review Skills for Living. Support for the goals was widespread. Indeed, many of them were already being addressed. But the problem remained. How could Skills for Living be organized and incorporated into a student's educational experience?

In a typical, organizational response to a knotty problem, a new committee was formed. The Educational Outcomes Committee was responsible for organizing a series of community forums in which community leaders were invited to join faculty and staff in a critique of the Skills for Living goals. Were the goals appropriate for community college students living in Dallas, Texas? Did community members support these general educational goals? The answer was a resounding yes. But that led to another question. Just how would the formidable task of acquainting students with these Skills for Living, much less helping them achieve competence in these areas, be accomplished?

As the Educational Outcomes Committee explored this question, it became clear than an examination of the curriculum, and specifically of the degree requirements, was the place to start. It also became clear that faculty should have the primary role in any such examination. Thus was born the idea of the Committees for Common Learning, composed primarily of faculty groups from each campus.

Rationale

Essentially, the Committees for Common Learning were asked to undertake a major curriculum review and possible curriculum revision. The obvious question was, Why bother? Were students or faculty complaining about the curriculum? Were employers or other colleges indicating problems with degree requirements? Was the administration just trying to shake things up, or was this a guise for some yet-to-be-determined cost-cutting measure? The answer to all of the above was no. Then, what was the reason?

A significant reason for reviewing DCCCD degree requirements was that it had never been done. Since the degree requirements first went into the catalogue in 1966, they had undergone little or no change. Meanwhile, there had been technological revolutions, significant shifts in the student population, curriculum modifications throughout higher education, social evolutions, growing criticism of public

education, and other changes too numerous to list. But the core curriculum of this dynamic, responsive community college had gone essentially unexamined by its faculty. It was past time for such a critical review.

Another compelling reason to examine common learning in the DCCCD was to determine what learning, if any, should be common to occupational and academic transfer students. For a number of years, these two student groups had been aimed in divergent curriculum directions. Within the realm of academic transfer, the degree requirements are the same for all students. These requirements, however, are little more than a list of discrete courses. For occupational students, there is little semblance of any common core of learning. Too frequently, the occupational curriculum has grown narrower and narrower. This pattern, too, called for comprehensive faculty examination. It emerged, in part, because of a curriculum development process that allowed occupational curricula to go unexamined by faculty outside the occupational area. The time for a broader review had arrived.

The most abstract reason was perhaps also the most important one. General education and liberal education are undergoing national revivals because of a widespread belief that, in this period of rapid change, fragmentation and self-absorption have become compelling problems. At a time when we desperately need a sense of the connection between things, we find ourselves increasingly overspecialized and compartmentalized. Boyer and Levine (1981) say it well: The agenda for common learning "is those experiences, relationships, and ethical concerns that are common to all of us simply by virtue of our membership in the human family at a particular moment in history. General education is an institutional affirmation of society's claim on its members" (p. 29). They quote Lewis Thomas, who says that "if this century does not slip forever through our fingers, it will be because learning will have directed us away from our splintered dumbness and will have helped us focus on our common goals." This, they add, "is both the purpose and the urgency of general education."

Context for the Problem

One premise that we have come to accept in Dallas is that traditional, university-oriented models for general or liberal education never will have widespread effect in our colleges. The traditional models are familiar ones. They are centered around a core curriculum from the humanities, the social sciences, the physical sciences, and the biological sciences; they focus upon distribution courses from these core areas in a cafeteria-style, student-selection approach; or they include

some combination of these two basic models. For the degree-seeking academic transfer student—indeed, for the student seeking a degree of any sort—such a curriculum model may be perfectly acceptable. The structure of this model offers a manageable approach. It is administratively tidy and pedagogically neat.

Unfortunately, such rational, sequential, curricular logic simply does not apply to large numbers of community college students. Students tend to be irrational, nonsequential, and illogical in their course choices. They refuse to be routed through the orderly boxes of curriculum flow charts. Our students are not clean slates, coming to us to be written upon. Instead, their mental chalkboards are full of the scribblings and erasures that characterize adulthood. The students are part-time, drop-in, drop-out, night, day, degree holding, nondegree seeking, skills-oriented masses of heterogeneity.

Given the tremendous challenge of identifying, much less providing, what should constitute general or liberal education for this richly diverse group of students, it is little wonder that community colleges have been somewhat slow to accept this fundamental role. Loftier academics may wrestle with the question of what is to be common or liberal learning; those of us in community colleges are destined to grapple long and hard with how it is to be achieved.

Let me hasten to say that I do not intend to demean the value of a core curriculum. After examining one curriculum model after another, I have become convinced that a clearly defined core curriculum has great value for community colleges. Not only does this core fulfill its traditional integrating, liberalizing, and liberating functions for degree-seeking students, but it also provides a clear, curricular statement about the values of the college. Regardless of whether or not all students enroll in the core courses, the values the core reflects will permeate the curriculum. Certainly, what a college defines as essential for common learning goes to the very heart of the institutional purpose and priorities. But the task is much larger than defining the core. To serve community college students, general education and liberal education must be integrated throughout the curriculum, the extra-curriculum, and the hidden curriculum.

Discovering Fundamental Principles

Simply defining the core is not an easy task. I am no longer abashed to admit that we have not defined a solid core in the DCCCD after nearly five years of fitful, sporadic attention to this issue. Once we recognized that a core, in and of itself, would not begin to resolve the general education issue, we immersed ourselves in several other areas

of activity. While I am certain that we had no guiding principles as we moved in these directions, I believe that some sound notions developed from our struggles.

Ownership and Commitment. We spent endless, or seemingly endless, hours in discussion of Skills for Living in committee meetings. The genesis of Skills for Living is critical: It was developed by a faculty group, revised by another faculty group, and circulated throughout our district to a staff of more than 2,000 employees on at least three occasions. To nobody's surprise, we found great overlap between our Skills for Living and countless other sets of general education goals. This is as it should be, but no other set of goals would have worked as well for us. The two principles that have emerged from these experiences are simple and familiar ones, and they are imperative in general or liberal education development or revision.

Principle 1. Each college must develop its own set of directions and goals. With the renewed interest in general and liberal education, it will be more tempting than ever to search for a set of promising goals to adopt. In our concern for efficiency and productivity in higher education, it seems wasteful to reinvent the wheel. But the fact of the matter is that a wheel that does not fit properly will cause its vehicle to lurch along rather awkwardly. College goals must be designed for a unique fit, despite their commonality with other such models.

Principle 2. Faculty and staff throughout the colleges must be allowed the time to become familiar with and ultimately committed to goals. This process cannot be hastened. It requires repeated, varying, and not necessarily systematic exposures to the goals. It requires infinite patience from those eager to press on and fight the good fight for general or liberal education. But without it, general and liberal education will remain in the attic of community college education. If, as Levine and Boyer (1981) say, common learning has been the spare-room in higher education, it has been relegated to a loftier, more obscure, more cluttered and even more frightening room assignment in the community college attic.

Community Support. Certainly one of the isolating characteristics of the community college is its community base. We pride ourselves on responsiveness to community needs, but we limit this responsiveness to technical or occupational program offerings or appropriate noncredit course offerings. We often involve the community in career program advisory committees; we rarely invite them in to discuss general and liberal education functions, despite our recognition of the critical roles that general and liberal education play in shaping society.

If community colleges are to fulfill their roles as comprehensive, community-based colleges, then their general and liberal education

goals and directions must have community affirmation. It was this affirmation that we sought and found through the community forum structure. We began this adventure with a forum of top district executives and Dallas County leaders. The group of sixty-four convened for a luncheon, seated at eight tables of eight. Each table had as its discussion topic one of the eight areas of the Skills for Living goals. We invited Ken Ashworth, Texas commissioner of higher education, to address the group. After we described our commitment to general and liberal education and our need for their critical review, the groups set to work with vigor and enthusiasm. Their suggestions were insightful, their support was nothing short of overwhelming. During Texas Community College Week, each of our seven colleges held a community forum for the leaders from its respective service area. With each iteration, Skills for Living became a stronger statement about what general education should be in the Dallas County Community College District. Before the forum series ended, nearly 500 community members and staff members had deliberated together over what constituted common learning. This deliberation was not an academic exercise. It promoted a new kind of involvement that our community welcomed.

Principle 3. The general or liberal education goals and programs of a community college must reflect its unique dimensions. Not only did the forums involve community members, they reinvolved faculty and staff who had become disengaged from the endeavor. Too often, general education not only is relegated to the college attic, but is the faculty stepchild. Community colleges have some advantages over senior institutions in this regard, for the traditional, professional identification with a discipline is not so firmly entrenched in the community college setting. But administrators can do little more than provide direction and support for general and liberal education, it will ultimately sink or swim with the faculty. And I do mean all faculty. High interest from liberal arts faculty alone will not carry the day, all faculty must be involved in general and liberal education.

Principle 4. General and liberal education must be faculty commitments if they are to be meaningful. This fourth principle will surprise no one. We are still very much in the process of building faculty commitment. I am confident that this process will be a never-ending one. There is a long way to go, but the signs are encouraging. General education may yet become a faculty issue in the DCCCD. It is imperative that it do so, for general education is, in no small measure, a state of mind which depends upon faculty models of behavior for its transmission and translation to students.

Institutional Priority. One of the major efforts of the Educational Outcomes Committee was the incorporation of the eight funda-

mental Skills for Living goals into our district goals. This effort grew out of our belief in a fifth and final principle:

Principle 5. General and liberal education goals must be internalized institutional priorities if they are to have significant effect. Certainly, the support of top leadership is fundamental to the general education effort, we have had such support from the outset. But it is crucial that these broad goals be incorporated into institutional planning structures if they are to be addressed not only through core courses, but through all credit courses and through student activities, noncredit offerings, cultural events, and the like. Skills for Living has become an integrating force for development of our own staff and our sense of institutional identity.

Current Status

Where are we now? Interdisciplinary faculty groups, such as the Committees for Common Learning, are developing plans to address the common learning needs of Dallas County Community College District students. These plans may include a core curriculum, but they are expected to go far beyond the core. The committees are building upon the Skills for Living goals, but they have found that these goals must be expanded. Basic skills, for example, may need to be added, as may other specific content areas.

Once a districtwide plan has been adopted, a period of training and development is anticipated. By the time the project is concluded, we will have spent nearly a decade in the discussion and debate that surround such curriculum reform. This decade of effort has taken place because we share Jack Arbolino's belief in the lasting value of college education: "It's so that, later on in life, when you knock on yourself, somebody answers."

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Two-year institutions are attracting increasing numbers of academically talented students. It behooves us at the two-year college to be sure that we have sufficiently challenging programs to meet the needs of this special population.

Miami-Dade Community College Emphasizes Excellence

Sharon Carter Thomas

The strength of Miami-Dade Community College's commitment to provide quality and equity in meeting the educational needs of the community is evidenced by the manner in which Miami-Dade recognizes, respects, and values the community's diversity. The college has sought creative ways to provide unique services and educational opportunities for increasingly diverse categories of people – the traditional student, the new student, the inadequately prepared student, the returning student, and others. Now the college seeks the challenge of serving the superior student more adequately.

The college has always attracted substantial numbers of high-ability, highly motivated students. It has always been apparent that among Miami-Dade students were many who could read and write with exceptional facility, who could think mathematically, who were skilled in technical areas, or who exuded creative talent and facility in the arts. Among these students are represented a multitude of interests, majors, backgrounds, hopes, and future plans. These students demonstrate the kind of creativity and responsibility that often surface in leadership positions in the professions, businesses, and the arts.

In recent years, Miami-Dade has had to contemplate the ques-

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tion "Are we doing all we should for our better students?" In responding to the question, we realized that, if they are to develop and ultimately achieve their optimal levels of excellence or to find and free their talents, excellent students need more rigorous challenges than those presented by the usual techniques of instruction. Miami-Dade College could not afford to fail the challenge of helping these students to fulfill their highest intellectual promise and to develop their capacities.

Miami-Dade is meeting the challenge through its newly established Emphasis on Excellence program. The Emphasis on Excellence program is an assertive, well-defined effort for initiating, preserving, and strengthening the mechanisms for a demanding, intense, and scholarly pursuit of excellence, both for high-quality students and for the college community at large. Establishing this program has helped the college dispel any notions that pursuing excellence is philosophically incongruent with the mission of the community college. Quite the contrary, the program has become a catalyst for the development of multiple kinds of excellence.

In developing the Emphasis on Excellence program, the college established some clear goals, structures, and parameters for providing high-quality educational experiences. The Emphasis on Excellence program defines these experiences in terms of type, rigor, content, and organization. The program communicates the college's ability to attract and serve superior students. Through the program, high-ability students are offered scholarships, honors classes, seminars with distinguished visiting professors, opportunities for program acceleration, cultural events, creative activities, and special services and recognition.

The Emphasis on Excellence program actually serves the college and the community in a number of mutually beneficial ways. Most important is the fact that the unique needs of superior students are being met. The program encourages local high school graduates to remain in the area for their higher education experiences, thereby enriching the life of the community. The program attracts and retains faculty committed to quality education. Because faculty and students require and meet demanding standards, the highest quality of education is assured, and thus serves the entire academic community.

Emphasis on Excellence Program

In its broadest meaning, the Emphasis on Excellence program consists of the set of approaches taken by Miami-Dade to meet the educational needs of its ablest and most highly motivated students. Any faculty member who spends extra time and effort responding to the interests, needs, or questions of an inquisitive student is promoting

excellence. The same can be said for the adviser who helps students select courses that will call forth their best efforts. On a more concrete level, the program includes the following:

1. Scholarships to superior students who are just entering the college.
2. Scholarships to students already at Miami-Dade who have achieved high academic goals.
3. A formalized college honors program.
4. A series of lectures and credited seminars by nationally known speakers.
5. A wide-ranging Creative Focus entertainment series to spotlight the performing arts.
6. A summer program for gifted and talented high school students.
7. Intensive language and cultural study in foreign countries.

Each of Miami-Dade's four campuses has an Emphasis on Excellence coordinator. The role of the campus coordinator is to facilitate the administration of the program on individual campuses. In addition to the administrative responsibilities associated with Emphasis on Excellence activities, the coordinators monitor the progress of scholarship recipients, serve as advisers for honors students, and provide assistance in transferring from Miami-Dade to upper-level colleges or universities.

High School Achievement Award. Recognition for outstanding performance in high school is given through scholarships covering matriculation fees for Dade County high school graduates who rank in the top 10 percent of their graduating class. These scholarships, known as High School Achievement Awards, provide approximately $1,200 to students who earn associate degrees at Miami-Dade. Since the college began this scholarship program in August 1979, over 1,500 Dade County high school graduates have enrolled at Miami-Dade as scholar's grant recipients.

By meeting certain requirements, these individuals continue to receive scholarships until completion of the Associate in Arts or Associate in Science degrees. The college provides special assistance to High School Achievement Award recipients by securing additional scholarship assistance at transfer institutions.

William L. McKnight Scholarships. One hundred students at Miami-Dade who demonstrate outstanding academic performance during their freshman year are recognized by receiving a William L. McKnight Scholarship from the college. This scholarship covers matriculation fees of $18 per credit for a maximum of forty credits during the sophomore year. The scholarships are distributed among the

four campuses in proportion to campus enrollment. The selection process for each year's recipients occurs during the spring term.

College Honors Program. At the foundation of the college's commitment to serve superior students is the development of its College Honors Program. The major goals of this program are to challenge, to stimulate, and to involve superior students who have high academic standards and ambitious career aspirations. The College Honors Program offers:

1. *An academic scholarship.* College Honors Program students are guaranteed academic scholarships covering in-state tuition.
2. *A faculty mentor.* College Honors Program students receive the personalized attention and expertise of a faculty member in their major areas of interest. The mentor assists with registration, classroom problems, and career preparation.
3. *Outstanding academic experiences.* College Honors Program students have the opportunity to pursue a rich variety of honors courses, interdisciplinary, and team-taught courses, seminars, and special projects. They are able to acquire a level of competence that will enable them to excel in the upper-division school or on the job.
4. *In-depth study.* With the guidance of honors faculty, mentors, and project directors, College Honors Program students are able to pursue individual honors explorations and complete capstone projects that utilize and develop the critical skills for success in their fields.
5. *College Honors Program graduation.* Special note is made of Colleg Honors Program graduate status on the transcript. Each honors course completed is noted on the transcript by the letter H.
6. *University transfer, transfer scholarship, and job placement.* Before graduation, College Honors Program students receive assistance in exploring university and job options. The Emphasis on Excellence Program students seek scholarships and placement in upper-division colleges or in jobs.

Graduation with Honors. Graduation with honors in four grade point categories is possible. Students awarded Associate in Arts or Associate in Science degrees are eligible for the following honor designations:

- Honors—requires a cumulative grade point average of 3.5–3.69
- Highest honors—requires a cumulative grade point average of 3.7 or higher

- Honors and distinction—requires a cumulative grade point average of 3.5–3.69 and at least fifteen credits earned in honors courses
- Highest honors and distinction—requires a cumulative grade point average of 3.7 or higher and at least fifteen credits earned in honors courses.

Honors graduates receive special recognition during graduation ceremonies, and the appropriate honors designation appears on transcripts and diplomas.

Program Acceleration. There are a number of opportunities that allow outstanding students to accelerate their academic programs. This enables students to complete Miami-Dade studies in less than the traditional two years. These time-saving opportunities include concurrent enrollment, whereby students in Dade County high schools can be admitted each term to take college credit courses, and early admission, whereby superior high school students may leave high school and be admitted as full-time Miami-Dade Community College students, after an intensive selection process and with parental, high school, and college approval.

Program acceleration may also be accomplished through the following testing program: (1) Advanced Placement Program (AP); College-Level Examination Program (CLEP)—students may be granted credit toward an associate degree at Miami-Dade, based on Miami-Dade-approved course equivalents; (3) departmental credit by examination; and (4) directed independent study (DIS).

Distinguished Visiting Professor Series. To provide students and faculty with the opportunity for communication and interaction with persons who have gained international reputations in their fields, Miami-Dade Community College offers a series of lectures and seminars by Distinguished Visiting Professors. The people invited to the college as Distinguished Visiting Professors represent a wide range of academic disciplines, occupations, and areas of special interest. Each appearance is structured to provide different kinds of personal contacts and learning experiences. Through exposure to people with demonstrated excellence in their fields, the college hopes to inspire students to excel in their studies and to encourage all participants in their quest for knowledge. As time and space permit, selected guests from local high schools, neighboring colleges and universities, and members of the community at large are invited to share these special learning experiences.

Edward Teller, one of the world's foremost nuclear physicists, and Luis Adolpho Siles Salinas, former president of the Republic of

Bolivia and chairman of the Human Rights Commission of the United Nations, were among the first to appear in this series. Teller visited the college in March 1979 and presented a week-long honors seminar providing an overview of the physical sciences. The interrelationships among mathematics, physics, astronomy, and chemistry were explored and discussed in the light of modern technological advances. Salinas visited the college in May 1979 to lead an open-forum panel discussion concerning the changes that have occurred in Latin America during the past twenty years. Since the start of the program, the college has engaged an impressive number of distinguished guests, including Edward Albee—playwright; Alfred Eisenstaedt—photographer; Robert Geddes, Edward Logue, Paolo Soleri, Jacquelin Robertson—architects; Alvin Poussaint—educator and psychiatrist; Luis A. Siles Salinas—former president of Bolivia; Edward Teller—nuclear physicist; Maya Angelou—playwright, novelist, and journalist; Lerone Bennett, Jr.—historian, novelist, and editor; Paul Ehrlich—population expert; Charles Silberman—political scientist and criminal justice expert, O. Carl Simonton—cancer researcher; Lendon H. Smith—nutritionist and learning-disabilities specialist; Michael Tilson Thomas—symphony conductor; Michael De Bakey—heart surgeon; and John Hope Franklin—historian.

Creative Focus. Special cultural events of interest to all students are coordinated through the college program known as Creative Focus. Each campus participates in a joint effort to provide learning experiences through art, music, theater, and public forums scheduled at Gusman Cultural Center in downtown Miami.

Creative Focus serves as the developmental, experimental, and educational vehicle for the performing arts at Miami-Dade Community College. Its primary role is that of advocacy of the arts through professional and college productions, classes, and community collaborations. It seeks to further enrich the cultural experience of the college's students and county residents by offering another source of quality entertainment in a rapidly growing downtown area.

In addition to Miami-Dade's faculty and student productions, nationally and internationally known performers are part of the Creative Focus program. Recitals, dance, comedy, and drama are part of the diverse cultural programs scheduled at Gusman Cultural Center.

Creative Focus has featured such presentations as "Salute to Hispanic Heritage"; Pat Carroll in "Gertrude Stein, Gertrude Stein, Gertrude Stein"; Renaissance Festival with Madrigal Singers, Joselovitz's "Hagar's Children"; "Don't Bother Me, I Can't Cope"; Mummenschanz, an international Swiss mime troupe, Maya Angelou reading

her poetry; an evening with Mozart; Coleman and Field's "See-Saw"; and master classes with Vinnette Carroll.

Over an eight-year period, the Lunchtime Lively Arts Series has brought world-renowned artists and performers to Miami. As one aspect of Creative Focus, the program continues to be successful in attracting students, faculty, government workers, senior citizens, shoppers, and international and seasonal visitors to spend their lunchtime in a cultural setting.

In addition to meeting the needs of its students and community, Creative Focus acts as supplement to the fine arts courses offered by the Dade County public schools. High school students and faculty are provided open admissions to performances. Development and support of special projects designed for talented high school students are integrated into the plan.

Creative Focus was devised to be an active, artistic forum at Gusman Cultural Center with quality productions, projects, and community outreach to provide an environment of learning and enjoyment.

Summer Program for the Gifted and Talented. Two hundred of Dade County's gifted and talented high school students will be chosen through a rigorous selection process to participate in a summer program for the gifted and talented to be conducted by the college. This program represents a commitment on the part of Governor Graham and the educators of Dade County to provide personalized advanced instruction for those young people who represent Florida's most promising future resources.

For six weeks during the summer, intense study opportunities will be offered in the areas of television, mathematics and physics, drama, music, journalism, creative writing, and computer science. Each applicant competes for selection in only one area, all students competing must be in tenth or eleventh grade.

The program is designed to provide high-quality, college-level instruction with a blend of theory and hands-on experience utilizing modern equipment and facilities. The summer program will culminate at Gusman Cultural Center with a presentation showcasing the progress and products of each student in the program.

Out-of-Country Study. Another opportunity for special learning experiences is available each year through various programs for out-of-country study sponsored by the college. Generally, the programs are offered during the summer term and provide three to nine semester credits for participants in courses such as foreign languages, humanities, social science, art, or music. The study of a language or a culture

in the native milieu provides a complete immersion experience with advantages for learning and practice beyond those found in the local classroom. In addition to the travel and study experiences while out of the country, students may be required to complete various reading and written assignments before or after the travel programs and to participate in orientation sessions. The following out-of-country study programs are usually available to students during the summer terms.

1. *Summer Term in France*—five weeks of residential study in Aix-en-Provence and one week in Paris. Students may earn a maximum of six credits from among courses offered in intermediate or advanced French, international relations, humanities, and modern language field trips and seminars. The seminar course emphasizes the life and culture of the country visited.

2. *Summer Study Program in Mexico*—four weeks of residential study, with students attending the University of Tlaxcala, and two weeks of travel to various Mexican cities. Students will earn six credits—three credits in conversational Spanish and three credits for a modern language field trip and seminar.

3. *European Odyssey*—a twenty-one-day tour with visits to music and art centers in England, France, Austria, and Italy. Students may earn up to six credits for courses in art or music appreciation or humanities.

4. *Summer Semester in Spain*—three or five and one half weeks of resident study at the University of Madrid, with two optional weekend excursions to other Spanish cities. Three-week participants may earn three credits in the modern language field trip course. Five-and-a-half-week participants may enroll for six to nine credits in Spanish, humanities, or social science courses.

5. *Summer Program in France*—five weeks of resident study in Avignon and one week in Paris. Participants may earn six credits from among various art courses or the modern language field trip course.

Conclusion

The college is proud of the continual evolution of the Emphasis on Excellence program. Each phase of its development shows the Miami-Dade commitment to providing services and opportunities for the students who are better prepared, more highly motivated, and more talented. The ultimate hope is that the Emphasis on Excellence program will help these students realize their potentialities and that they in turn will contribute to this society by becoming part of its leadership.

Sharon Carter Thomas is the former college coordinator of the Emphasis on Excellence program at Miami-Dade Community College.

Interdisciplinary courses are an important component of the academic experience, and the community college offers unique opportunities in which they may be utilized.

The Role of Interdisciplinary Courses at St. Louis Community College

Stephen M. Curtis

In recent years, interdisciplinary courses have become a vital part of the instructional process at the three campuses of St. Louis Community College. The Florissant Valley, Forest Park, and Meramec campuses offer a variety of programs, but throughout the college as a whole there has been a commitment to the larger and often more illuminating perspective that can be gained through an interdisciplinary approach. The interdisciplinary courses that have been taught at our institution have served to stimulate students, increase awareness of the connections that exist among different fields, and enable faculty to re-evaluate their own teaching techniques in light of the methods employed in other disciplines.

Teaching Strategies

A variety of teaching strategies can be seen in the courses that are offered within the college. At Forest Park, the humanities course is team-taught by three instructors. These instructors each represent a specific field—art, music, and philosophy, respectively—and two of the

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three deal with the segments on literature. The course is approached chronologically; each of the two-hour class periods treats related topics. An hour on impressionism in art will be followed by an hour on impressionism in music, for instance. An effort is made to relate appropriate topics to the students' immediate St. Louis environment. A discussion of architecture will include slides of particular examples to be found in St. Louis.

The Black Humanities course at Forest Park exhibits a different approach. This class is taught by a single instructor; guest lecturers may be invited to provide additional expertise. While the content here is rooted in the black experience, the methodology is similar to that of the general humanities course, except for the single-instructor format. Another course taught in this manner is Future Worlds. Politics and Society. It, too, utilizes one instructor—a political scientist—but draws on experts from other fields, such as philosophy and sociology, as well. The class is designed to introduce alternative approaches to the future and deals with a variety of political, economic, and ecological problems. Students must ultimately engage in technological, economic, political, and social forecasting, and must of necessity both distinguish between and also relate disciplines.

Interdisciplinary Studies Program

A very ambitious interdisciplinary project has been undertaken on the Meramec campus. Under a National Endowment for the Humanities (NEH) Pilot Grant awarded in April 1977, Meramec instituted an Interdisciplinary Studies program. The program seeks to stimulate student interest in the humanities through a set of courses supplemented by lectures, films, and roundtable discussions. The content and methodology of the courses are drawn from two or more academic disciplines, and the emphasis is on primary source materials. The program emanated from a small group of Meramec faculty members who wanted to give students a chance to study the humanities in an integrated fashion. Most of these classes are taught by a single instructor, but they make use of films or lectures that provide specialized expertise. The series of courses offered in the spring 1982 term provides examples of the kinds of offerings available in the program. Biomedical Ethics, German Culture in the Nazi Era, Humanities, Human Sexuality, Introduction to French Culture, Introduction to Latin American Civilization, Missouri Folklore, Sociology and Literature, The United States in the Twentieth Century: Women's History, and Women in Literature.

These classes are supplemented by a lecture/film/roundtable series, which can relate directly to given courses, but which also provides events of general interest for the campus and the community. As one example, a number of films were presented in conjunction with the Women's History class. These included "How We Got the Vote," an account of the struggle to win the vote for American women; "With Babes and Banners," a documentary dealing with the role of women in the 1937 sit-down strike at General Motors; and "Antonia," a biographical film depicting the life of the conductor Antonia Brico. A related roundtable discussion was entitled "Women at War with America: American Women in the 1940s."

For the Biomedical Ethics course, a number of relevant lectures and discussions were held. New Modes of Human Reproduction: Artificial Insemination and In Vitro Fertilization, Can Psychiatrists Predict Dangerousness in Patients?, Sickness and Sabotage: How the Health Care System Controls Women; and Human Experiments: The Price of Knowledge. These events are open to the public and provide citizens who would otherwise have no affiliation with the college an opportunity for intellectual stimulation and cultural enrichment. In addition, the lecture/film/roundtable series has drawn on the program faculty who may not be directly involved in the project as teachers of interdisciplinary courses. These faculty members have been invited to be guest lecturers or to participate on a discussion panel.

Another aspect of the Interdisciplinary Studies program has been a series of faculty workshops, most of which are designed to acquaint faculty with interdisciplinary teaching techniques. Some of the topics have included Oral History and Oral Testimony. Methods and Philosophy; Interpreting Historical Photographs; Historical Objects as Historical Sources; Research on Women's History and Local History in St. Louis; and American Studies, Interdisciplinary Studies, and the Two-Year College. In a more general way, the Interdisciplinary Studies program has provided an environment that encourages faculty to be innovative and allows them to view their own disciplines from a broader perspective. In short, it has served to stimulate faculty as well as students.

PLACE Program

At the Florissant Valley campus, staff members have developed an innovative program to meet the needs of adults who would like to enroll in a college-level program but whose schedules do not permit them to attend class several days or evenings each week. The Program

of Liberal Arts College Education (PLACE) is designed to offer a full liberal arts curriculum at times that will not conflict with work hours. The courses are divided into blocks of four classes each. Every block includes one weeknight course held once a week; one telecourse offered in conjunction with St. Louis's Public Broadcasting System station, KETC-TV; and two courses coordinated and team-taught on four weekends from Friday evening to Sunday afternoon throughout the semester. With few exceptions, students take the blocks intact. Administrative details for a particular block are handled at the initial weeknight class meeting. At that time assignments are made for the first weekend conference; students thus have a month in which to prepare for these conferences.

It is this last segment that involves an interdisciplinary experience and that requires a carefully integrated approach in a very concentrated time frame. In the spring 1982 term, three PLACE blocks were offered; each included an interdisciplinary pairing for the weekend sessions, such as:

1. Humanities, and Rapid Reading;
2. The Modern World, and European Literature After 1700;
3. American History After 1865, and American Literature After 1865.

Such pairings offer opportunities for innovative teaching methods. In a weekend setting, classes can travel to the St. Louis Art Museum, or be taken on a historical tour of St. Louis. Appropriate full-length films can be shown in class. In one combination, American History and Literature, the instructors chose Conflict in the Twentieth Century as their central topic. As the courses dealt with selected subtopics—war, for instance—the historical perspective was reinforced by appropriate readings, such as Heller's *Catch 22* and Hemingway's *The Sun Also Rises*. Thus, the students made constant and immediate connections between disciplines. The success of this program can be seen not only in a steady rise in enrollment, but also in the students' desire to find a complementary program at four-year institutions upon graduation from Florissant Valley.

National Endowment for the Humanities (NEH) Consultancy Grant

Two other interdisciplinary projects are under way at St. Louis Community College. In the first, an NEH Consultancy Grant has enabled a committee of Florissant Valley faculty to begin work on an interdisciplinary core course to be implemented at that college. The interdisciplinary approach is an attempt to revitalize what has become

a declining interest in traditional Western civilization and humanities courses. The principal consultant has completed his on-site visits to the Florissant Valley campus. Related workshops have also been held. The participating faculty have examined a variety of alternatives and are moving toward a team-taught integration of the Western civilization and humanities programs. The pilot course will be a six-hour class involving both lecture and discussion sections. Curriculum planning is currently under way.

International Studies Program

A final area of interdisciplinary interest is the International Studies program, inaugurated by St. Louis Community College in 1977. Administered by the Institute for Continuing Education, the program provides off-campus credit courses involving travel and field study of the life and cultures of foreign countries. Humanities in Europe was the offering for the summer 1982 term. The course included visits to London, Paris, Rome, and Florence. It introduced students to the art, architecture, history, and customs of the countries visited. It allowed students to experience first-hand each country's traditions and to learn about each country's significant contributions. The format included lectures prior to departure, during the trip, and on return to St. Louis. These activities provide for a shared experience that can lead to a broader understanding of the humanities, with the world serving as the classroom.

The interdisciplinary experiences at St. Louis Community College have been positive ones. Faculty and students are enthusiastic about many of the interdisciplinary projects and the administration has been supportive of many of these courses and programs. Not all interdisciplinary courses have been successful, but those that have been so have provided an innovative and challenging environment for students and staff alike. New interdisciplinary core courses are being considered; implementation of pilot projects is being planned.

Where Are We Headed?

The interdisciplinary experiences at St. Louis Community Colleges have been positive ones. As our efforts have proceeded, we have become more convinced of the potential of these projects and more aware of the considerations involved that require further refinement.

The college is presently seeking to integrate interdisciplinary courses and programs into a larger framework in a better-defined way. Our current liberal arts curriculum is being re-examined, with an eye

to providing a sounder and more relevant educational experience for our students.

As part of this re-examination, the role of interdisciplinary courses will be an important factor. A program such as Meramec's Interdisciplinary Studies program needs a clearly established relationship to the liberal arts curriculum and requires a thoughtful coherence among its own courses.

In terms of teaching strategies, we recognize the necessity for a close appraisal of the needs of interdisciplinary courses in order to determine whether team or single-faculty instruction is more appropriate. Along this line, we also see the need for more workshops in teaching techniques.

Finally, for a program like Florissant Valley's PLACE program, weekend courses require careful selection of faculty, these teachers must work in an intense academic environment and must be able to adapt to the special demands of that environment. These kinds of programmatic and administrative considerations are important to the success of interdisciplinary courses. Our faculty and students are enthusiastic about many of the interdisciplinary projects and the administration has been supportive of many of these courses and programs.

Not all interdisciplinary courses have been successful, but those that are provide an innovative and challenging environment for students and staff alike. New interdisciplinary core courses are being considered; implementation of pilot projects is planned. Interdisciplinary studies are alive and well in St. Louis.

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If we look at some of the key assumptions underlying mastery learning, we may be able to determine whether there are basic contradictions between the pedagogy and any assumptions of humanistic education.

The Art of Teaching Versus Teaching the Arts

Don Barshis

When he walked into my office, portfolio clutched like a lance at his side, I knew the City Colleges of Chicago's faculty development program was about to be tilted at once again.

"I have something I would like to share with you, Dean Barshis. You see, I've done some reading on your mastery learning and have prepared this little paper pointing out some of the major problems such theories of teaching have for us in the humanities."

I thanked him for his concerns, escorted him to the elevator, returned to my office, poured a stiff coffee, and began reading. Twenty minutes later, I began drafting a new version of my letter of resignation for filing in my next morning's tickler file. What the good professor of humanities had concocted was a venomous condemnation of mastery learning, culminating in the memorable sooth: "Therefore, mastery learning forces our students to abandon their individual values in favor of a regimented, fascistic notion of administrative truth, which ultimately deprives them of their freedom to be, to choose, and to appreciate." I was tempted to burn my Bloom and Block for such treachery, but returned to my resignation letter when I failed to find a single footnote reference in our humanist's attack.

After a fitful night's sleep, a good breakfast, and questionable

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judgment, I tore up my resignation letter and began to assess my colleague's arguments in light of where we had come with our mastery learning program at the City Colleges of Chicago (CCC), what I knew about faculty attitudes toward innovation and development efforts in general, and how I had organized our faculty development program to respect the integrity of both faculty and curriculum while furthering administration aims for improved teaching, especially in our general education core courses. I would have liked to dismiss our opposition as the frightened reaction of an incompetent suddenly threatened by administrative interference and possible accountability for semesters of poor retention; but in addition to being a cheap shot, such a dismissal would have been unfair: This fellow was not such a bad teacher, ranking in the upper end of the middle third of CCC's 1,300 full-time faculty. His degrees were from reputable schools; he was quite active in the faculty union and in several college and district committees. In short, he was representative of a certain type of faculty attitude toward mastery learning in particular and educational technology in general.

Variations of this critic's concerns had appeared throughout the inception and nine-year development of CCC's mastery learning project, one of the country's largest community college programs. For a number of reasons, the system's humanists had not been impressed. Although more than 400 faculty had taken one of the semester-long mastery learning workshops, no more than 25 were from the humanities. Of the 200 active users of mastery learning strategies in their classes, only 10 taught humanities survey courses, philosophy, art, or music. Yet among the 10 humanists using mastery learning, 2 serve as college coordinators for the program and three of the others are regarded by their peers and the administration as being among the very best teachers in the system. This leads to the interesting question of whether mastery learning is, indeed, compatible with the humanities. Can mastery learning do anything to enhance the quality of humanities instruction, or does it interfere?

If we look at some of the key assumptions underlying mastery learning, we may be able to determine whether there are basic contradictions between the pedagogy and the assumptions of humanistic education. In the event there are none, the question of why humanities instructors are indifferent or opposed to using mastery learning in their classes must still be answered. First, let us emphasize that mastery learning is not a specific teaching technique or collection of techniques. It is a theory about classroom teaching and learning that suggests that students' learning can be increased dramatically within the constraints of group instruction if the teaching they receive has certain functional characteristics, including:

1. The instructor's expectations about course outcomes are communicated clearly, openly, and comprehensively. Students need to know what they are expected to do, feel, and understand.

2. The instructor will design the course into units that provide for manageable learning and that allow the student to see interrelationships among content items and course objectives.

3. The learning units will be organized so that any prerequisites for new learning will be addressed before the learning takes place.

4. Instructors will systematically and regularly evaluate student progress during the term by using the stated objectives as criteria for evaluation. Students needing further instruction or practice will be provided with those opportunities to reach criteria levels constituting unit mastery.

5. A second evaluation will be given as needed to determine if initially deficient students can perform at criteria levels after completing their individual corrective prescriptions of additional instruction or practice. The evaluations must be essentially diagnostic and nonpunitive.

6. Students are graded only on ability to perform at criteria level on the stated objectives for the course. They will not be judged relative to the other students in the class.

The emphasis throughout these functional characteristics of mastery learning is on the conditions for learning, not on specific presentation techniques for course content. Mastery learning instructors systematically focus on creating a learning environment in which student mastery of course content is demonstrated by specific student performance on tests rooted in course objectives and content actually taught. Hypothetically, all students can succeed or achieve mastery in such an environment; in fact, many more students do achieve higher levels with greater personal satisfaction in their mastery learning classes than in comparable courses taught by conventional methods.

Our own CCC research shows that instructors who compared their mastery learning-based classes with control sections during the same semester got consistently higher achievement, retention, and student satisfaction in their mastery learning sections. Yet, reiteration of these findings is regularly greeted in some faculty quarters with indifference or charges of grade inflation, standards dilution, and the like. All of this points not to a basic conflict between pedagogical and humanistic goals, but to a different set of motives underpinning faculty opposition to professional consideration of a potentially useful instructional system.

Is mastery learning's emphasis on clear course objectives, norm-referenced grading, sequential learning units, and the other character-

istics of a highly structured system of teaching at the heart of opposition to mastery learning? So much humanities instruction is bound up with valuing (appreciation) and creating (invention). Since humanities instructors must judge and certify student competence in areas that do not lend themselves to precise measurement, it may be that they oppose mastery learning's rigorous practices in student evaluation. Yet these practices do not automatically translate into machine-scored, multiple-choice tests, as so many faculty critics love to argue. Multifaceted tests that assess all the appropriate higher mental processes, discussed by Bloom (1956), are just as appropriate in mastery learning-taught humanities courses as they are in mathematics, biology, or electronics. The course objectives library has several excellent examples of mastery learning materials in the humanities, complete with unit objectives, formative quizzes, essay-objective summative exams, and alternative correctives. Two CCC faculty members have even produced some excellent affective development objectives to aid their students in systematically approaching the problems of values development basic to so many humanities programs.

Mastery methodology itself is not inherently inimical to humanities instruction and evaluation, even though our humanities critic observed in his diatribe that "feedback and correctives—note the mechanistic jargon—are the kind of narrowly focused trial-and-error thinking more suited for the auto mechanics shop than for a class in world literature or the understanding of multiple levels of meaning in a Socratic dialogue." There is a clue in this comment that I will touch upon in a moment as we look at another possible explanation for our humanist's disaffection with mastery learning.

Mastery learning is a product of "school of education" thinking, and much of its publicity—both good and bad—has been connected to its use in American primary and secondary schools. No matter that between thirty and fifty million students worldwide, many in colleges and universities, receive their instruction through mastery learning-designed curricula; there is still a disdain on the part of "regular" graduate school types who teach in colleges for the work of their counterparts in education, especially if that work is applicable to common school environments.

CCC humanists are no exception. Most were hired more than ten years ago, with at least master's degrees from a liberal arts graduate program. Most have had no formal training in pedagogy, since teacher certification is not a condition for hire at the community college level in Illinois. The required in-service programs for untenured faculty receive good ratings from their current participants, but attract very little volunteer participation from senior faculty whose own in-service experi-

ence includes virtually no training in pedagogy. In short, CCC faculty, especially those trained in traditional liberal arts areas such as humanities, have rejected mastery learning and other educational technologies as a consequence of their own lack of experience in and professional devaluation of teacher training.

What are the underlying motives for this devaluation? Some amalgam of the many different explanations is probably closest to the truth. Most of the explanations contain the underwhelming conclusion, so favored by staff development literature, that faculty are resistant to change, especially change proposed by superiors or outside experts. Unfortunately, such insights bring us no closer to solutions than, in "psychobabble" terminology, that faculty must be given their chance at psychological ownership of a new idea. The elusive "how" is rarely pinned down to the point of usefulness by those of us facing faculty characterized by sole proprietorship thinking in matters of classroom management.

It appears that the humanities faculty's resistance to change is linked first to a kind of professional snobbery about the findings of teacher trainers that have applications in the common schools as well as colleges. We also need to look at other common explanations for resistance. Personal motives, such as faculty concerns about the value of teaching the liberal arts in community colleges to increasing numbers of ill-prepared students, also contribute to those defensive postures we interpret as resistance to change. Social motives, centering around a concern that society views teaching as a low-esteem job, a concern fed by the frequent media attacks on faculty effectiveness and by public indifference or hostility to teachers' quest for financial parity with the other professions, provoke faculty to react to administrative-sponsored improvement programs that suggest that teachers are not doing the job very well. Finally, political motives, reinforced by the attitude that administrators are something other than educator colleagues in the job of instruction—a view nurtured by system size, impersonality, and penchant for cost-effectiveness at any cost—lead teachers to distrust methods embraced by their administration, whether these methods work or not.

Another reason to oppose change is a teacher's sense of personal and professional frustration and sense of futility that comes from presenting traditional content in traditional ways to nontraditional students. Additional frustrations arise from trying to encourage these students to do the requisite reading and writing that demonstrates some kind of learning. The result, after blaming the administrators who let such students in and the students themselves for being so different, is to distrust and even fear an instructional technology that has as

its basic premise the notion that 90 percent of all students can achieve mastery of course content if it is presented in the right way.

Such an array of attitudes and beliefs poses quite a challenge to a curriculum design and staff development operation, particularly one charged with selling the idea of mastery learning as a major instructional improvement. Although we have had a number of years to work on developing our mastery learning program, our relative lack of success with the system's humanists has mandated a change in our approach, not only with this group but also with our general faculty population, which has remained fairly constant in numbers using mastery learning strategies.

We are moving into our new approach incrementally, with an eye toward the effectiveness of each step. The three principal areas that we have defined as needing special attention are (1) faculty perception of mastery learning as a comprehensive approach to teaching that addresses both cognitive and affective development for all students in the Chicago City Colleges, (2) the range of personal and professional incentives we might provide to faculty for work in curriculum development and the classroom use of mastery learning, and (3) the methods to assess the effectiveness of mastery learning use among our faculty, giving special attention to those exemplary users in humanities and other low-use areas.

The first step in our renewed effort to present mastery learning to the City Colleges faculty has been to change the image of mastery learning from a testing system concerned with student cognitive development, especially for remedial-level students, to that of a comprehensive instructional system that addresses the total development needs of students at every level of ability. This has been done by emphasizing in teaching improvement workshops the essential features of a total effective instruction approach—creating a supportive learning environment, providing frequent positive feedback, encouraging group participation, forming student support groups, as well as using mastery learning course structure. Mastery teachers are also encouraged to recognize student accomplishment and have even been provided with copies of recognition certificates to give to students who successfully master unit and course objectives.

We are currently designing a pilot study for systemwide application at all levels of our various programs in which we combine several elements of effective instructional practice with exemplary mastery learning–structured curricula. Faculty teams from the same discipline will use the curricula and practices in one class and compare their results with those of a control class taught in a conventional way. We are looking for significant improvement in student achievement and persis-

tence as well as in both student and teacher attitude. We must continue to attack our faculty's perception of mastery learning as a teacher-proof system of instruction, with all the attendant mechanistic implications that give faculty a reason for damning the entire enterprise. If faculty, especially those in the liberal arts who see themselves as defenders of academic freedom and the art of teaching, can be convinced that mastery learning is a systematic way to practice the teaching arts, we are confident that we will increase the ranks of dedicated mastery learning users with a corresponding improvement in teaching and learning effectiveness throughout CCC's academic programs.

Staff developers soon learn to overcome naivete about how to get people to try new ideas. The second step of renewed effort to improve the CCC mastery learning program is in the area of faculty incentives. We have for years offered semster-long mastery learning workshops that grant salary lane advancement credit as a substitute for graduate credit in one's field. This practice ensured healthy enrollments in the workshop during a time when there were larger numbers of untenured or less-senior faculty. But those days have passed and enrollment in the workshops has declined in the last years. We have continued with the practice of offering lane advancement in-service courses, but have decided to diversify our approach. Mastery learning is now a component of semester-long seminars in effective instruction, using learning support systems, authoring learning modules for our PLATO computer-supported instruction program, and the like. We have created specific curriculum development projects using a mastery learning approach for which we offer a stipend and solicit faculty applications. Plans have been made for mastery teacher recognition ceremonies and we have selected mastery learning faculty to represent the colleges at various conferences. In short, we recognize that some form of official acknowledgment or reward by the administration is still a strong motivating factor in building the kind of professional identity that will overcome the change-resisting motives mentioned earlier.

Finally, we are moving to improve our research effort to assess the effectiveness of mastery learning teaching in our urban community college setting. With the exception of the previously mentioned pilot study on effective teaching, our staff researchers are shifting their focus from classic experimental-control studies with individual teachers, because so few of our instructors wish to continue with conventional instruction in their control classes after experiencing good results in the first units of their mastery learning-taught classes. Instead, they are concentrating on particular research problems within mastery-taught classes and conducting serious studies. Of particular interest in the humanities and the liberal arts are problems of teaching the higher

mental processes, designing correctives that address different student learning styles, and developing learning-to-learn skills that will transfer both to subsequent and concurrent traditionally taught classes taken by the student. If we can actively involve our current mastery learning-using humanities faculty in a highly visible way in these interesting research efforts, we anticipate that they will serve as change agents who will involve their departmental colleagues who have all too few opportunities to participate in higher-level professional problem-solving activities.

Our intention in all these staff development efforts is not to dupe our faculty colleagues or to sell them some kind of bill of goods that is shoddy or ineffective. Mastery learning works, whether the setting is a common school reading classroom or a graduate seminar in Aristotle's *Topics*. We are trying to overcome resistance to this student-focused instructional system that transforms teachers from deliverers of content to managers of student learning. To accomplish this, we must work to find a common ground where administrators and faculty can suspend hostilities long enough to talk about those issues of mutual interest to educators—their common role. Staff developers have to be willing to start wherever is needed with faculty to open channels of communication grounded in respect for the other. Only when people are willing to listen to each other will wild allegations, misperceptions, fears, and distrust be corrected. And all of us, especially our students, will benefit.

Reference

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Humanists who want to work more closely with those in other disciplines must consider another point of view. We humanists have moved too slowly to enlarge our definition of a truly educated person.

Humanizing the Humanities

Dennis Peters

A short while ago, we at Shoreline Community College witnessed an extraordinary event—the arrival on campus of the world-famous Philadelphia String Quartet. They came not as performers but as permanent residents. Their arrival was filmed by a local television crew which only an hour before had recorded their ignominious departure from their previous home, the University of Washington. Perhaps unfairly cast as the villain, the university had dropped the quartet in a draconian slash of the budget. If the New York Yankees had decided to relocate in Tacoma, Washington, they would not have caused a greater stir than this recent acquisition. In the crowd to meet them were physicists and mathematicians, machinists, dental hygienists, a supply-side economist, and members of the humanities faculty. Everyone on campus regards the presence of the Philadelphia String Quartet as an incredible coup.

This good fortune comes on the heels of another event that took place a short time ago. Over half the faculty attended several performances by the College Chamber Choir of Johannes Brahms's "Liebeslieder Waltzes." The four-hand piano accompaniment was provided by a mathematician, who is the college president, and by a professor of speech. Both are extraordinarily talented amateur musicians.

Music, in fact, does seem to be a bond that brings together faculty from several disciplines. We have biologists and philosophers who

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play woodwinds, mathematicians who strum, and a forestry teacher who plays his handmade panpipes; clearly, we share a genuine respect for the place of music in our lives.

The climate created by these examples of versatility is a pleasant one in which to work. But it is not sufficient to conceal the fact that, like humanities divisions across the country, we have been toiling through hard times. The litany of woes is familiar: reduced state funding, declining enrollment in humanities classes, pressure from the state legislature to increase vocational training. As at any community college, the temptation prompts humanities departments to deplore the rise of vocationalism and to mourn the lamentable state of liberal arts. But in a state with an unemployment rate of almost 14 percent, few people will fault a college that proposes to train people for steady work. Nor should they. Humanities divisions will not increase sympathy for their cause if they defend it with arguments once employed by English universities to exclude the study of physics and chemistry.

If a mood of cooperation exists here between the divisions, it may derive both from decisions made at the foundation of the college and from some recent programs and projects. By 1979 it was clear that something had gone wrong with the health of the humanities division. Enrollments had been slipping since the early 1970s and even some imaginative new courses had not checked attrition.

This decline was doubly perplexing, coming so soon after the unprecedented popularity of humanities classes in the 1960s. At one point in 1968, we offered multiple courses in literature, music history, foreign languages, drama, and others. By 1974, we faced the specter of watching a college of 4,500 be hard pressed to offer one section of English and American literature. The same held true in other areas as well. Alarmists foresaw the end of the republic. Wise old heads smiled indulgently and calmly predicted that the wheel would turn inexorably on and one year soon, deliver back to us our devotees.

The chagrin of some humanists was harder to bear as they watched the business division come back from the grave. In the 1960s, even *Fortune* magazine recognized that captains of industry and commerce had become pariahs among college students. Ads of the time sighed, "Unfortunately, college students don't even dislike business. They just ignore it." Who could blame business divisions if they became smug as they watched the tide turn to the point that, if finances allowed, they could offer the number of business course sections and fill them all?

To a degree, the wise old heads were right about the fortunes of the humanities. The wounds once thought fatal have been stanched and some courses have grown modestly. English and American litera-

ture are staples. The history of civilization course fills two large sections, and drama and music survive, lean but healthy. Perhaps the wheel has simply turned.

More likely, it seems safe to suppose that a statewide program called Revitalizing the Humanities has had some influence. I will describe this important three-year project only briefly by saying that it originated with John Terrey, state director of community colleges. Working with Arthur Cohen of the Center for the Study of Community Colleges, they applied for and received from the National Endowment for the Humanities a grant of nearly $500,000 to stimulate a vigorous rethinking of the humanities throughout the system. The project's chief accomplishment was the support it offered to local initiative and the ability to build morale.

It may be too strong to say that the project was born out of a siege mentality, but some pretty strong forces had drawn up the battering rams. The economy of the state depends on the sales tax. In a recession, revenues fall off and programs begin to fall. Unable to agree on a compromise method of taxation, a badly divided legislature wearily reinstated the sales tax on food, and still the state coffers remained empty. In such an atmosphere, debates about core curricula are driven by expediency.

The entire community college system has lost millions of dollars and local campuses must wrangle over the little that remains. But the resultant tug for limited finances only aggravates some long standing stresses that exist between humanities faculty and those from other divisions. Not all faculty in other divisions are prepared to concede that humanities stood right at the core of the curriculum. And students, of course, continued to chafe under the prescribed requirements of liberal arts. Never having heard the notion of a liberal education, they not surprisingly find it hard to swallow. From their common sense view, any humanities requirement beyond writing and speaking skills seems an intrusion into the smooth, no-nonsense progress toward a solid job.

The community at large tends to think of community colleges as trade schools. Our own community, which is almost totally suburban, seems to hold this view. An even more dispiriting reality is that even to our closest neighbors we are literally and metaphorically invisible. An informal survey of the adjoining neighborhood disclosed that some long-time residents do not know we exist. Few have ever been on campus.

Although it is a painful subject, many faculty are learning that even though we have a good reputation in some quarters, where it counts we lack credibility. Among many local high school teachers and counselors, we are seen as a last resort. Bright students are steered away, toward state and private universities.

We can find many reasons for this lack of regard for community colleges. Yet there remains the nagging conviction that we in the humanities cannot escape some responsibility for our own decline.

At Shoreline just now we enjoy a growing, amicable feeling about the connection between humanities and other divisions. There is a shared conviction that in spite of all the issues that separate us we have one important thing in common—our students—whom we all want to become humanely educated and to be employed in meaningful work.

What follows are some of the steps we have taken to bring about that feeling and descriptions of some of the cooperative programs that have evolved in the last two years. Some of them can be replicated elsewhere, others may be too home-grown to travel well. What made them possible was a ruthless look at how the humanities measured up in the eyes of our colleagues. It is this relationship with colleagues that deserves elaboration.

To begin, those who read the description of the humanities division in the catalogue for the first time express surprise or amusement to discover that we embrace several programs which on other campuses are clearly vocational and segregated as such. From the beginning, Shoreline has tried to break down such logical, but potentially demoralizing, compartments. Food services, photography, printing, dietetics, fashion merchandising—these programs are an integral part of our division. Accordingly, vocational and academic faculty participate fully and equally in our curriculum committee. We all recognize how difficult licensing requirements make it for teachers of vocational programs to open up their curricula. They, in turn, understand the importance of a solid liberal arts education for every student. In fact, some of the strongest arguments for liberal arts requirements in technical programs have been voiced by directors of these programs.

But sharing among vocational and academic teachers extends beyond official meetings. This is so because of the unusual physical arrangements within our campus. Unless I had visited several other campuses, I might have discounted the damage to morale that results when colleagues are rigidly segregated and housed in widely separated buildings. At Shoreline we assign offices randomly so that neighbors come from different disciplines. I cannot overstate how this access to colleagues from other disciplines has allowed us to find a sense of shared values.

Still, when all these advantages have been described, there remains a residue of misunderstanding and resentment over the way some humanities teachers seem to regard themselves. Before describing some of the programs which have developed out of the revitalizing project, it is important to consider some of the things that the humanities

division learned about its image in the eyes of many of our colleagues The process by which we learned these things began two years ago.

In the autumn of 1980, several of us attended the first workshop in the state sponsored by the revitalizing project. Olympic College assembled faculty from all divisions. We were impressed by the degree of interdisciplinary participation. We also noted that faculty from science, business, and vocational programs had come much further in understanding humanities than we of the humanities faculty had in understanding the importance of the other disciplines. We were eager to organize such a program at our campus.

With a touch of megalomania, we believed that the entire faculty and staff would like to become involved in a frank discussion of the role of the liberal arts in a rounded education. We were not far wrong. With typical openness, the administration agreed to participate, as did most of the faculty from all disciplines. We also invited citizens from the community. We arranged for participants to earn up to three credits. The college president and the Association of Higher Education provided funds for a fine meal. The conference took place in an atmosphere of genial fellowship, but there were plenty of rough edges that came to light.

The small group discussions turned up a great reservoir of goodwill for the goals of the humanities. Those who earned credit for the seminar wrote proposals for integrating humanities into many of the other degree programs. Most deplored the fact that tightly controlled requirements frustrated attempts to offer humanities classes. Encouraging as this agreement seemed, it did not conceal an undercurrent of resentment against the humanities. On examination this resentment fell into several categories.

The first resentment expressed by nonhumanists was their perception that humanities teachers seemed to feel superior to their colleagues. Humanists acted as though they held all the keys to really essential learning. A mechanical drawing teacher showed me a striking example of this haughtiness. The opening chapter of a new book on Greece sneeringly repeated the old tag, "Greeks were famous for their brains, Romans for their drains." Meant to praise the philosophical genius of Greeks, it is a tired slur on the engineering genius of Romans who designed serviceable sewers and aqueducts. This attitude reflects the way in which too many humanists denigrate the importance of colleagues in technical programs.

In his book, *Connections*, James Burke pointed to the folly to which this arrogance has led. First to discover artifical dyes, the English failed to exploit the potential of this discovery because the classical educators who dominated the universities refused to allow the academy to

be contaminated by such practicality. This same scorn for the practical compelled Plato to exclude from the Academy students who presumed to build working models of theoretical discussions. I could repeat more examples and my nonhumanities colleagues have done so.

Of all the grievances nursed by scientists, business faculty, and others, none is quite so painful as the assumption by humanists that they are custodians of moral values. This position is often advanced with a self-righteousness that excludes other disciplines from the ethical realm. The humanities emphasize that the unexamined life is not worth living; scientists and social scientists often declare that their work is and must be value free. Instructors outside the humanities, however, rightly insist that they regularly discuss and inculcate moral awareness as an integral part of their classes. Cosmetology instructors, for example, tread most sensitively around the quest for ideal beauty. Here aesthetic judgments merge with the need for utmost subtlety and tact; this poses an ethical task as challenging as the specific skills of cutting hair or applying cosmetics. An oceanography instructor refused to approve a student for a three-month research cruise until he was convinced of the student's probity. If a student failed to take his assigned instrument readings at precisely the right times, the data of the entire voyage would be invalid. This care on the part of the instructor far transcends his teaching on how to calibrate instruments.

In many more programs, nursing, automotive repair, accounting, to name only a few, moral considerations have long been included by ethically punctilious instructors. No wonder they feel the injustice in being considered merely practitioners of technique. Imagine the chagrin of biologists and chemists who take ethical pride in the patient, rigorous pursuit of the scientific method.

Mention of the scientific method leads to the next point which tends to divide humanities teachers from colleagues—namely, the importance of precise measurements. Most technical programs, business programs, and all the sciences depend on specific measurements. Mistakes of infinitesimal dimensions can have devastating consequences; they cannot be tolerated. To those schooled in this stern responsibility, the mark of a mature person is the ability to make these measurements and the wisdom to know why they are necessary. In their eyes, the methods of humanities seem like sheer impressionism. Humanists content themselves with approximate statements, ballpark estimates. Humanists speak in billowy terms of human nature and thereby baffle social scientists who spend years crafting precise instruments to measure behavior. Humanists deal with issues which they claim must remain unresolved. They use words which sometimes pur-

posely do not convey precise meaning, perversely claiming to admire poetry whose purpose is actually to frustrate meaning.

Humanists can quickly retort that the curse of precision lies across the lives of its practitioners like a shadow. Worse, one can come to expect of human nature an equal precision, even in those areas which humanists have learned to treat as sacred mysteries. Precision is the enemy of mystery.

I mentioned the impatience that colleagues can feel when they encounter words that do not behave themselves. But around this issue of words even more anxiety hovers. The humanities depend largely upon words for their existence. Of course, art and music have their own languages. But literature, philosophy, history are words—all words—and there is a rock on which many hopes for interdisciplinary work have foundered. .

Without realizing it, some people have divided the world into two large categories. reality and words. To an economist, a machinist, a dentist, reality is largely material. Theoretical physicists; of course, often write like German poets, but the world remains malleable and ductile even if its basic structure is dancing energy. To a person proud of shaping, pulling, grinding, and improving the world, words can seem like insubstantial puffs or so much "hot air."

But hot air or not, everyone must use words, and nowhere do our colleagues become more vulnerable than through their use of language. Over and over, many of my colleagues admit that they feel awkward around English teachers, particularly when they must use formal language, spoken or written. This anxiety can be especially humiliating to one who has established eminence in another field. One of the nursing instructors who regularly assists at open heart surgery and who works with the terminally ill is taking a course in higher education at the university. Her inability to satisfy writing demands of the instructors has left her humiliated and shaken. Any effort to draw humanists and others together must face this feeling directly.

Humanists who want to work more closely with those in other disciplines must consider another point of view. When C. P. Snow (1963) delineated the two cultures, scientific and humanist, he pointed to the lamentable inability of scientists and humanists to understand even the rudiments of each others' disciplines. He argued that not to know the Second Law of Thermodynamics was as glaring a flaw in one's education as not to have read Balzac's *Cousine Bette*. Among my colleagues, I know more scientists and technicians who have read Balzac than humanists who have grappled with the Second Law. We humanists have moved too slowly to enlarge our definition of a truly educated person.

Humanists would do well to add another consideration about their colleagues. To take the example of scientists alone. Far from arrogantly desiring to control the world, they are more often moved by a sense of awe and majesty as they probe into the workings of the universe. In fact, they exhibit a healthy, humble approach to knowledge. Our physics teachers, for example, patiently explain to their classes that they will not be studying reality but instead a model, a picture of reality. It is a picture which is a human invention and it will change, perhaps drastically. Indeed, if it does not, the searchers will be deeply disappointed.

After rehearsing this catalogue of obstacles, it might seem that no common ground is possible. But on our campus that has not proven to be so. Personal contacts have made the exchange of ideas and information more common than it once was.

One of the first programs grew from a practice which had already been in existence, namely, of faculty giving guest lectures for colleagues. One of the mathematics instructors designed a lecture on the mathematical basis of music. An instructor from the machinist program visited a history of civilization course to describe his vocational odyssey from a career in anthropology to a fascination with stone tools. This encounter led him to recreate for himself some of humanity's progress in technology by building his own forge and working with a state-of-the-art computerized drill press. From this shared class, the two developed a lecture/demonstration on the history of tools, called whimsically, "Toil of Two Cities," contrasting the differences in technological progress in Athens and Alexandria. They also gave this lecture to enthusiastic audiences at the state prison.

Two volunteers agreed to systematize this program of guest lectures. Nearly everyone agreed that ideally we should design new interdisciplinary courses but that we should not hold back until that became possible. Since nearly a third of the faculty had offered to exchange lectures, the logistics of coordinating these exchanges have defied the resources of volunteers. It is difficult to adjudicate a balanced quid pro quo and some lectures have been much in demand while others languished. Still, the spirit of cooperation that emerged has remained high and led to other gains.

Some divisions have long had interdisciplinary courses; some have recently created such courses and others are being planned. Humanities and social science offer History of Civilization. The nursing and humanities divisions offer a team-taught class called Perspectives on Dying. Stimulated and funded by the Revitalizing the Humanities project, several interdisciplinary teams are, at this writing, completing the last stages of their projects: A professor of physics and a professor of

literature will be doing a class on Science and Human Values, the team from the Perspectives on Dying class has prepared a series of one-hour videotapes to be used in classes that want to incorporate short discussions on issues touching on death in our society.

Three years ago two humanities instructors organized a series of public lecture/discussions on the origin and development of the work ethic and its consequences in Western culture. They have transcribed and edited the recorded lectures and prepared a textbook for a new course on working. Sections of the book will also be used in some of the occupational classes. A sociologist has joined a biologist to create a series of lectures and readings on the implications of genetic intervention and on the future of sociobiology.

The projects are small but unmistakable signs that the faculty recognizes how closely related are the subjects they teach.

Humanities Advisory Council

Early in the Revitalizing the Humanities project, Arthur Cohen suggested that humanities divisions consider forming lay advisory councils modeled on the advisory councils that for years had guided occupational programs. No one quite knew how such a council might fit in with the college governance structure, but the idea seemed worth trying. Two years later, it still seems a worthy idea. Shoreline now has what, by all accounts, is one of the most productive advisory councils in the country.

The council began by suggestion of the division chair, but it was clear that unless it had the support of the entire division it would perish as just another level of administration. Two faculty members took the proposal to the divisional planning committee which thoroughly debated it and devised working guidelines. With the committee's approval the entire divisional faculty was urged to submit names of potential members. Fifteen names were to be selected from this list.

The actual function that the council was to perform raised considerable controversy. Some faculty believed that its purpose remained too vague and urged deferring the selection of members until there was a clearer statement of purpose. Others believed that the decline in humanities enrollments demanded bold new steps and urged the formation of a group with very loose guidelines. Pressure groups were on the minds of some who feared that noneducators might try to interfere with the selection of textbooks or to object to unpopular views. The debate about forming the council ended with the decision to select a council, invite it to help examine our offerings and our image with the community, and suggest practical steps to improve our image.

What kind of people did we invite to join? We wanted people who had a concern for the humanities but who did not necessarily work in humanities jobs. For instance, a bookstore owner comes to mind as someone very likely to be a strong advocate of humanities. But a foreman of a large construction company, a physician, or a football coach are equally attractive and credible members. We also wanted a council that was prepared to act decisively, so we selected some members with a reputation for determination, even brusqueness.

Nearly every person accepted our invitation. It was then that the faculty organizers decided to make the first meeting an important, even prestigious event. The administration provided funds for a dinner meeting to which the humanities faculty and secretaries, the college president and deans, and the state director of the community college system were invited. The message was clear. The community college system was, for the first time, inviting the public to aid directly in rebuilding the prestige of the humanities.

After the euphoric beginning, it was expected that such an enthusiastic group would immediately set about creating specific programs. Instead (and fortunately), the council insisted on learning the intricacies of the college governance. These energetic people, it seems, had a much higher respect for process and deliberation than we had supposed.

Some of the early councils in California and Florida had suggested that groups meet once or twice a year. Our council demanded twice-a-month meetings at which they listened to faculty members describe their dreams and frustrations. During this early period, we arranged a tour of the entire campus for the council. For a day they looked into the workings of the little theater, the media center, the music facility. They poked into recesses most of us had forgotten or never seen. At the conclusion, they expressed their delight at the professional quality of the programs and the dedication of the faculty and staff. Already the council had provided us with a benefit we had not anticipated. A group of talented, concerned community leaders had validated our work as professionals, and not in a perfunctory way. The uplift of our morale from this experience has continued, but modestly. Not all faculty members have met with the council but those who have are impressed by their meticulous knowledge and concern for the programs.

However, action comes slowly. As the months passed, some faculty and a few council members began to worry that no specific programs had yet emerged from the deliberations. No one doubted that the meetings had become exhilarating debates about the purpose of modern education. No fewer than forty specific proposals were dis-

cussed. But in every instance the council wanted to know how each project would mesh with college policy. They took great pains to reassure the faculty that they were not going to interfere with the college but that they would gladly support us to do our work more effectively and in the light of public awareness.

The measured pace of this deliberation took its toll on the council. Two frustrated members resigned. Another found it insufficiently deliberative and kept demanding that no action be taken until we had hammered out a master plan. Another member, a successful businessman, confided to me that he felt intimidated by so many widely educated people. He said he felt out of place with M.D.s who quoted Kierkegaard and construction foreman who wanted to know who had replaced Cicero in the curriculum and why.

At this point the division chair did a remarkable thing. He invited the council to take part in the division's self-study pursuant to the accreditation report. At every stage of the report, the council offered penetrating insights, suggesting greater precision here, less modesty there. The council believed that we should boldly declare that we were a first-rate institution. In the section on the future of the division, the council urged a strongly worded statement that we would broaden the definition of humanities to embrace traditions outside Western culture, that we make a special effort to reach out to the values embodied in scientific thought and method, and that we work harder to broaden our awareness of the role of women in history. In addition, they asked that we do more to overcome the distaste that humanists often harbor for the business community and to deal patiently with the scorn often shown by business for the humanities.

These early movements of the council have been described in some detail because it is likely that, where they have not occurred, the councils have failed. Members need to understand, debate, and contribute. Some, it must be confessed, need to sulk. But the debate of ideas is essential. One member joked that the process rather mimicked the generative prodigality of nature itself: To ensure that a few sea turtles survive, hundreds must perish in the beaks of sea birds. Those ideas that survive to become real programs have an excellent chance to flourish. We are justly proud of these programs, some examples of which follow.

Programs at Shoreline

Salons. One council member was dismayed to learn how seldom the faculty met informally and socially to discuss ideas. He could not believe that we did not spontaneously seek each other out to debate

important issues. He had found our company so stimulating he found it hard to believe that we did not find ourselves equally so. Out of this came the practice of gathering a small number of faculty from several disciplines, council members, and community members to discuss one or two issues in great depth. After a light dinner, the group discusses the designated issues. The results have been intellectually exhilarating and have led to greater insight and understanding between people who previously only knew of one another.

Symposia. The council wanted to sponsor a series of public lectures and debates of crucial issues in higher education. What emerged was a trial symposium which was so successful it has ensured the continuance of this type of activity. One of our members from Pacific Northwest Bell organized a panel of speakers from the business world to describe the importance of a humanistic education in getting a good job in a large corporation. Students and faculty attended in large numbers and lauded the presentation.

Newsletter. Some council members subscribe to professional journals. They often bring clippings to meetings describing issues of concern to the humanities. The articles are collected and later distributed to interested faculty members. As a result of this amassed and growing collection, we decided to publish stimulating excerpts in a newsletter together with comments and criticism from faculty. The newsletter is called *Everything Human.* It has been well received. Judging from requests from other colleges, we suspect that this newsletter reaches beyond Shoreline.

Library Donation. One of the council members is a physician whose passion is to humanize science and to educate humanists in science. He has given the library over one hundred special volumes to be used by science faculty and students The books are short (200 pages), authoritative (written by eminent scientists), and explain the essence of science. This council member has spoken to most of the science faculty who enthusiastically endorse his objectives and service. As one would expect, humanities faculty are now interested. The donor has just completed an annotated bibliography. Other colleges have requested copies of the list.

State Humanities Convention. One of our members served on the planning committee for the State Humanities Convention. From now on advisory committee members from all colleges will be an integral part of the Humanities Association and will participate in all conferences.

Guest Lectures. Several council members have visited other colleges urging indecisive departments to organize advisory councils. Their testimony has persuaded three colleges to do so.

Darwin Centennial. As the centennial of Charles Darwin's death approached this year, one of our members asked us what the college was planning for a commemoration. Nothing, it turned out. A retired biologist and historian of science went to the biology department and gently chided them for the oversight. She also volunteered to give a lecture on the importance of natural selection. The biologists here have long been noted for their broad interest in the humanities. With our council member, they designed an interdisciplinary symposium during which instructors from anthropology, geology, American literature, speech, and sociology explained the influence of natural selection in their respective disciplines. It was heavily attended and generously praised. Without our council member it would not have happened.

High School Outreach. We at Shoreline, or course, feel we offer quality education. Some in the community disagree. We have learned from our council that many high school teachers and counselors advise students not to attend community colleges. Too many high school students think of us as a last resort. Two of the council members have set out to reverse this trend. They think the college should concede that it bears some of the responsibility. Clearly, the college must become a visible and positive force in the high schools.

After surveying our efforts in public relations, a member announced with shock, "Do you realize that you do not even have a brochure to describe the humanities division?" We did not. In one afternoon she designed a handsome and effective brochure, which was printed and hand-delivered to counselors at neighboring high schools.

As a follow-up to that brochure, each of the departments in the division is preparing its own brochure. It seems a small matter, but this incident illustrates how a sympathetic outsider was able to point out an obvious flaw in our dealings with potential students and with the community we serve. This process of reaching out to the high schools is a high priority next year. We have arranged meetings between the principal of a local high school and our college president, the first such meeting to take place.

Reception for Authors. Six faculty members have written textbooks, an accomplishment for which they have never received any formal recognition from the college. Our council is hosting a reception for them in the autumn. (It will not be a small affair!)

Essay Contest. The council has raised two hundred dollars to offer as a prize for the best essay written by a faculty member, excludng humanities, on the relationship between humanities and that writer's discipline.

Conclusion

These few examples of the activities of the council illustrate that our members understand very clearly some things we need to hear. Even though we are a neighborhood college we are not a household word. We have rested on our laurels and been content to let the community discover us. Our council has helped us to understand that we can brighten our image with some hard work and imaginative outreach. We do not have to depend on an expensive public relations office to call attention to the excellence of our program.

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Many community college faculty do not view themselves as participants in a set of activities that extend beyond the isolated classroom. They may or may not be good teachers; the point here is that they accept no responsibility for the profession itself, in teaching or in their disciplines.

Professional Status and Community College Faculty: The Role of the Associations

Donald D. Schmeltekopf

Those who teach in community colleges have been notably inactive, by and large, in activities and organizations devoted to enhancing the professional status of faculty. By professional status, I mean primarily the attainment of those features of a profession which enable its members not only to be in control of the fundamental aspects of their work, but also to be accountable for the effects of that work. This situation holds true for most individual faculties and, in particular, with respect to their involvement in external professional associations. It is commonplace, in contrast, for community college faculty to be involved in employee organizations, groups – both internal and external – that serve primarily as instruments of power to secure the best possible terms and conditions of employment for their members.

As important as these organizations are, this chapter examines the questions surrounding community college faculty (especially arts and sciences faculty) and nonunion professional activity. Why has the level of participation in professional organizations been comparatively low among community college faculty? What have professional associations done to address the problems of community college faculty?

S. F. Turesky (Ed.). *Advancing the Liberal Arts.* New Directions for Community Colleges, no. 42. San Francisco: Jossey-Bass, June 1983.

What have been the consequences for the liberal arts and for the faculty as a result of the inadequate professional status of community college faculty? And what must professional associations, those that emerge specifically from community colleges, be and do in order to make a significant contribution to an enhanced professional status of their constituents?

The dimensions of the problem—that is, the lack of credible professional activity by community college faculty—should be understood. Two recognized authorities on community colleges, Cohen and Brawer (1972, p. 145), place the problem in the following context. "The goal of the professional association should be the development of the aware, self-directed, professional person—the individual who specializes in his area of professional competence, assesses the effects of his efforts, and engages in similar matters relating to true professional responsibility. These associations would set standards for their membership, identify the practices they alone can do best, provide and interpret data regarding the effects of their own efforts, reward their membership for truly professional activities, impose sanctions, and work toward building the professional image. Unfortunately, this type of professional leadership is rarely seen among [community] college instructors' groups."

Although these comments are made with campus faculty associations in mind, the assessment accurately reflects the situation in professional associations generally. Membership figures in such associations reveal the extent of the problem. For example, of the 12,000 current members of the American Historical Association, only 326 are from community colleges; the Community College Social Science Association, which has been existence since 1970, has a membership of only 1,100.

What accounts for this insufficient activity in professional associations on the part of community college faculty? One reason is that many community college faculty do not view themselves as participants in activities that extend beyond the classroom. Since it is not a condition of employment—or continuation of employment—that faculty engage in wider professional activities, many never bother to do so. They may or may not be good teachers; the point is that they accept no responsibility for the profession itself.

Another factor is connected to faculty promotion and advancement in community colleges. Although community colleges have paid lip service to competitive promotions, the norm for advancement tends to be length of service to the college and graduate work beyond the master's degree. Few substantive differentiations are made; the principle of equality dominates. There are no generally recognized criteria,

such as research and publications in the university, that can be applied to distinguish faculty member A from faculty member B in community colleges. Teaching effectiveness, a rather hackneyed notion, is usually advanced as the distinguishing criterion. The problem is that what constitutes teaching effectiveness is a matter of much dispute. To the extent, therefore, that faculty advancement is genuinely competitive in community colleges, it tends to be an institutionally idiosyncratic phenomenon. Given this overall situation and the ever-present factor of human inertia, it is not surprising that the American Historical Association has only 326 members from community colleges.

Moreover, there is a notable lack of administrative support within community colleges for serious, independent, professional activity on the part of faculty members. Professional work and achievement by faculty outside their own institutions is simply not recognized as important by many administrators. In addition, such activity is not supported in the budgets or with the resources of the institution, such as secretarial, telephone, and other ordinary administrative services. In the eyes of administrators, legitimate faculty development is too often limited to in-service days devoted to speeches about the mission of the community college, the latest teaching techniques, and other related programs imposed by administrators. Although there are important exceptions, most community colleges seem to create barriers rather than incentives to the development of the professional consciousness of their faculty.

These observations lead to a fourth reason for the absence of significant professional activity among community college faculty. The lack of appeal of the traditional discipline associations. While community college faculty have not been very interested in participating in the major discipline associations, these associations have been, until recently, even less interested in attracting such faculty. The basic reason for this has been the fact that these associations are dominated by individuals and activities that correspond to the culture of the university. Advancement in this context is dependent on contributions to the academic disciplines, not to teaching. Hence, the publications and the annual meetings of the discipline associations reflect a preponderance of theoretical problems and specialization in the disciplines. Added to this state of affairs is the pervasive pecking order that exists in higher education. A community college faculty member needs to be extraordinarily dedicated to the discipline and those associated with it to participate actively in the discipline association.

A final reason, and perhaps most important of all, for the insufficient professional involvement of community college faculty has to do with their lack of professional identity. What does it mean, from a pro-

fessional point of view, to be a faculty member in a community college? This is a particularly difficult question for community college faculty to answer because of the unprecedented nature of their task. They are part of the work of higher education, yet the university professor is not entirely an appropriate model. Few community college faculty are engaged in research for publication; few teach advanced courses; and the prevailing institutional organization of faculty in community colleges, by divisions rather than by disciplinary departments, blurs the disciplinary connections common to the university.

However, the community college faculty member is not merely a teacher of the thirteenth and fourteenth grades. He or she is being asked to be responsible for a set of educational goals far more complex than such teaching implies. Thus, although most community college faculty members are deeply concerned about professionalism, their natural ties are neither with the secondary school teacher organizations nor with the traditional discipline associations. To date, their most active affiliation has been with the local faculty organization or union. While such activity may provide short-term satisfaction—in the form of collective-bargaining victories, for example—it does not contribute significantly to the genuine professional identity that most community college faculty seek and that all should have. Such identity is dependent upon standards and responsibilities that those within the profession impose upon themselves. This result has not occurred, by and large, among those who teach in community colleges.

Most discipline associations were founded around the turn of the century: for example, the American Historical Association in 1884, the American Philosophical Association in 1900, the Modern Language Association in 1883, the American Sociological Association in 1905, and the American Psychological Association in 1892. All of the discipline associations had and continue to have similar purposes: to advance scholarship in the respective disciplines and to support the professional work of those in the disciplines. The standard activities of these groups are the publication of scholarly journals, the holding of annual meetings, and the recognition of members for works of original scholarship. Most of these organizations have, until recently, given only limited attention to teaching. The respected contributions of the profession are not of the spoken but of the written work.

The leadership of these traditional academic discipline associations is drawn from those high up in the profession, in other words, from those who have made significant scholarly contributions. Hence, to hold office in such as association is, in part, a form of recognition within the profession. Given these circumstances, community college faculty are rarely, if ever, involved in the leadership of these organizations.

There has been some question in the discipline associations as to how to include community college faculty. The American Sociological Association (ASA) until 1973 effectively excluded most community college faculty by making the Ph.D. the criterion of membership. (The ASA has since changed the requirement to the ABD [All But Dissertation] in the field.) While other discipline associations have had no such requirements, community college faculty who join them are, with few exceptions, only marginally involved and feel a sense of isolation.

However, most of the discipline associations have tried, over the past few years, to recruit more members from community colleges and to give attention to issues that concern them. Two approaches are being used to involve community college faculty. One approach is to sponsor activities related to teaching. For example, the American Philosophical Association is now conducting a series of philosophy-teaching workshops. Participants have included philosophy teachers from community colleges. The other approach is to include community college faculty in the association committee system. This approach not only involves community college faculty in professional association activities but also develops contacts that can help further the goals of the association as well as bring important resources to community colleges.

Two discipline-related organizations that have been particularly active in working with community college faculty are the National Council of Teachers of English (NCTE) and the College English Association. NCTE, founded in 1911, originated as a protest movement by some college and high school educators against the dominance by colleges of the public secondary school curriculum. Because of this mutual concern of the founders, NCTE, from its beginnings, has involved educators from colleges and schools, including elementary schools. As now constituted, NCTE is an umbrella organization composed of three sections: the elementary school, the secondary school, and the college. Within these sections are several constituent groups, one of which is the two-year college. Many English faculty in community colleges participate actively in the activities of the organization. For example, six regional conferences are held annually for teachers of English in two-year colleges. Another subgroup of NCTE is the Conference on College Composition and Communication (CCCC). CCCC has regular meetings drawing from two-year college faculty as well as from others. A common element of all NCTE activities is the concern for issues of the curriculum and of teaching (Hook, 1979).

The College English Association (CEA), founded in 1939, began as a splinter group of the Modern Language Association (MLA). The reaction in this case was against the research and scholarly orientation of the MLA. The leaders of CEA wanted to establish a profes-

sional organization that, while not shunning research, would give serious and regular attention to the concerns of the classroom teacher. In the past few years, CEA has made a concerted effort to attract faculty from community colleges. A committee on English in two-year colleges has been formed; several two-year college people hold positions in CEA, including membership on the board of directors, and faculty of community colleges participate regularly in the meeting programs of CEA. Indeed, community college faculty are sought for professional leadership in CEA in the area of teaching English in the first two years of college.

Another category of nonunion professional association—the kind that links institutions and educators from a variety of fields—has had virtually no appeal to community college faculty. Although specific numbers are not available, all such organizations—such as the American Council on Education, the American Association of Higher Education, and the Association of American Colleges—report minimal involvement in their activities by community college faculty. Even the American Association of Community and Junior Colleges (AACJC), which is the major association for the institutions themselves, has not involved faculty. Of the thirteen affiliated councils of AACJC, only one has its roots among faculty. The AACJC serves, as its councils and other activities reflect, as a link among administrators and between them and the field at large. To date, AACJC has not been inclined to assist community college faculty with the problems they face. One noteworthy exception to this was a recent program sponsored by AACJC and funded by the National Endowment for the Humanities on integrating the humanities and vocational education. The response of community college faculty to this program was strong in numbers and effect.

The most active of all professional associations in attracting community college faculty are those directed toward employee-related concerns: salary, job security, and conditions of employment. The American Federation of Teachers (AFT) and the National Education Association (NEA) are the leaders in this area among community college faculty. Of the 568,000 members of AFT, 58,700 are from colleges and universities, approximately 35 percent of which are from community colleges. Of the 1.6 million members of NEA, 21,462 are from two-year colleges. The American Association of University Professors has substantially less membership from community colleges than AFT and NEA. However, the membership of the community college faculty in this organization still far exceeds that in the discipline associations or any other professional groups to which community college faculty belong.

Organizations devoted to the bread-and-butter issues of the

profession are obviously important and have their place. Among their benefits are the resources they can bring to faculty as employees and the ability of the faculty to act in a unified capacity regarding matters of salary and the like. But such benefits do little for the professional status of faculty. As Cohen and Brawer (1972) explain, "the inducements of the true professional person are more likely to be in other spheres [than salary increases] – achievement, intrinsic quality of work, professional growth, and development, for example, with concomitant reward and recognition for their attainment. Money is nice, but it does not lead to professional status." What the mature profession needs, they go on to say, is its own internalized justification for its work.

Thus, in spite of the involvement of community college faculty in employee organizations and, to a much lesser extent, some traditional professional groups, the overall pattern reveals a history of substantial neglect by both the faculty and the associations of the elements that contribute to meaningful professional status. This failure has had its consequences for the liberal arts faculty of community colleges and the institutions they serve. One consequence is the current, widespread malaise among liberal arts faculty. Many teachers in community colleges feel that their work is not going well and that their careers are at a dead end. The problems they face – systematic course repetition, large numbers of inadequately prepared students, few meaningful rewards – are matched only by their sense of powerlessness to address these problems. Isolated in their classrooms, faculty in community college slog along from one semester to another. Neither the local campus nor the profession as a whole has provided sufficient standards by which faculty may assess what they do and be recognized for their achievements, indeed, to become renowned teachers and educators in their own right.

Another effect, in part, of the lack of professional status of community college faculty is the decline of the liberal arts. For example, when the tremendous increase in vocational and technical education occurred in community colleges in the 1970s, liberal arts faculty were without coherent and persuasive arguments for the importance of liberal arts subject matter in such programs. The professional consciousness of community college faculty nationwide was so low that hardly anyone noticed the long-range effects for the curriculum and students, the few who noticed did not have the standing and the means to be heard. As a result, the construction of career programs was in the hands of professional curriculum planners, technical experts, and industrial lay-advisory groups. Conspicuous by their absence were those who would make the argument that the best vocational/technical program was the one that was appropriately integrated with the liberal arts and had a well-conceived core curriculum.

One other important consequence of the inadequate professional status of community college faculty is their lack of authority over what is within their province to influence and control in their institutions. Other factors contribute to this phenomenon, such as the public school heritage of many community colleges, nevertheless, the fact remains that the identity, mission, and governance of these institutions is, by and large, a function of their administrations and boards.

Moreover, the traditional career movement in colleges and universities from faculty member, to dean, to president occurs far less frequently in community colleges than elsewhere in higher education. A dual-track system operates in community colleges. one for those whose careers are in administration and another for those who are faculty. Not only has this encouraged adversarial relations, it has restrained the natural and desirable movement between teaching and academic administration. Another feature of this situation is the fact that top administrators do not teach in community colleges, and that faculty who go into administration are viewed as suspect by their colleagues. A stronger and maturer professional status for faculty would surely contribute to making more of their members acceptable, indeed desirable, administrators and leaders, as well as help overcome the us-versus-them attitude.

Community college faculty view themselves as professionals. The problem is that they do not possess the essential characteristics of professional status as a group. Few, if any, of the recognized marks of professionalism hold in their situation: self-imposed standards of entry, self-policing, a recognized system of merit, a structure of autonomy. This is not to deny that individual faculty members may follow established professional ideals, but such individual efforts, though praiseworthy, are not enough. If community college faculty are to achieve professional status, there must be a nationwide effort on their part to interpret the distinctive features of their work and to establish the standards for those activities. Some models of the university and the discipline associations will be relevant; some will not be.

Since 1970 several professional associations founded by and designed explicitly for community college faculty have been established. These include the Community College Social Science Association and its offspring, the Eastern Community College Social Science Association; the Community College Journalism Association; the Community College Humanities Association, and several state and regional organizations in fields such as English, mathematics, and chemistry. There are also groups formed for vocational and technical educators, such as the Council on Occupational Education, but the constituencies of these tend to be administrators. What the founding of

all these organizations fundamentally indicates is the inappropriateness for community college faculty of much of what the traditional discipline associations offer and the desire to strengthen and be in control of their own work. Thus, community college faculty are taking steps, however haltingly, toward maturity.

The underlying assumption of this assessment of community college faculty, particularly those in the liberal arts, is that there is a direct connection between the professional status of a group and that group's capacity to establish standards for itself. Those standards must be self-imposed and have wide acceptance. Two premises are essential in this context. One is that while professionalism for the instructor is ultimately dependent on a high degree of personal accountability, the standards for that accountability are not the product of private, subjective states of mind. There are, after all, better and worse curriculum materials, teaching approaches, and the like, and there are better and worse uses of nonclassroom professional time.

The second premise is that since community colleges are a part of higher education, the standards relating to those institutions cannot be conceived in isolation from the larger educational community. To ignore the elements of professionalism in other sectors of higher education is not only a failure to take advantage of a rich resource but also a form of inverted arrogance. There is, after all, much that is worthy of emulation outside community colleges. As one community college leader said recently in simpler language, "If it's good enough for Dartmouth, it's good enough for community college."

Associations devoted to matters of the teaching profession in community colleges need to be actively encouraged and strengthened by all in a position to do so. Such efforts, properly conceived and vigorously supported, are critical for the achievement of professional status. These associations should emerge along two lines. One would be campus-situated, which should provide for matters such as the structure of academic governance, self-policing, definition of responsibilities, and the criteria of achievement. The American Association of University Professors has many valuable guidelines for use in this regard. The other kind of association that will aid in the achievement of professional status is the external group that effectively combines intellectual content and the discipline of teaching.

This chapter concludes with an examination of the conditions such groups must meet in order to contribute to the professional status of community college faculty. The most important of all demands for a professional association of community college faculty is credibility. It follows that if professional associations that focus on community college faculty are to make a genuine difference, these groups must be serious

about gaining the respect of those inside and outside their colleges. Every effort must be made to assure that the programs and activities of the association are of qualitative importance. In addition, respected individuals and institutions should be recruited for their support—personal, programmatic, and financial. And, certainly, the need for the professional group must be evident and compelling. Credibility will not be gained if the case for the professional association is either weak or is not made persuasively.

Beyond this general requirement are several specific ones. The foundation of any professional association of community college faculty in the liberal arts rests on the issues that link teacher, student, and knowledge. If such associations can effectively address these issues, they will meet a real need among community college faculty and will provide a framework for professional status. This role is also unique. Traditional professional associations have tended to focus either on the advancement of knowledge, hence connected with the university, or on the theory and practice of teaching, hence associated with the schools. Professional groups among community college faculty should provide for the active intermingling of these two concerns in the context of a student constituency that is extremely heterogeneous.

This means that professional associations of community college faculty must systematically concern themselves with a different set of questions than has been the case with traditional groups. Central among these questions are those having to do with the theoretical issues in teaching the liberal arts. What is the relationship between a particular discipline and the teaching of it? For instance: How is serious historical inquiry to be understood as an object of teaching? How does a teacher cultivate the critical abilities involved in historical study, such as the seeking of information, the proper use of evidence, and the assessment of interpretation? What should be the nature of liberal arts curricula, courses, and pedagogy? What is the place of the liberal arts in career and technical education? What special pedagogical problems are there for the liberal arts in this context? These questions strongly imply that the fundamental issues of teaching are always connected to a body of knowledge and to the learner. Discussion of classroom tactics certainly has its place in professional associations of community college faculty, but its place should be a minor one overall. The basic need is for faculty to see the framework for, and the criteria of, expertise in what they do.

Consequently, professional associations of faculty should also give careful attention to matters relating to teacher evaluation and to assessment of student learning. Standards for both of these issues should be items of regular discussion. Such discussions should focus

not only on the generally recognized questions and criteria but also on matters frequently overlooked by community college faculty. academic advisement of students, certification of faculty, faculty career development, and codes of professional ethics. If faculty associations deal with such issues responsibly, the professional status of community college faculty—along with their authority—will be significantly enhanced.

Another important requirement of professional associations among community college faculty is to provide the means to overcome professional isolation. Community college faculty, as noted and explained earlier in this chapter, are not on the whole active professionally. Their work tends to be confined within the walls of their classrooms. Associations, therefore, must help break down this isolation and bring the faculty member into a larger and more enriching context of professional relations.

There are several ways that associations can achieve this community: regular meetings, special workshops and conferences, publications, clearinghouses for information and professional contacts, and special committees are some of the obvious means. A less-practiced but equally obvious means is simply the opening of classroom doors to other professionals, particularly by those who are generally recognized as excellent teachers. Of the various means noted, however, publications constitute the most underused of all by community college faculty, yet they have great potential for the isolated teacher and for enhancing the professional status of community college faculty generally.

One of the damaging realities, from a professional point of view, of teaching in a community college is that faculty do not have to publish in order to be promoted, acquire tenure, or otherwise be recognized. Not only has this policy encouraged intellectual inertia, it has robbed community college faculty of credible contact with one another on a large scale and it has left outsiders unsure of the quality of what goes on in community colleges. I am not arguing here for publications based on the university model; that is appropriate, of course, for publications of discipline associations. Association publications of the sort I am suggesting should concern themselves primarily with the wide range of theoretical and practical issues of teaching, grounded in the disciplines, in a very complex student environment. Included among these issues should be information on and analysis of new data, research, and trends having to do with higher education generally and community colleges in particular. Such publications, if properly focused and of high quality, would contribute immensely to overcoming faculty isolation and to the encouragement of relevant professional standards.

A further condition of successful and appropriate professional associations of community college faculty is that such groups should

have their professional and intellectual orientation not in a particular discipline but in a set of disciplines that have historical ties and common, substantial themes. The great challenge today for liberal arts faculty in community colleges is to develop fundamental knowledge and intellectual competence in their students. What professional associations can do is provide a plausible context in which the investigation and discussion of core principles—whether in the humanities, physical sciences, or social and behavioral sciences—can occur. These elements of knowledge, although dependent to a great extent on the disciplines, are nevertheless not bound by them. What is being called for, then, are associations that promote well-founded generalists, individuals who can interpret essential knowledge from the perspective of their disciplines and in a scholarly manner.

This orientation, of course, corresponds to the realities of teaching in community colleges. Core curricula, general education, introductory disciplinary courses, interdisciplinary studies, and the like are the staple of what liberal arts faculty provide in those institutions. Associations of a cluster of related disciplines should be in a position to exert greater influence on the profession and in community colleges nationwide. These associations should not, however, try to usurp functions that properly belong to, and are being performed by, the discipline associations. Cooperation with them, not competition, is the goal and should be promoted in every possible way.

A final requirement of professional associations of community college faculty that merits discussion is the establishment of contacts with key individuals and institutions concerned with higher education. It may be regrettable that few community college faculty have reputations outside their own institutions sufficient for national leadership, but it is nevertheless a fact of life. As our own professional associations mature, this deficiency will be overcome. In the meantime, however, it is doubtful that any community college faculty professional group will make a genuine difference without the assistance of individuals who are not themselves community college faculty members: deans, presidents or chancellors, university faculty, other leaders in higher education, officers of funding institutions, and influential laypersons. These individuals must be recruited, not to take the lead in those tasks that are essentially our own, but to lend their valuable and established resources.

This is not simply political advice; it is important for the larger reason that community colleges and those groups connected with them will be ill-served if they undervalue the importance of their ties with others, especially those throughout the higher education community. Thus, while I strongly advocate professional associations specifically for community college faculty, these organizations should not be separatist-

oriented, rather, they should avail themselves of all appropriate links within higher education and, indeed, create new ones. To do otherwise is to imply the abandonment of the traditional collegiate function of community colleges and with it the conversion of these institutions into a way station of the socially less fortunate, including the faculty of these institutions.

There are, of course, other vital considerations for professional associations—strong leadership, widespread participation, financial resources, and the like—but these are not *sui generis*; they hold without saying for any organization. What this chapter has been concerned with is what is uniquely required for professional associations of community college faculty, particularly in the liberal arts and now these requirements, as attributes, might contribute to a heightened sense of professional status.

There are enormous barriers to the creation of a professional consciousness among community college faculty in the liberal arts. There is widespread demoralization among them, their habits are not conducive to serious professional activity, and many have fallen into early intellectual retirement. Yet, probably no group in higher education is more desirous of professional status than those who teach the liberal arts in community colleges. Most want greater autonomy and understand the need for more accountability than is presently the case. They also want meaningful recognition. There are important signs, such as the emergence of a few professional groups, that a significant number of community college faculty are prepared to accept responsibility for their futures as professionals. The overriding challenge for them and their cohorts is one of will—the commitment to be responsible for a profession that is worthy of their best efforts and that can bring honor to them and their work.

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There is broad consensus among educators and employers that employees need not only job skills but also the ability to read and write well, to relate well to other employees, to see the immediate job in context, and to understand the human enterprise.

National Efforts to Strengthen the Humanities

Roger Yarrington
Judith Jeffrey Howard

Today, one can point to a number of reasons for optimism regarding the future of the humanities at American community colleges. A decade ago, the prospects looked bleak. Enrollments were down and institutional priorities were elsewhere.

What happened? No list or history can be exhaustive. This account seeks only to describe some of the key actors and activities in the revitalization effort.

At heart, of course, the movement relies upon the energies, initiative, and resources of the citizens and faculty at this nation's community colleges. This, then complements the emergence and growth of community and community college concern for the health and vitality of the humanities.

From Research to Action

In the mid-1970s Cohen and Brawer presented a series of research reports (*Humanities in Two-Year Colleges*. . ., 1975-1978) indicating that study of the humanities in community colleges was in decline. A series of grants by the National Endowment for the Humanities

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(NEH) to the American Association of Community and Junior Colleges (AACJC), beginning in 1977, has helped to arrest and perhaps reverse that decline.

The Endowment's interest in community colleges was encouraged by a number of other factors, not the least of which was the strong voice of Leslie Koltai, chancellor of the Los Angeles Community College District, who served on the NEH Council from 1970 to 1976. Joe B. Rushing, chancellor of the Tarrant County Junior College District in Texas, followed Koltai on to the council and served from 1976 to 1982. The Endowment was intrigued by the responsiveness community colleges demonstrated to the NEH bicentennial program, American Issues Forum. Community colleges had demonstrated they could produce community forums on domestic issues, just as they had done in the past on foreign affairs, using the Great Decisions materials issued annually by the Foreign Policy Association.

The Endowment's leadership invigorated much of the effort. More than even the money, NEH's action clearly demonstrated the close and inseparable links between the mission of community colleges and that of the humanities: knowledge and study of history, languages, values, and culture were essential aspects of all Americans' education.

The Endowment played the kind of leadership function that the Congress envisioned for it through grants to the Center for the Study of Community Colleges, the National Humanities Faculty for consultant services to community colleges, some community colleges and state agencies, the Community College Humanities Association, and through major investments in programs at AACJC.

Let me simply enumerate six of the major projects undertaken by the American Association of Community and Junior Colleges with NEH's support.

1. In 1977 a roundtable directed by Roger Yarrington examined how to attract adult learners into humanities courses.

2. Beginning in 1977, a series of projects developed community forums around the Courses by Newspaper materials being produced by another NEH project at the University of California, San Diego. These AACJC projects, directed by Diane Eisenberg, followed up on the Endowment's bicentennial American Issues Forum program. The last in the AACJC-NEH series, a set of forums on Energy and the Way We Live, also received major support from the U.S. Department of Energy.

3. A study of how community colleges and local public libraries could cooperate in presenting humanities programs, completed in 1978, was done in cooperation with the American Library Association (ALA) and was conducted by Sandra Drake of AACJC and Mary Jo Lynch of ALA.

4. In 1979 AACJC sponsored a national assembly for which Roger Yarrington was the moderator. A series of background papers outlined the decline described by Cohen and Brawer (1980) and suggested a variety of approaches to turn the picture around. Recommendations formulated at the assembly were presented in the published report.

5. A project to strengthen the humanities in occupational curricula was begun in 1980. It was directed by Judith Jeffrey Howard and was based on recommendations from the 1979 assembly.

6. Two institutes were scheduled for the summer of 1982 to plan advanced leadership institutes by the AACJC Presidents Academy to examine how the humanities contribute to the qualities of leadership.

Increasing Awareness of Humanities

All of these programs have helped increase the awareness of the importance of the humanities and the various ways in which community colleges can use the humanities disciplines to strengthen curricula and community services. The AACJC Board of Directors (Yarrington, 1980) has adopted a statement on the humanities which reflects this awareness: "The AACJC seeks to underscore the importance of the humanities for all students and for all degree programs in community, technical, and junior colleges. It encourages the study and support of the humanities whether that study be in the traditional humanistic disciplines or in interdisciplinary instruction. Moreover, it urges the integration of the perspective of the humanities in all curricula whenever and wherever appropriate. The AACJC is committed to the idea that the practical demands of life – both private and public – are illuminated and made more valuable by the study of the humanities."

Additional paragraphs describe the humanities and their contributions. The Community College Humanities Association, now a council affiliated with AACJC, formulated the statement for consideration by the AACJC Board at the request of the board president.

The statement highlights the trends in society and in our colleges that encourage vocationalism in curricula. Preparation for work has become a major thrust of community colleges. More than 63 percent of our students are in occupational curricula. The statement emphasizes the place of the humanities in all programs of study, including occupational education.

AACJC's most recent NEH project directly addresses the need to strengthen the humanities in occupational education. It has been especially important because it has involved teams from institutions representing administration, humanities disciplines, and occupational

programs. It has provided services to help such teams formulate institutional plans for strengthening the humanities in occupational curricula.

Humanities in Occupational Curricula

Begun in July 1980, the Strengthening Humanities in Occupational Curricula project involved a series of five regional curriculum development workshops to help institutions integrate humanities and occupational programs. Colleges applied by submitting an assessment of their needs and proposing a three-member team to attend the workshops—a humanities faculty member, an occupational faculty member, and an administrator with responsibilities in academic policy making.

Applications were evaluated by AACJC and NEH staff, principally on the basis of college commitment, involvement with the issues, and the strength of the proposed team. The program was highly competitive: 430 institutions applied. Applications tended to fall into three categories: (1) institutions that had done extensive work in this area and had one or more programs in place (2) institutions that were in the midst of discussing and experimenting with curricular integration but had not yet implemented a successful program, and (3) institutions that were just beginning to explore the issues involved.

Evaluators decided that the first group probably did not need outside help and that the third group probably had not yet arrived at a point where a four-day workshop could be helpful. Thus, most accepted applications were from institutions that appeared to be wrestling with the issues in the early to middle stages. In the second grant year, a new category of applicant was eligible: Colleges with model programs that wanted help with plans to disseminate programs on a regional and national scale were accepted as participants. The project was also opened to other educational organizations or agencies and to consortia.

Workshops were held in Baltimore in November 1980, Los Angeles in February 1981, Memphis in March and April 1981, Philadelphia in November 1981, and in Los Angeles again in February 1982. Each workshop consisted of general sessions, presentations of model projects, and team-consultant meetings to devise a plan of action for curricular change at each institution.

General sessions covered a variety of common issues. The opening sessions dealt generally with the definition of the humanities and the presentation of the basic philosophy behind the workshops (Howard, 1981, p. 28): "The antithesis between a technical education and a liberal education is fallacious. There can be no adequate technical education which is not liberal, and no liberal education which is not technical: that is, no education which does not impart both technique

and intellectual vision." Subsequent general sessions included presentations on grant programs at NEH, particularly in the education division; sessions on institutional change, and panel discussions on issues like increasing cooperation and communication among humanities and occupational faculty.

Model presentations enabled participants to learn about humanities and occupational programs now in place. Presentations represented all types of institutions and a broad range of responses to the challenges of integrating curricula. Technical colleges and universities, junior colleges, community colleges, and four-year colleges were all included among the models. Varied solutions included specific humanities courses for designated occupational groups, such as literature for technicians; humanities modules for occupational courses, such as ethics for nursing students, courses or course sequences on topics such as technology and human values, and broad, interdisciplinary humanities courses designed to attract both transfer and occupational students.

With these models as reference points, each team worked with a consultant to draw up plans of action for their institution. Action plans established specific objectives and outlined steps to be taken toward these goals. While specific courses or modules sometimes constituted a team's final objective, joint humanities and occupational faculty activities needed as preliminaries to course development often formed the first focus of team efforts.

While all participants found the presentation and consulting phases of the workshops useful, many reported that the most stimulating and helpful aspect of the project was the opportunity to talk with participants from other institutions and with fellow team members in a setting removed from the distractions of familiar surroundings and conducive to concentrating on substantive issues.

This networking proved to be one of the most valuable project results. To extend this function further, in the second year the project published a newsletter titled *Thought and Action,* which was sent to all applicants and to the deans of occupational education and humanities in all two-year institutions, a circulation of over 3,400 copies. The newsletter reported on new workshops, on the progress of participant teams, on selected model projects, and on current news and opportunities for further funding in the humanities.

Other project publications and activities included a summary account of the first year, "Discussion, Debate, and Learning," which appeared in the September 1981 *Community and Junior College Journal* (Howard, 1981), papers presented at AACJC Convention forums in 1981 and 1982; and talks by the project director prepared for various councils of AACJC and for other audiences.

The Strengthening Humanities project had significant effects on participating institutions, on workshop staff, and on general ideas about intercurricular course development. Effects can be readily identified in the case of individual colleges. For example, Snow College in Ephraim, Utah, was represented at the 1981 Los Angeles workshop. The team returned to campus, worked with others to organize a faculty retreat, and began a discussion of major issues which engaged 60 percent of the faculty. The college received an NEH consultant grant and developed a team-taught course in business and English. Of more outstanding significance than the course, however, was the great increase in communication and cooperation among humanities and occupational faculty. College representatives felt that a meaningful beginning had been made and that the door was open for other innovative efforts.

Fifteen percent of workshop participants subsequently received NEH curriculum development grants. But project impact on funding for the humanities in two-year institutions reached beyond this group. Many applicants who could not be accepted due to limited project resources applied directly to NEH and received curriculum development assistance. In addition, the roster of individuals with two-year college experience available for grant application review panels and consultancies increased as a result of the project. Over fifteen community college people were added to the NEH National Board of Consultants in part as a result of their work with the project. All of these figures add up to a closer relationship between two-year colleges and national developments in humanities curriculum design and practice.

The project contributed to understanding of curricular change in a number of ways. Such change is a slow process. The need to establish a broad base of support, to keep the entire college community informed of work being done, to identify and foster support while avoiding or coopting opposition, all require a tremendous amount of time and energy, yet all are necessary to success. Clearly formulated objectives must be balanced by flexibility. At the same time, an extremely wide variety of models for combining humanities and occupational programs exists, models from all types of institutions, involving a full range of time commitments and staffing arrangements. People with successful programs are eager to share what they have learned, and others working at earlier stages can also help. Reaching out into the community, for example, through the formation of lay advisory boards holds the promise of more broadly based programs. Outside funding is still available and local as well as national organizations can be approached for assistance.

The final results of this project would ideally be not only courses

and modules, or even faculty development and institutional growth, but a better education for all students and a firmer basis for civic participation and lifelong learning.

Future Prospects for Humanities

Emphasis on integrating the study of the humanities into occupational curricula should continue as emphasis on vocationalism continues. Humanities must not be crowded out as curricula struggle to keep up with the requirements of technology. There is broad consensus among educators and employers that employees need not only job skills but also the ability to read and write well, to relate well to other employees, to see the immediate job in context, and to understand the human enterprise. More than half of the students that start college in America start in community colleges. More than 63 percent of all community college students are enrolled in occupational programs. Neither trend is likely to change soon. The need to continue strengthening the humanities in occupational programs in community colleges is evident.

Community college enrollments continue to grow. The *1982 Directory of Community, Junior, and Technical Colleges* (Yarrington, 1982, p. 19) presents this picture:

4.89 million credit enrollments, fall 1981
2.44 million additional credit enrollments in other semesters (estimated)
4.08 million noncredit enrollments
11.41 million persons total for the academic year

As community colleges continue to work closely with local business and industry on educational needs and as the tight economy leads persons of all ages to low-cost institutions close to home, enrollments will continue to grow. Agencies seeking to strengthen the humanities, especially those seeking to reach a broad cross section of local communities and to reach into the world of work, will continue to focus attention on community colleges.

Future efforts to strengthen the humanities in community colleges are likely to be institution-based. The Endowment and other agencies at work in this field are increasingly interested in working directly with community colleges. The institutions have demonstrated that they have the capacity to conduct first-class experiments and demonstration projects. Investments in these institutions are producing good results.

The future role of AACJC and other national associations in these efforts will be to convene and coordinate, when necessary, but most of all to facilitate communication among institutions on good practices and lessons learned. The Association's periodicals and convention forums are important mechanisms for transmitting information from institution to institution and from region to region. New and better methods for achieving such communications will undoubtably be created as additional investments are made in electronic technology by the institutions and by national organizations.

A primary focus for future efforts is certain to be in-service training for faculty. Community college teachers are experts in their disciplines and in teaching. What will be needed in the future are additional skills in using the mass media to reach beyond the campus to the community and skills in bringing the humanities to citizens and community groups in many settings. Community college teachers will need to see community education as an important aspect of their disciplines and will need to become expert organizers, producers, and users of new materials. They will need to master the technologies that now are new but that soon will be the standard way of transmitting information.

Being a good teacher in a good community college in the future will be an exciting opportunity for new adventures in the humanities, that will continue to be important in all curricula.

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A state director of a community college system examines the prospects for the humanities within the bureaucratic structure and concludes that leadership is needed to sustain the role of the humanities in the bureaucracy.

The Humanities Amidst the Bureaucratic Realities

John Terrey

The humanities, like virtually every aspect of life, reside in a set of bureaucracies. Whether we think of community colleges or four-year colleges and universities, public libraries, or historical societies, the quality and quantity of service must be understood within the complex context of institutions with myriad demands and, unfortunately, a restricted supply of money. It behooves each of us to examine some of the attributes and constraints imposed by structure, including bureaucratic structure, when considering the future.

We might consider the models used by business and industry and think of higher education as big business and of educational administrators, particularly college presidents, as chief executive officers. These images help clarify the ways in which change, matters of policy and values, and individuals interact within complex settings.

These bureaucratic settings are neither prejudiced against nor aggressively working in favor of higher education or the humanities. These are merely the systems by which a wealthy, diverse society can allocate relatively finite monies in a comparatively efficient and effective manner.

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As both a humanist and an administrator, I worry that the humanities and those that speak on their behalf too often fail to apply or even consider the tests of bureaucratic persuasion. I speak as one who has been in both the high school and college classroom and who has served on and chaired the state of Washington's humanities committee. Presently, I work for a board made up of seven citizens appointed by the governor. This board oversees the twenty-seven community colleges in the state of Washington. The system serves 20,000 students and employs 7,778 full- and part-time faculty members. There are 322 full-time faculty positions in the humanities.

In addition to my position as executive director of the State Board for Community College Education, I am directing a three-year grant from the National Endowment for the Humanities. The purpose of the grant is to revitalize the humanities in the two-year colleges in Washington State. It is hoped that the project will provide a model for other states.

My experience has caused me to develop a deep concern for the humanities, especially about the future of our nation if we do not preserve and nurture an understanding and appreciation for the humanities. The late Archibald MacLeish (1981, p. 152) in his essay, "Humanism and the Belief in Man" captures much of my concern:

> It is necessary to believe in man, not only as the Christians believe in man, out of pity, or as the democrats believe in man, out of loyalty, but also as the Greeks believed in man, out of pride.
>
> The same thing is true of the question of education. If education were informed with a belief in the dignity and worth of man; if the purpose of education were an understanding not only of the weaknesses of man and the sicknesses of man and the failure of man but of the essential nobility of man also, of his "characteristic perfection," men would be able again to occupy their lives and to live in the world as the Greeks lived in it, free of the bewilderment and frustration which has sent this generation, like the Gadarene swine, squealing and stumbling and drunk with the longing for immolation, to hurl themselves into the abysses of the sea.

I have little doubt that what I say accurately captures the state of all higher education, but my concern and experience is with the two-year colleges. Moreover, these institutions continue to demonstrate

their promise. Nowhere except in our public schools are the values of opportunity, achievement, and individual worth more embodied than in this nation's community colleges.

Visions and inspiration were essential parts of the creation of the community college. In the state of Washington, the Community College Act of 1967 declared that the colleges are to provide an open door for every citizen. It is natural for the vision to become absorbed in rules and structure. The challenge is to pursue the bureaucratic work necessary to fulfill the vision without losing sight of the vision itself. In examining the challenge, a question arises: Is there a place in the higher education bureaucratic organizations for the humanities? The answer must be yes.

Higher Education Is a Big Business

According to the National Center for Education Statistics (1982), there are 1,981 four-year institutions and 1,289 community and junior colleges in the United States. In 1980 a total of 12.1 million people were enrolled in higher education. Expenditures in 1980 were $57 billion. This is big business.

In addition, virtually every state has a statewide board to direct or coordinate higher education. In both the public and private sectors, the impact of government decisions is profound, especially in the area of student financial aid.

There are many decisions being made at the federal and state government level, at the state agency level, and at the governing board level in each institution. The decisions being made are growing out of a value system. It is essential that the humanities are included in these decisions because higher education is a very human activity.

At the campus level, the principal architect of the decision-making process is the president. Many presidents, certainly those at the community college level, perceive themselves as managers or as chief executive officers. These terms are compatible with the bureaucracy. It seems incongruous to even imagine the great university presidents of yesteryear—Nicholas Murray Butler, Charles Eliot, William Rainey Harper, Henry Tappan, David Starr Jordan, and so on—as managers. They were great and effective leaders who changed and shaped modern higher education. Nevertheless, this is a new age, and the new age must take on a new structure. If higher education is to be effective in its service to students and communities, management must find a way to incorporate the humanities within the organization.

As an activity within our project, a short statement was pre-

pared on the mission of the humanities. Two paragraphs from that draft statement (*Humanities and the Art of Being,* 1982) point out what we would like to see the humanities contribute to any organization.

> The humanities teach us to be open, to feel and to act, as well as to question, analyze, and evaluate. They first help us to develop a base of knowledge to form opinions and to assign values, and they then encourage us to move beyond feeling, inquiry, and reflection to action and creation based upon what we know and value. The humanities also shower our lives with beauty. How human can we be without an aesthetic appreciation for both nature and for the works of human beings? Without aesthetic experiences, the shine disappears from the eyes and the joy from the heart.
>
> By helping us develop patterns of logical thought as well as creative, intuitive faculties, the humanities can also help us to become better data processors, mechanics, or lawyers—those who can apply what they have learned in new ways to fit situations not specifically covered by their training. Such workers are more likely to be able to move up the career ladder or, if necessary or desirable, change jobs more easily. In a society in which the nature of work and knowledge is constantly changing, learning how to go beyond specific knowledge, how to think, adapt, and create is the most important job skill of all.

But the humanities are not a panacea. The humanities will not do all the things mentioned in the mission statement above. They can do them.

In fairness, a word needs to be said in support of the bureaucratic structure in higher education. As a large organization, higher education needs structure. The bureaucratic model is available. The collegial or community of scholars model is often discussed but seldom utilized. There is also the political model, which is developing slowly. The bureaucratic model is hierarchical in structure, conflict is viewed as abnormal and sanctions are established to control conflict. It is formal and rational, and it places emphasis on execution.

Herbert Stroup (1966) converts Max Weber's model to eight characteristics that can be applied to higher education institutions. They are:

1. Competence is the criterion used for appointments.
2. Officials are appointed, not elected.

3. Salaries are fixed and paid directly by the organization, rather than determined in free-fee style.
4. Rank is recognized and respected.
5. The career is exclusive; no other work is done.
6. The style of life is centered around the organization.
7. Security is present in a tenure system.
8. Personal and organizational property are separated.

It is unfair to contend that the bureaucracy is incompatible with the goals of the humanities. Its emphasis on structure tends to make structure an end rather than a means.

Principles and Problems of Managing Community Colleges

The questions of management that arise when discussing community colleges, much like all other institutions of learning, must be approached with two sets of concerns in mind. those matters relating to the efficient utilization of resources and those matters relating to the effective achievement of purposes. From the perspective of the humanities, institutions of learning have an advantage over corporate institutions.

While both types of institutions need to be concerned about efficiency and effectiveness, the primacy is different. For the corporation, efficiency needs to be the higher priority. It there isn't a profit, the corporation will not continue to exist for long. Effectiveness is the secondary concern. In higher education, which is a service organization, the primary emphasis must be placed on effectiveness. A college must be effective if it is to survive to be efficient. Therefore, each type of organization needs to be examined and judged on its own grounds.

Drucker (1974) points out that enterprises, including community colleges, are organs to serve society. They are not organs to serve themselves. They have a set of purposes and were brought into being to serve those purposes. The purposes relate to the needs of society, community, and the individual. This is clear in the name—community college. Higher education institutions are not ends in themselves, they are means to ends.

The higher education structure, including its bureaucratic component, has a purpose predicated on a set of values. If the values are not a part of the management, the institution is doomed. Drucker (1974) declares, "Management divorced from the institution it serves is not management." He then adds. "What people mean by bureaucracy, and rightly condemn, is a management that has come to misconceive itself as an end and the institution as a means. This is the degenerative

disease to which managements are prone, and especially those managements that do not stand under the discipline of the market test. To prevent this disease, to arrest it, and, if possible, to cure it, must be a first purpose of any effective manager" (p. 39).

What Drucker is reminding us about is that we err if we forget that complex institutions are at root a mix of individuals, rules, and values. There is much that appears impersonal, distant, and mechanical, but the tests of the bureaucracy must always be traced back to its service. The spirit that gives life to an institution or an organization resides in individuals, especially those individuals who carry the burden of leadership. Leadership is made up of a sense of purpose, an awareness of tradition, a sense of values, a perspective on those humans who share the world, and a call to action. Most of all, leaders need to be in concert with William James' conclusion that we live in an unfinished universe.

Within the relationship between the leader and the institution are the seeds of success or failure. A purpose brought the institution into existence and a purpose will sustain it, if it is to be sustained. That is why Drucker continually raises two basic questions throughout his writings: What is our business and what should it be? These questions denote purpose and change. In education, the purpose is philosophical. How do the institution and its leaders view the human being? The community college has come to be equated with opportunity and with access to educational opportunity.

A Sense of Purpose Reclaimed

Theodore H. White (1978), following years of reporting at home and abroad, concluded that "America was that unique country whose political faith could be summed up as Opportunity" (p. 527). He went on to elaborate that "Opportunity was what set American history off from the history of all other lands. The frontier had been Opportunity. The American school system was Opportunity. The enterprise system was Opportunity." White added a second tenet—a belief in heroes who, through action, translated Opportunity into reality: "An American hero was to be remembered not as other heroes, for his conquests, but for the degree by which he enlarged Opportunity."

White has said nothing that is new, but, with his keen reporter's eye, he captured the essence of Thomas Jefferson and Abraham Lincoln. Jefferson, in his Declaration, stated that all men are created equal—equal in opportunity and equal before the law. This belief also carried over to his lifelong efforts on behalf of education, which he saw as the foundation for democracy. His efforts on behalf of educational

opportunity date back to 1779 when, at the age of thirty-six, he introduced in the Assembly "A Bill for the More General Diffusion of Knowledge." Following a long lifetime of public service, he returned to his native Virginia where his remaining years were devoted to the founding of the University of Virginia.

Lincoln, according to White, was the greatest of the saints in the American faith of opportunity. He not only freed the slaves, but he opened land to moneyless homesteaders and provided land grants for colleges, thereby opening opportunity to thousands of youngsters.

When the acts to extend opportunity are distilled, the basic element is a faith in people. John W. Gardner (1978) stressed the importance of values when institutions and people are joined. "Where human societies exist, value systems exist. In their deeper workings, values are among the binding elements that hold society together" (p. 24). The *Random House Dictionary of the English Language* defines the word *values* from a sociological perspective as "the ideals, customs, institutions, and so on, of a society toward which the people of the group have an effective regard."

Gardner continued (1978), "We value the dignity and worth of each person, without regard to wealth, status, race, or sex. Human worth should be assessed only in terms of those qualities that are within the reach of every human being. In moral and spiritual terms, in final matters of life and death, each person is equally worthy of our care and concern; and we seek for each person equality before the law and equality of opportunity" (p. 31).

Educational institutions have been developed to provide equality of opportunity. There is no way that all humans can be made equally intelligent any more than they can be made equally tall or equally good or equally happy. To utilize the power of the educational institution is to assist each person to fulfill his potential to the fullest extent possible. Norman Cousins (1981) reminds us that "human potentiality is the least understood and most squandered resource on earth." He relates his reminder to education and learning. "Second only to freedom, learning is the most precious option on earth. It enables us not just to survey experience but to preside over it. It elevates existence, in Whitehead's celebrated phrase, to an 'adventure of ideas'" (p. 21).

Higher education will have managers. It is hoped that those managers will be leaders. If they are, they will develop a sense of mission and purpose. If that sense is to have direction, it must be carried two more steps. The first step is to see that higher education assumes its social responsibilities and that, through its sense of social responsibilities, it has a social impact. Higher education is no longer, and community college education never could be, viewed as an enclave isolating

students from society. Community colleges are by definition and mission rooted in communities for the mutual benefit of both. If a college has no social impact, it has no reason for being.

Let us openly discuss, not fear, the presence of conflicting values. Knowledge without values is available in the almanac. With values, the relationship between the good life—the examined life—and the good society can be realized through education. Cousins (1981) recognized the importance of this relationship when he wrote that "education can help us to move out beyond the narrow and calcifying confines of the ego so that we can identify ourselves sympathetically—no, that word is not strong enough—identify ourselves compassionately with the mainstream of humanity" (p. 34).

Higher education is shaped in part by society while at the same time working to shape society. The instrument of this shaping is values—the values of society and the values of the institution. Bowen (1982) uses the metaphor of the computer to illustrate the interaction between society and institutions. The outputs of the institutions are only as good as the values that are fed into them.

Leading by Providing Encouragement

The second step in fulfilling the mission and purpose, which is the responsibility of leadership, is worker achievement. In higher education, worker achievement is principally realized through the faculty. Every aspect of work related to the institution is important, but when the twin questions—what is our business and what should it be?—are asked, the faculty become the central force. The business of the community college is to provide services to those students who need them and who can benefit from them. Organizing work involves enrolling students, providing facilities, and acquiring support services. Beyond these logical and sequential tasks is another step that is more complicated and more significant: making work suitable for human beings.

A popular working definition of management is that management obtains results through other people. The use of the term *people* implies the "consideration of the human resource as human beings and not as things, and as having—unlike any other resource—personality, citizenship, control over whether they work, how much, and how well, and thus requiring responsibility, motivation, participation, satisfaction, incentives and rewards, leadership, status, and function" (Drucker, 1974, p. 41). Seen in this light, management-faculty relations are human relations.

Human relations have a very obvious economic component. Economics are a constraint on any enterprise, higher education cannot

escape this truism. Productivity objectives provide direction in the pursuit of mission and purpose. Productivity measurements are essential to evaluation. In his popular book, *Theory Z*, Ouchi (1981) declares that productivity and trust go hand in hand. His work examines the Japanese challenge to American management. Theory Z follows Theory X and Theory Y developed by McGregor in his book, *The Human Side of Enterprise,* published in 1960. Ouchi's Theory Z approach suggests "that involved workers are the key to increased productivity" (1981, p. 4-5). For a multitude of reasons, higher education must reexamine the issue of productivity in terms of output and in terms of the quality of the output. How well is the college providing the services the student needs? The success of this activity will be found in the application of the humanities in the workplace. No one not versed in the humanities can be an effective leader in this venture.

In his book, *The Future Executive,* Cleveland (1972) observed the changes going on and concluded that "accelerating growth in the size and complexity of organization systems seems destined to move the whole spectrum away from the more formal, hierarchical, order-giving way of doing business and toward the more informal, fluid workways of bargaining, brokerage, advice, and consent" (p. 47). Under these circumstances, Cleveland concluded that the future executive will need a new and different set of attitudes and aptitudes befitting the leadership of equals within complex structures. Future executives "will be more intellectual, more reflective than the executive of the past; they will be low-keyed people, with soft voices and high boiling points, they will show a talent for consensus and a tolerance for ambiguity, they will have a penchant for unwarranted optimism, and they will find private joy in public responsibility" (p. 77).

Conclusion

The humanities must not only survive within the bureaucratic structure, they must prevail. The humanities make those leaders in the bureaucracy aware of the continuities which are inescapable and from which the mission and the purpose, based as they are on values, arise. Included in the mission and purpose is change, which is inevitable. Too often the tendency of the bureaucracy is to resist change, but the real question is not whether to change but whether change will serve the mission and the purpose. Change in the ideal involves options, options that often affect people and history. In terms of people, the options include a view of the human being. Is mankind noble or debased? Even within values, there are options. To make a bureaucracy vital and thereby able to overcome its tendency to resist change, there

must be leadership willing to take risks. Those risks should be based on the conviction that the human race will achieve dignity and that each person will fulfill as far as possible his or her potential. In the end, the individual and the society benefit. Since bureaucracies in higher education are inevitable, the task is to make them enhance the human condition.

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Sources and Information: Advancing the Liberal Arts and Humanities

Jim Palmer

Since 1966, the ERIC Clearinghouse for Junior Colleges has processed 260 documents, in addition to scores of journal articles, that discuss liberal arts and humanities education at two-year colleges. These documents chronicle the efforts of community college practitioners to define the role of the humanities and liberal arts in a diversified curriculum, to demonstrate the relevance of nonvocational studies in the student's career and personal life, and to devise effective instructional methods for nontraditional students. The following paragraphs review the most recent ERIC literature concerning (1) the status of the liberal arts and the humanities at the community college, (2) efforts to link the liberal arts with the world of work, (3) interdisciplinary and other nontraditional humanities courses, (4) liberal arts students, and (5) honors programs. A bibliography is appended.

Status of the Liberal Arts and Humanities at Community Colleges

An in-depth, nationwide examination of the status and curricular practices of the humanities at two-year colleges was conducted by

S. F. Turesky (Ed.). *Advancing the Liberal Arts.* New Directions for Community Colleges, no. 42. San Francisco: Jossey-Bass, June 1983.

the Center for the Study of Community Colleges from 1975 through 1978. Detailed findings of the study are reported in a series of seven monographs: Brawer 1975, 1978; Cantor and Martens, 1978; Cohen, 1975a, 1975b; Cohen and Brawer, 1975; and Schlesinger, 1976. Specific topics discussed include the attitudes, characteristics, and instructional practices of faculty; trends in the curriculum, factors contributing to varying curricular emphases found at different colleges, and student characteristics.

Since the appearance of these monographs, only one study (Marks, 1980) takes a nationwide look at the status of community college humanities education. Based on examination of instructional, financial, and enrollment data gathered from a representative sample ($N = 142$) of the nation's two-year colleges, Marks explores the effects of changing financial and enrollment conditions on humanities education.

Of primary interest to community college humanists is the preservation of the liberal arts in a curriculum that is increasingly dominated by career, compensatory, and community education. Johnson (1979) notes that the dwindling number of traditionally aged students and the need to increase the skill level of the labor force makes the humanities extremely vulnerable in hard financial times. Brawer (1981) echoes this concern, notes the decline of the transfer function at today's community college, and argues that the liberal arts, if they are to survive, must not remain solely within a college parallel context.

Efforts to revitalize the humanities and liberal arts are discussed by several authors. Individual papers on this topic, presented by seven community college leaders at the National Assembly on the Strengthening of the Humanities, are collected in a monograph edited by Yarrington (1979). In another document, Yarrington (1981) proposes that humanities instructors apply strategies that have proven effective in promoting vocational programs. These strategies include the use of advisory boards, a strategy that is discussed in depth by Brawer and Gates (1981); the employment of humanities practitioners, such as librarians and artists, in part-time teaching positions, the incorporation of job-related topics in humanities course work; and the provision of humanities courses at the workplace. Yarrington also suggests that telecourses, in conjunction with faculty-led group discussions, can be used to associate humanities instruction and the community college in the public mind. Finally, a more recent work, *Revitalizing the Humanities in the Community College*, (Washington State Board..., 1982) describes the Washington State Humanities Project, which involved faculty workshops and other projects in a statewide effort to improve humanities instruction.

For additional viewpoints on the status of community college

humanities education, the reader can turn to annual editions of *The Review and Proceedings of the Community College Humanities Association* (Schmeltekopf and Rassweiler, 1980, 1981, 1982). Each edition provides a set of essays written by community college practitioners on a variety of humanities-related issues.

Connecting with the World of Work

Given the increased vocationalism of community college students, many two-year college educators are leading advocates of the inclusion of humanities instruction in vocational programs. Noting the relevance of the liberal arts to the lives of all students, these advocates call on humanities instructors to abandon their prejudices toward career-oriented instruction (Millonzi and Reitano, 1980) and to provide programs that allow vocational students to follow a broader variety of academic and liberal arts pursuits (Carpenter, 1979).

As a result, many humanities and liberal arts courses are designed especially for vocational students. Examples of such courses can be found in Nelson (1981), Pfeiffer (1980), and Slonecker (1981). Among other innovations, these authors describe (1) humanities courses that are related to the everyday lives of students in an agricultural technical college, (2) a project undertaken to include bioethics courses in a nursing curriculum, and (3) a Literature for Technicians course that is designed to generate enthusiasm for literature and to provide an insight into problems faced by people in their career and personal lives. A discussion of humanities modules for inclusion in occupational programs in provided by Edwards (1980).

Another method of bridging the liberal arts with the world of work is the creation of cooperative education programs that allow students to combine practical, on-the-job training with liberal arts studies. In a survey of 485 four-year and two-year colleges, Kinnison and Probst (1976) found that 161 of the institutions provided cooperative education opportunities for their liberal arts students. Of these colleges, 115 reported fewer than forty student participants during 1974-1975, and 104 colleges felt that their liberal cooperative programs were successful. The survey report includes an examination of the administrative structures of the cooperative programs and a series of interviews with the program leaders at eight selected institutions.

In a more recent document, Johnson (1982) provides an in-depth description and evaluation of the Liberal Arts Cooperative Education program at Pima Community College in Arizona. Included is a review of the program's career planning and job hunting courses, an examination of the use of regular liberal arts faculty in job development

and student recruitment activities, and a description of the cooperative arrangements with businesses and industries that provide jobs for program students.

Interdisciplinary and Other Nontraditional Courses

Stemming largely from the need to provide nontraditional humanities instruction for vocational students, interdisciplinary humanities courses are increasingly used at community colleges. Beckwith (1980) and Dallas (1982b) detail current approaches to interdisciplinary instruction, including team teaching by several instructors from different disciplines, instruction by one teacher covering a panorama of several disciplines, and the examination of a single theme through the perspective of several disciplines. Dallas also provides brief descriptions of the interdisciplinary activities at Miami-Dade Community College, the City Colleges of Chicago, and the St. Louis Community College District.

Several interdisciplinary courses are described in the ERIC literature. Heberlein (1982) discusses one-day, one-credit interdisciplinary humanities workshops for vocational students; Parsons (1978) details a course for vocational students that combines art, drama, and music; and Osborn (1982) describes a course entitled Money in Literature that is designed for community college business students. Also in ERIC are documents describing the interdisciplinary curricula utilized at San Mateo College in California (*Humanities at College of San Mateo,* 1981); at North Shore Community College in Massachusetts (Sbaratta, 1981); and a consortium of three community colleges in California, Illinois, and Florida (Zigerell, 1977). The content, evaluation, and funding of interdisciplinary programs at twenty-seven other colleges are briefly reviewed by Schulz (1980).

Interdisciplinary courses are only one aspect of a varied humanities and liberal arts curriculum that community colleges have developed to meet diverse student needs. Clark College in Washington State, for example, has reorganized its humanities program to include, besides interdisciplinary courses, a cooperative work experience program in writing, art, graphics, and photography; an honors program; and a set of instructional modules for the foreign language curriculum (Gates, 1981). Other examples of innovations in the liberal arts and humanities include (1) the development of hierarchical behavioral objectives for a core humanities course at Miami-Dade Community College in Florida (Miami-Dade Community College, 1980); (2) experimental courses offered by the General College of Minnesota to provide perspectives on human experience and family life through stories,

poems, films, art, dance, and essays (Yahnke, 1980), (3) LaGuardia Community College's core liberal arts program, which includes four courses that emphasize philosophy and English composition (Richardson and Rossman, 1981); and (4) the efforts of several colleges to take humanities education out of the traditional classroom environment and into nontraditional settings such as school auditoriums, shopping malls, union locals, and other gathering places for the out-of-school adult population (Murphy, 1980).

Liberal Arts Students

While many documents describe liberal arts curricula, relatively little attention has been paid to the liberal arts student. Friedlander (1981) draws upon a survey of instructors and students at a large urban community college to assess the academic skill levels and persistence of students studying the liberal arts. His research, which includes an analysis of 8,882 randomly selected student transcripts investigates instructor ratings of student competencies in basic skills, student ratings of their competencies in those areas; and the percentage of students who actually took advantage of basic skills support programs. In a later study (1982), Friedlander surveyed 6,162 students at twenty-six Washington community colleges to determine student background characteristics and educational objectives, self-ratings of abilities, types of college courses taken, types of learning activities participated in, reasons for enrolling or not enrolling in liberal arts courses, and estimates of progress made toward each of fourteen educational objectives such as thinking critically and writing effectively. Among other findings, this survey determined that students who had completed one or more courses in each of four liberal arts areas—the humanities, sciences, social sciences, and mathematics—were likely to rate their abilities and progress higher than those without this background.

Honors Programs

Honors programs are traditionally linked to the college's liberal arts and humanities curriculum. Relatively few ERIC documents and journal articles, however, examine college efforts to serve the academically gifted. Indeed, honors programs seem to have low curricular priority at the community college. Only 47 institutions out of 644 responding to a nationwide survey in 1975 indicated that they had honors programs with formalized academic and administrative structures (Olivas, 1975). Most of the responding institutions, however, did have honors elements such as honors classes, honor societies, colloquia,

independent study provisions, and financial aid based at least partly on merit.

In a more recent study, Piland and Gould (1982) surveyed the Illinois public community colleges to examine the characteristics, features, and administration of existing honors programs. Of the thirty-six responding institutions, only seven had honors programs enrolling at least ten students. Selected findings indicate that (1) entrance into the programs almost always depends on American College Testing scores, grade point averages, and recommendations, (2) six of the colleges with honors programs allowed vocational students to participate, (3) the programs combined scholarly activities, such as honors courses, with social activities such as recognition banquets, and (4) most programs were administered by an advisory committee of faculty and, in some cases, administrators and students.

Other articles describing community college honors programs include Bay (1978), Campion (1981), and Farnsworth (1981–1982). Among other items, these programs provide faculty mentor systems for talented students; honors activities, such as discussion groups and community symposia, and the concurrent enrollment of high school seniors in college courses. Dallas (1982a) provides a further discussion of the enrollment of talented high school seniors as a method of attracting academically gifted students to the community college.

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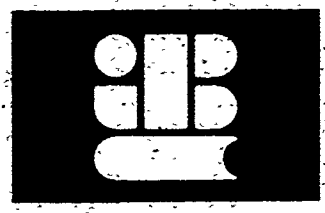

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